



FAR ROCKAWAY HIGH SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 27Q465

ADDRESS: 821 BAY 25TH STREET, QUEENS NY 11691

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TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)...26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

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

SCHOOL ADDRESS: 821 BAY 25th STREET 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**PRINCIPAL**

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Denise J. Hallett

PRINCIPAL: Denise J. Hallett

UFT CHAPTER LEADER: John Gentile

PARENTS' ASSOCIATION PRESIDENT: None 2010 – 2011 Phase out School No PA

STUDENT REPRESENTATIVE:
(Required for high schools) Samantha Melendez/Mayra Cruz
Kabita Bhal

DISTRICT AND NETWORK INFORMATION

DISTRICT: 27 **CHILDREN FIRST NETWORK (CFN):** 403

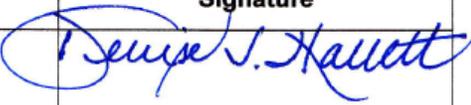
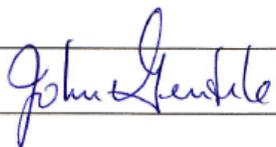
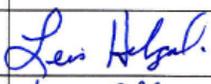
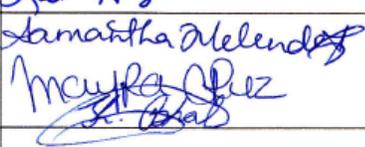
NETWORK LEADER: Marisol Bradbury

SUPERINTENDENT: Juan Mendez

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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

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	
Tania Torres		
John Gentile	*UFT Chapter Chairperson or Designee	
None 2009 – 2010	*PA/PTA President or Designated Co-President	
None 2009 – 2010	Title I Parent Representative (suggested, for Title I schools)	
Lewis Hobgood	DC 37 Representative, if applicable	
Mayra Cruz Samantha Melendez Kabita Bhal	Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
	CBO Representative, if applicable	
	Member/	

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

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 72 students (ATS-Automate the Schools, DOE internal data system, October, 2010), grades 9-12, located in Far Rockaway, Queens.

Far Rockaway HS was identified as a School under Registration Review (SURR) for Mathematics in January 2005. **Our current identification is Title I School- Restructuring (Advanced)**

Comprehensive. We continue to have three accountability groups that have not met New York State standards for performance and they are Blacks, Hispanics, and Students with Disabilities (SWDs).

Far Rockaway High School is in its last year of operation and will successfully phase out in June 2011. There is presently a very limited staff addressing the school's academic program. Parent involvement has decreased to no participation of parents resulting in our school being without a Parent Association and a non compliant School Leadership Team for the current school year.

We are focused on supporting all remaining students in achieving success in high school by providing a relevant and rigorous instructional program that will develop skills and knowledge that will prepare them for college and or the world of work. Those students that graduate and obtain their high school diplomas will be supported with college search and admissions. Any students that are unsuccessful will continue to be supported with information and resources for alternative placements, e.g. other DOE schools, GED programs, Job Corps, etc where they can continue their high school careers.

Our Priority: Graduation of all 2011 and remaining prior cohorts

The latest data June 2010 shows that the graduation rate is 45%,

In order to reach our goal, the entire school community will focus on the academic achievement of our students to ensure that every eligible student is afforded the opportunity to gain needed credits and is scheduled for and prepared to take the appropriate Regents/RCT exams. We have a system of identifying and addressing each student's individual needs for improving their performance.

Potential August 2010 graduates have been identified and were programmed for Summer School. This effort will result in resulted in more students achieving a high school diploma in August 2010, increasing this year's graduation rate.

Every eligible student will schedule and prepared to take the appropriate Regents exams, credit recovery is still in place to support students repeating courses with RTI/AIS/SES support as needed. 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 a rigorous program of instruction along with engagement in extra-curricular and athletic programs. FRHS continues to offer both athletic and extra-curricula programs, with wide student participation. This has also fostered relationships with students from other campus schools.

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 disabilities. 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 meet or exceed the minimum requirements for a high school diploma by the end of the phase out year June 2011. We believe that this success can be achieved through vision, academic rigor, dedicated effort, and a “can do” attitude.”

Strategic Collaborations/ Partnerships

FRHS has strategic collaborations and partnerships with these organizations to support students, teachers, administrators and parents. Some of the partnerships are:

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

Queens Library-research, literacy support

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

Assemblywoman Michele Titus- Parent/Family/Student support

Assemblywoman Audrey Pheffer- Parent/Family/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 Administration for Children’s Services-graduation incentives, family support

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

VESID- career training and college options for SWDs

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		Far Rockaway High School								
District:		27	DBN:		27Q465	School BEDS Code:		342700011465		
DEMOGRAPHICS										
Grades Served:	Pre-K		3		7		11	√		
	K		4		8		12	√		
	1		5		9	√	Ungraded			
	2		6		10	√				
Enrollment					Attendance - % of days students attended :					
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10			
Pre-K	0	0	0		76.4	77.7	76.6			
Kindergarten	0	0	0	Student Stability - % of Enrollment :						
Grade 1	0	0	0	(As of June 30)	2007-08	2008-09	2009-10			
Grade 2	0	0	0		89.0	94.3	97.0			
Grade 3	0	0	0	Poverty Rate - % of Enrollment :						
Grade 4	0	0	0	(As of October 31)	2008-09	2009-10	2010-11			
Grade 5	0	0	0		72.7	94.3	93.1			
Grade 6	0	0	0	Students in Temporary Housing - Total Number :						
Grade 7	0	0	0	(As of June 30)	2007-08	2008-09	2009-10			
Grade 8	0	0	0		14	20	11			
Grade 9	43	9	2	Recent Immigrants - Total Number :						
Grade 10	192	49	6	(As of October 31)	2007-08	2008-09	2009-10			
Grade 11	95	42	10		16	4	0			
Grade 12	188	174	52	Special Education Enrollment:						
Ungraded	1	1	0	(As of October 31)	2008-09	2009-10	2010-11			
Total	519	275	70	(As of June 30)	2007-08	2008-09	2009-10			
					74	77	17			
					35	18	7			
				Special High School Programs - Total Number:						
				(As of October 31)	2007-08	2008-09	2009-10			
					N/A	0	0			
					0	0	0			
				English Language Learners (ELL) Enrollment:						
				(As of October 31)	2008-09	2009-10	2010-11			
					40	0	TBD			
					0	0	TBD			
					30	58	TBD			
				Number of Staff - Includes all full-time staff:						
				(As of October 31)	2007-08	2008-09	2009-10			
					63	39	22			

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	2	4	TBD	Number of Administrators and Other Professionals	24	16	12
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	6	4	3
Overall Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	88	48	87	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	80.0	97.5	59.1
				% more than 5 years teaching anywhere	41.5	50.0	77.3
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers (NCLB/SED)	75.0	85.0	95.5
American Indian or Alaska Native	0.0	0.0	0.0		78.7	82.3	87.1
Black or African American	54.9	51.6	72.9				
Hispanic or Latino	39.1	44.0	22.9				
Asian or Native Hawaiian/Other Pacific Isl.	4.4	2.9	4.3				
White	1.3	1.1	0.0				
Male	47.4	51.3	44.3				
Female	52.6	48.7	55.7				
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:	2007-08	2008-09	2009-10	2010-11			
	√	√	√	√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	Yes	If yes, area(s) of SURR identification:				HS ELA; HS Math	
Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)			Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced					√	

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level			Secondary Level				
ELA:			ELA:			X	
Math:			Math:			X	
Science:			Graduation Rate:			√	
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students				X	X	√	53
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				-	-	-	
Multiracial				-	-	-	
Students with Disabilities				X	√sh		
Limited English Proficient				-	-	-	
Economically Disadvantaged				√sh	X		
Student groups making AYP in each subject				1	1	1	
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2009-10				Quality Review Results – 2009-10			
Overall Letter Grade:	NR			Overall Evaluation:	NR		
Overall Score:				Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:				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:				Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:							
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:							
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				U = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				UPF = Underdeveloped with Proficient Features			
X = Did Not Make AYP				P = Proficient			
- = Insufficient Number of Students to Determine AYP				WD = Well Developed			
				NR = Not Reviewed			
* = 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.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

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/Teacher 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 your school's 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?

Trends in student performance: FRHS conducted a preliminary needs assessment utilizing assessment data; including the RCOS report September 2010, school Scholarship report June/August 2010, ARIS graduation tracker tool and the Annual School Progress Report. As a result of these statistics, teachers of all remaining students at all grade levels have received training to use and interpret data to support instruction with a lens on student progress and performance. This focus enables teachers to set instructional goals that are personalized for each student as they are developed in collaboration with each student. This allows the student/teacher/student to partner in the overall goal of student achievement, credit accumulation, assessment mastery and graduation.

While the school does not receive grades on the Progress Report the data used shows that the number of students making yearly progress was not adequate. This is due to the number of students who remain at performance levels 1 and 2 and an attendance level below 70%. There is a continued need for enrichment programs that will address the students' areas of need and attendance outreach. This data also informs the school of its need to focus instruction on individual student progress rather than performance, and to align instruction toward that goal.

ELA

Recent ELA scores for the 2010 school year indicate that we continue to have weak performance results in the numbers of Black, Hispanic and SWDs students who attain levels 3 and 4. We continue to show performance of students within levels 1 and 2. The scores also indicate, however, that we need to improve the progress made by students within level 1 and 2 and continue to support the students so that they can make, at minimum a year's progress. Also, while we have seen success in maintaining the skills of our lower performing students, we need to better recognize and meet the academic needs of our higher performing students and work on acceleration in addition to remediation for our struggling students. Emphasis has been placed on these areas for the 2010-11 school year as the inquiry team focus will be on Grade 12 students who fall into the levels 1 and 2 ranges. ELA instruction in grades 10-12 will utilize Apex Learning an on line HS Learning Program conducted in 50 minute periods. Students can access this program via the internet therefore affording them access to instruction before and after school. There are varying levels of instruction and assessment according to a student's skill/knowledge level, along with the program's capability to read to students and translation to Spanish for our Spanish speaking ELLs. There are approximately twenty-four students in need of the ELA Regents. Seven of these students were not tested and the data also shows that 14 students did test but failed the assessment. Three students are retesting so that they can move their

performance level from level one to level two or higher. We will provide teachers with the necessary professional development and information to differentiate instruction based on interests and learning needs. Additionally, interim benchmarks and learning goals have been established to help our students meet and exceed their full potential.

Mathematics

Mathematics instruction in Grades 10-12 also utilizes the Apex on Line HS Learning Program conducted in 50 minute periods. NY State scores for Black, Hispanic and SWDs students for the 2009 school year followed a trend similar to those in ELA. We continued to have a minimal number of Black, Hispanic and SWDs students performing at level 3 or above and continue to move students within level 1, but we are not demonstrating significant progress to levels 3 and 4. Some gains were made in mathematics by Special Education Students and Hispanic Students in the lowest third citywide. We recognize the need to improve instruction for our higher level students by offering enrichment and acceleration. Our most recent data for Mathematics (RCOS-ATS) shows that we have a remaining fifteen students in need of the assessment in Algebra. Seven of these students have a score of 55-64 level one and will retake the assessment to achieve a level two score or higher. Only one student has not been tested and seven students were tested and failed the assessment. A further disaggregation of the data shows that six students are ELLs and two students are SWDs.

ELLs

Recent data shows a continued need to help our ELL students make adequate progress in the areas of both English Language Arts and Mathematics. Although the school made small gains moving the Spanish speaking students in the lowest third citywide in the areas of both English Language Arts and Mathematics, there has not been progress in the movement of ELL students into Performance Level 3. These statistics highlight the need to improve the services for these students to enable them to make progress.

We are presently using a push in model in all content areas to assist the students with both content area instruction and language proficiency. ELL students in grades 11-12 receive instruction from a certified ELA teacher utilizing the push in model.

In addition, all classroom teachers have been receiving and will continue to receive professional development to assist them in meeting the unique learning needs of our English Language Learners. We assessed the needs of our English Language Learners based on the 2010 NYSESLAT (New York State English as a Second Language Achievement Test) results, NYS Regents ELA and math scores. We also looked at the trends of our students' performance by comparing the NYSESLAT scores for 2008 and 2009. We had several areas of success in 2008 in NYSESLAT. Out of our thirteen ELLs not one tested out of the ESL program. Their scores on the NYSESLAT deemed them Beginner (one), intermediate – eleven and one not tested; only two improved, moving from beginner to intermediate in their scores.

We looked at the trends in the NYSESLAT reading, writing, listening and speaking scores. The student performance trends that we have noticed, based on the data, are that our students are able to communicate orally. They have strong English speaking skills. The data shows that the listening portion of the NYSESLAT is challenging for them, and they need to increase their reading and writing abilities.

Social Studies

Social Studies instruction has been improved school wide in Social Studies-Global Studies and U S History and Government instruction in grades 10-12 by utilizing Apex Learning an on line HS Learning Program conducted in 50 minute periods. Students can access this program via the internet therefore affording them access to instruction before and after school. There are varying levels of instruction and assessment according to a student's skill/knowledge level, along with the program's capability to read to students and translation to Spanish for our Spanish speaking ELLs.

This program was introduced in the summer 2010 and it incorporates reading and writing with critical thinking skills such as primary and secondary source analysis. Our teachers incorporate New York State standards based social studies into daily balanced literacy instruction. Our students receive departmentalized instruction from our only New York state certified social studies teacher. Classroom libraries in all grade levels include content rich literature and nonfiction to support instruction. Based on prior year's assessments, there is still a need to provide more comprehensive project based assessments and to improve writing in the content area so that students' scores with the DBQs and essays can improve. Our most recent data for Social Studies (RCOS-ATS) shows that we have a remaining twenty-five students in need of the assessment in Global Studies. Eight of these students have a score of 55-64 level one and will retake the assessment to achieve a level two score or higher. Three students were not been tested and fourteen students were tested and failed the assessment. A further disaggregation of the data shows that four students are ELLs and four students are SWDs.

Our most recent data for Social Studies (RCOS-ATS) shows that we have a remaining sixteen students in need of the assessment in U S History and Government. Three of these students have a score of 55-64 level one and will retake the assessment to achieve a level two score or higher. All students were tested and twelve students were tested and failed the assessment. A further disaggregation of the data shows that there is one ELL student and two students are SWDs.

Science

Science instruction at all levels is aligned with New York City and State standards to improve our students' knowledge of science concepts. Mathematics concepts and content area literacy instruction are intertwined. A NYS certified science teacher on loan from another campus school is providing instruction to all remaining students. The science teacher also provides both student instruction and remedial support for all students. Instruction is departmentalized and includes all grade levels. There is a focus on scientific method and inquiry. Science instruction, specifically Living Environment instruction has been improved school wide in grades 10-12 by utilizing Apex Learning an on line HS Learning Program conducted in 50 minute periods. Students can access this program via the internet therefore affording them access to instruction before and after school. There are varying levels of instruction and assessment according to a student's skill/knowledge level, along with the program's capability to read to students and translation to Spanish for our Spanish speaking ELLs.

This program was introduced in the summer 2010 and it incorporates reading and writing with critical thinking skills such as primary and secondary source analysis.

Our most recent data for Science (RCOS-ATS) shows that we have a remaining twenty-five students in need of the assessment in Global Studies. Twelve of these students have a score of 55-64 level one and will retake the assessment to achieve a level two score or higher. All students have been tested and fourteen students were tested and failed the assessment. A further disaggregation of the data shows that eight students are ELLs and four students are SWDs.

Arts

According to our Annual Arts Survey all students received instruction in the Arts during the 2009-10 school year. Some students participated in the mandated Arts course, others, were recipients Dance activities via collaboration with the Leadership program. Instruction in this area has been greatly reduced for the current yea. Reduced funding as per the phase out only reflected approximately 10 students in need of the mandated Art instruction for the 2010 – 2011 school year. Instruction for this course is being provided by the generous loan of a teacher from one of the campus schools for a block of 50 minutes, Monday – Friday. This will take place during the fall 2010 semester. Limited grant funding may allow me to continue to bring artists to the school or to take small numbers of students to art venues.

Almost all students have completed the requirement for physical education instruction and health. Remaining students in need of these courses are asked by the campus high schools for support.

Academic Intervention Services are provided to meet the needs of all students who require additional assistance in meeting the State standards in all core subject areas. Intensity and duration of services vary according to need and include AIS Math push in and Regents/RCT preparation.

Students receive exposure to and instruction in technology through the use of 2 fully equipped technology labs supplemented by in classroom computers. Teachers have been offered several technology based professional development workshops to assist them in providing more meaningful instruction in this area.

Accomplishments: Far Rockaway High School has made great strides toward phase out and ultimate closure of the school. There are presently 72 students on register with over 90% of these students capable of meeting the requirements for the high school diploma by January or June 2011. Students who are incapable of meeting the requirements for the high school diploma will be offered alternative options e.g. transfer schools, GED programs, other DOE academic high schools, so that they can continue toward their achievement of the high school diploma.

Actions implemented several years ago e.g. such as the decision to use creative instructional models like Block scheduling enabled many students from the 2007 the opportunity to graduate before June 2011. Continued Title I funding support which was used for ongoing programs like PM School, Credit Recovery and Saturday School programs which allowed students to earn or recover credits has also been helpful in keeping students on track or allowing them to “catch up” to the peers within their cohorts when they lagged due to academic failures. Another support program like Regents/RCT Preparation support has also enabled students to receive additional support in small group or one to one environments which helped to improve their test taking skills, and add to their content, skill base and confidence in the subject matter. These programs will probably result in the graduation rate for this cohort being at 60% or higher which is more than a 10% increase over the previous cohort’s graduation rate.

Barriers: Far Rockaway High School encountered numerous significant barriers which greatly impacted the school’s performance.

The plan to phase out the school was done at a time when new leadership was instituted. There was no opportunity to see the full impact and growth that the new leadership and new programs would have brought to the students, parents, teachers and community.

The socioeconomic issues of the community, a community located on a peninsula, left the school isolated with little to no community resources and support.

Parents who more than likely worked off the peninsula could not participate in school events and activities which might support the school after returning to the peninsula following an eight hour work day and ninety minutes or more commuting home from work.

The high rate of crime, explosive gang activity and violence was partly responsible for high absenteeism among some students. Although students were kept safe in school, travel to and from school was risky. Some students and parents did not want to take the chance, thus impacting school attendance, achievement and the completion of high school.

Teacher spirit dwindled after the school was slated for closure and professional development to address teacher morale, teacher performance and student performance was needed more than ever. Budget issues loomed larger creating more barriers as greater restrictions on funding limited the support you could provide for students. Without flexibility in the way we could spend some dollars, resources and instructional tools that could support students and enhance classroom teaching and learning could not be purchased. For e.g. as we were unable to afford the full funding of a School Guidance Counselor, a request was made to fund an “F status” part-time Guidance Counselor who could provide quality support to our students. The request was denied to the detriment of our students. This was a guidance counselor who knew the students, the students knew her and she had a history with the students and their parents. She was also well versed in the academic needs of

each and every student. Last, she was also Bilingual Spanish, which we needed since we still had students who were Bilingual Spanish. In her place the students are receiving limited support from an excessed School Social Worker. This placement was made after ongoing requests to fund a Guidance Counselor were denied.

As more students ran out of time for the completion of course work for their high school diplomas and the pending date of closure getting closer, transfers and student placements to other DOE schools were difficult. Other DOE schools were selective as to which students they were willing to place. Due to the need for all schools to meet their grades and show improvement only those students that were perhaps 5 credits or fewer shy of their diploma and completed all of their Regents examinations were acceptable to place. The DOE Office of Student Admissions repeatedly returned students and parents that were sent to them for suitable placement, stating that students must remain in their school until the school closed. Students and parents received counseling from the school's administrators regarding their high school options based on their performance and the school's ability to support them in obtaining their high school diploma. At these counseling conferences realistic goals were discussed, with the administrator, parent and student following the students' transcript, and discussing what the school could and could not offer. Students that were at grades 9, 10 and 11 were frequently told by the DOE Office of Student Admissions that they must remain in their schools and placements would be made for them after the school closed. Many of these students became increasingly frustrated and lost a year of credit accumulation toward their high school diploma because FRHS could no longer offer them the grade 9, 10 or 11 credit courses they needed.

As Far Rockaway High School lost classroom, office and storage space to the four schools that joined the campus:

Frederick Douglas Academy grades 9 through 12

Queens Information Research and Technology High School grades 9 through 12

Academy of Medical Technology grades 6 through 12

KAPPA Middle School grades 6 through 8

students felt unwelcomed, squeezed into smaller areas and made to feel inferior in their own spaces. Courses that were an attraction; specialized courses, such as: certified nursing assistant, architectural drawing and the art electives were ended because the spaces had to be turned over to the other campus schools. This barrier impacted the FRHS students' sense of identity within the school, left them feeling less than important, invisible and placed in a state of constant grieving as they said good-bye repeatedly to teachers, other school staff, classmates, friends, programs and activities. Student activities dwindled for the Far Rockaway High School student and they were left on the outside looking in as they now saw other campus school students populating teams and other activities that were once theirs. In a four story school building they were relegated to a section of a floor and reprimanded by school administrators and school safety if they walked through another school's footprint (school space).

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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

School Goals for 2010-2011 are:

- 1. Other/ Phase Out Far Rockaway High School- By June 2011** close out all administrative and instructional areas of Far Rockaway High School so that school can successfully phase out by June 2011.
- 2. Graduation** - By June 2011 graduate 00% of students who are on track for meeting the criteria for a high school diploma.
- 3. Other/Alternative Options** - By June 2011 assist 100% of students who have not met the criteria for a high school diploma to find an alternative option for the completion of high school high school.

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 2010-11 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, PLA, 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): Other/ Phase Out Far Rockaway High School

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011 close out all administrative and instructional areas of Far Rockaway High School so that school can successfully phase out by June 2011.</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 2010 form teams from remaining staffers to begin addressing Resources Records for storage and safekeeping as per Chancellor’s regulations and DOE guidelines.</p> <p>By January 2011 successfully downsize 50% of all resources and place in storage all records and documents that are not currently in use. By June 2011 successfully downsize 95% of all resources and place in storage all records and documents that must be kept as per Chancellor/DOE guidelines.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>NA</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

Schedule monthly review of progress with downsizing resources and storage of records.

	January and June 2011 Graduation data.
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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): _____ **Other/Alternative Options**

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011 assist 100% of students who have not met the criteria for a high school diploma to find an alternative option for the completion of high school high school.</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 2010 continuing throughout the school year and ending in June 2011 under the direction of the principal and the Assistant Principals the school will implement the following strategies/activities which includes but is not limited to the following: Weekly common planning meetings with ELA teachers, to identify “at risk” students from the Beginning September 2010 continuing throughout the school year and ending in June 2011 under the direction of the principal and the Assistant Principals 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 2010 and January- February 2011 program all “at risk” students, performing below proficiency on ELA Regents (below grade of 65/not tested out NYSESLAT) with ELA support 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 2011 testing periods • Beginning September 2010 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 2010) • 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 2010-June 2011

- 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 2010-June 2011
- ELA/ESL workshops scheduled by principal; at least one each year (fall-October and spring-March) 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 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 2010 –January 2011 February 2011 – June 2011
- 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 2010 and again February 2011
- 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 2010 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 2010 professional development beginning September 2010
- All teachers will use curriculum and assessments that are in alignment with the SED standards for ELA for relevant courses. Beginning September 2010 throughout to June 2011
- 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 2010, ongoing at various constituent meetings and again in February 2011; meetings include monthly SLT meetings, monthly Parent Association meetings, October-May faculty meetings, bi-weekly supervisory meetings, student assemblies (two per semester)

- Assistant Principal will meet with ELA teacher September 2010/February 2011 and before each Regents assessment period January and June 2011 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 will meet with teachers September 2010/February 2011 and before each ELA Regents assessment period January and June 2011 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., 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 2010 and January- February 2011 program all “at risk” students, performing below proficiency on ELA Regents (below grade of 65/not tested out NYSESLAT) with ELA support 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 2011 testing periods
- Beginning September 2010 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 2010)
- 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 2010-June 2011
- 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 2010-June 2011
- ELA/ESL workshops scheduled by principal; at least one each year (fall-October and spring-March) to inform parents of ELA/ESL requirements for promotion, graduation and how to support students in ELA.
- Assistant Principal 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

	<p>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,.</p> <ul style="list-style-type: none"> • Credit Recovery and Saturday school programs to advance student credit accumulation in ELA/ESL begin September 2010 –January 2011 February 2011 – June 2011 • 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 2010 and again February 2011 • 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 2010 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 2010 professional development beginning September 2010 • All teachers will use curriculum and assessments that are in alignment with the SED standards for ELA for relevant courses. Beginning September 2010 throughout to June 2011 • 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 2010, ongoing at various constituent meetings and again in February 2011; meetings include monthly SLT meetings, monthly Parent Association meetings, October-May faculty meetings, bi-weekly supervisory meetings, student assemblies (two per semester) • Assistant Principal will meet with ELA teacher September2010/February 2011 and before each Regents assessment period January and June 2011 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 will meet with teachers September2010/February 2011 and before each ELA Regents assessment period January and June 2011 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.
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<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 SWP, Title III 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 2011 and June 2011 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 2011</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): Performance of All Students, Blacks, Hispanics, SWDs in ELA and Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011 All Students, Blacks, Hispanics, SWDs will demonstrate progress towards achieving state standards as measured by a 1% increase in students scoring at Level 2 or higher on the NYS assessments in ELA and Mathematics.</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 2010 continuing throughout the school year and ending in June 2011 under the direction of the principal and the Assistant Principals the school will implement the following strategies/activities which includes but is not limited to the following: Weekly common planning meetings with ELA teachers, to identify “at risk” students, Beginning September 2010 continuing throughout the school year and ending in June 2011 under the direction of the principal and the Assistant Principals 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/Mathematics teachers, to identify “at risk” students, from the ALL Students, Blacks, Hispanics and SWDs that are not proficient defined as students performing below proficiency on ELA/Mathematics Regents (below grade of 65) follow through and identify, plan and implement further strategies needed to improve student proficiency in ELA/Mathematics • In September 2010 and January- February 2011 program all “at risk” students, performing below proficiency on ELA/Mathematics Regents (below grade of 65/not tested out NYSESLAT) with ELA/Mathematics support 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/ Mathematics and mock NYSESLAT to familiarize and assess students in interim ELA/ Mathematics proficiency at least twice per semester no later than one month before Jan and June 2011 testing periods • Beginning September 2010 encourage all eligible parents of /and ” at risk” students, students performing below proficiency on ELA/ Mathematics Regents/NYSESLAT (below grade of

65/not tested out) to participate in SES and after school tutorial programs for support in ELA/ Mathematics (SES Fair and In-school provider identified September 2010)

- Use of technology in labs with software for ELA/ESL/ Mathematics 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 2010-June 2011
- Use Inquiry Team process to further identify those students at performance level 1 in ELA/ESL/ Mathematics (below grade 65) and implement strategies to improve their performance to a level of minimum proficiency (level 2) or higher. beginning September 2010-June 2011
- ELA/ESL/ Mathematics workshops scheduled by principal; at least one each year (fall-October and spring-March) to inform parents of ELA/ESL/ Mathematics requirements for promotion, graduation and how to support students in ELA/ Mathematics.
- Assistant Principal will provide monthly professional development for ELA/ESL/Mathematics teachers as a group and one-on-one support on sound data driven practices to instruct and support students in ELA/ESL/ Mathematics, 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 2010 –January 2011 February 2011 – June 2011
- Share information with all ELA/ Mathematics teachers regarding the ELA/ Mathematics Regents/NYSESLAT level of performance for their students for more informed and targeted teaching and learning beginning September 2010 and again February 2011
- 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 2010 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 2010 professional development beginning September 2010
- All teachers will use curriculum and assessments that are in alignment with the SED standards for ELA/ESL/ Mathematics for relevant courses. Beginning September 2010 throughout to June 2011
- 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 (Black, Hispanic, Students with Disabilities (SWDs), ELLs. Beginning September 2010, ongoing at various constituent meetings and again in February 2011; 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"> • Assistant Principal will meet with ELA/ Mathematics teacher September 2010/February 2011 and before each Regents assessment period January and June 2011 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 will meet with teachers September 2010/February 2011 and before each ELA/ Mathematics Regents assessment period January and June 2011 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/ Mathematics 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. defined as students performing below proficiency on ELA/ Mathematics Regents (below grade of 65) follow through and identify, plan and implement further strategies needed to improve student proficiency in ELA/ Mathematics
<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 SWP, Title III 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>1% improvement in student achieving proficiency on January 2011 and June 2011 ELA/Mathematics Regents/NYSESLAT 51% decrease in number of students failing classes due to poor performance, grades of 55 Making AYP or Safe Harbor for school year ending June 2011</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

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

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								
10		1					1	
11	3	2	5	2	0	0	0	0
12	15	3	12	10	0	0	2	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: Apex Learning, Regents Prep	Tutoring Monday through Thursday 2:48 – 3:30 PM
Mathematics: Apex Learning, Regents Prep	Tutoring Monday through Thursday 2:48 – 3:30 PM
Science: Apex Learning, Regents Prep	Tutoring Monday through Thursday 2:48 – 3:30 PM
Social Studies: Apex Learning, Regents Prep	Tutoring Monday through Thursday 2:48 – 3:30 PM
At-risk Services Provided by the Guidance Counselor:	Far Rockaway is phasing out in June 2011. The school’s 2010-2011 allocation would not support a guidance counselor. A request for a part-time F status Guidance Counselor to support all remaining students was not approved. A Social Worker that is currently in excess was assigned to support students.
At-risk Services Provided by the School Psychologist:	NA
At-risk Services Provided by the Social Worker:	Counseling to support crisis issues regarding family relationships and socio-economic issues.
At-risk Health-related Services: School Health Clinic Northshore LIJ	NA

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 (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) 10-12 Number of Students to be Served: 13 LEP 72 Non-LEP
Number of Teachers 3 Other Staff (Specify) 2 APs/1 SW/ 1SY/ 7School Aides

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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.

Based on our LAP, FRHS still has a total of 13 ELLs (3 Haitian Creole and 10 Spanish) who are in need of testing out of the NYSESLAT and/or meeting proficiency on the ELA Regents in January 2011 or June 2011.

FRHS is phasing out in June 2011. The last remaining ESL and Bilingual teachers were excessed in June 2010. The 2010- 2011 budget would not support the full allocation for salary of these teachers.

The remaining 13 students would receive ESL support from a certified ESL supervisor every Monday from 8: 30 AM – 2:47 PM. The certified ESL supervisor is also experienced in preparing students for the NYSESLAT/ELA Regents and she can provide one- to -one tutoring for these students. The certified ESL supervisor can be available for our students during the school day for instructional support and before or after school Monday – Thursday 2:48 – 3:30 PM.

As per our LAP she will also support the ELA and other subject teachers regarding strategies for ELLs to support their mastery of the ELA, Science, Math and Social Studies Regents examinations so that they can meet the requirements for graduation.

She will also provide workshops for parents of ELLs regarding student graduation.

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.

At Far Rockaway High School development for teachers is provided by the administrative staff as well as personnel from the support network.

Section III. Title III Budget

Within the school, professional development concentrates on:

- The literacy needs of the ESL students.

School: **FAR ROCKAWAY HS**

BEDS Code: **342700011465**

- Scaffolding instruction in Math and Science through experiments and the use of manipulatives.

- Sessions on sharing of online resources that can make instruction more effective.

- Differentiation of instruction as a general rule but more especially with ELLs.

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) Workshops off-site include: - Per session • Monthly Series – “Working with Ells” for ESL teacher, Grades 6 – 12. (This series seeks to address various elements of the educational program for ELLs, such as assessment, planning, strategies, instruction and best practices.)	\$15,000	341 hours of per session for ESL Supervisor to support ELL Students: 341 hours x \$43.93 (current supervisor per session rate with fringe) = \$14,980.13)
Purchased services • NYSESLAT administration training. - High quality staff and curriculum development contracts.	0	
Supplies and materials - Must be supplemental. - Additional curricula, instructional	0	

materials. Must be clearly listed.		
Educational Software (Object Code 199)	0	
Travel		
Other		
TOTAL	\$15,000	

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 our Spanish speaking and Haitian-Creole parents respond to letters and messages that are translated to Spanish and Haitian-Creole.

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 materials are translated by In-House staff, mainly supervisor who is bilingual and DOE translation services.

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 by in-house staffers – (mainly supervisor who is bilingual.)

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 given abbreviated bulleted information sheets about Chancellor's Regulation A-663 Translation and interpretation services. These services are also explained to our parents.

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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$198,949.00	\$3500	\$202,449.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$1989.00	\$350	\$2339.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$9947.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$19894.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: _____ 100% _____
6. 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.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school’s **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New

York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Far Rockaway High School Parent Involvement Policy 2001-2011

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 be 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 __06/03/2010__ and will be in effect for the period of 1 year 2011 -2010. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 30, 2010.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

2010 - 2011 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 2010-11.

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 during which this compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held: October 27, and 28, 2010 and March 24 and 25, 2011. 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 	<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>

Title 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.

- 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 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 2010
DATE

PARENT SIGNATURES

DATE

STUDENT' SIGNATURES

DATE

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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.

See Needs Assessment Part IV.

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

Also See Needs Assessment Part IV.

3. Instruction by highly qualified staff.

See Needs Assessment Part IV.

4. 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.

See Appendix V Part II, Part B.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
NA School is phasing out in June 2011.

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

See parent compact.

7. 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

8. 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.

See professional development and Teacher collaboration described therein.

9. 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.

See AIS page and Needs Assessment Section IV.

10. 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, Head Start, adult education, vocational and technical education, and job training.

N/A School to phase out in June 2011-based on this violence prevention and other support programs were not made available during the 2010-2011 school year.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-

quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program <i>(R)</i>			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check <i>(R)</i> in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check <i>(R)</i>	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
 - is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State’s Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status:	SURR ELA Restructuring Advanced Math Restructuring Advanced Graduation Good Standing	SURR³ Phase/Group (If applicable):	11
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Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

Mathematics Did not make AYP 2009 -2010 Did not make safe harbor target 2009 -2010
ELA Did not make AYP 2009 -2010 Did not make safe harbor target 2009 -2010
Graduation Good Standing

Findings and Issues:

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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

School Under Registration Review (SURR)

Teachers will be engaged in ongoing discussions and decision-making processes with Far Rockaway High School and 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
- Use of technology in instruction
- Data analysis and using data
- Far Rockaway High School will provide extensive and ongoing professional development opportunities for all staff, including administrators, teachers, school aides, Social Worker. Professional development offerings will include: differentiated training to meet the needs of 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.

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 via a collaboration of principal, supervisor and teachers based on needs of staff and students. The team will work collaboratively to plan and coordinate activities to provide a two-tier approach to staff development. On one level, the team will work 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 phase out in June 2011 however throughout the school year we will continue to 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 9-12, District benchmark assessments, 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. There will be no opportunity for summer school since the school will phase out in June 2011.
 - 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 the use of technology in instruction and 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, Corrective Action, or Restructuring

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/Attend on/off site professional development activities that allow staff 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

Note: All remaining Teachers are certified.

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 offices, school library and labs for use by parents
 - Supervisors will be available 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, school library and labs for use by parents
 - Computer literacy classes will be offered to parents
 - Supervisors will be available 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
NYSED	B. Persaud October 12, 2010	Overview of progress toward phase out of Far Rockaway High School in June 2011.

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: June 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>No visits during the 9/2009 – 8/2010 school year by NYSED or NYCDOE</p> <p>NYSED visit October 12, 2010 B. Persaud-School Liaison</p> <p>Registration Review Team March 2005</p>	<p>None will schedule a follow up visit to observe instruction.</p> <p>Improve Student Performance in mathematics and all instructional areas by using data analysis on all examinations for decision-making and prioritization of professional development offerings.</p>	<p>No Recommendations were made. School has no actions to take at this time. School will continue phase out for close date June 2011.</p> <p>Student data has been introduced and used as the platform by which decisions are made regarding teaching and learning, development and use of curriculum, professional development, creation/purchase of support programs, hiring of staff, purchase of resources, parent outreach, etc.</p>

<p>Registration Review Team March 2005</p>	<p>Improve Student Attendance</p>	<p>Clear policies regarding student attendance including actions and activities have been clearly articulated in the School wide Attendance improvement plan. Attendance policies are shared with students in course contracts and with parents in the parent compact and in ongoing school wide notices and information</p>
<p>Registration Review Team March 2005</p>	<p>Mission Statement and Goals to develop a current, clear, concise relevant mission statement with buy-in of the school community</p>	<p>School developed a current clear concise relevant mission statement which included buy-in from all school community stakeholders. Mission statement is revisited each school year and revised as needed. Mission statement is shared with all staffers and posted throughout the school.</p>
<p>Registration Review Team March 2005</p>	<p>Assist students and families in planning for post-graduate in grades 9 and 10</p>	<p>There is a functional college/ career advisement component to the present guidance program that engages grades 9 and 10 students and their parents in early discussions about college and the opportunity to explore post high school activities.</p>
<p>Registration Review Team March 2005</p>	<p>Professional development for CTT Teachers to accommodate increased numbers of students in CTT classes</p>	<p>There has been and continues to be professional development opportunities in CTT off-site, onsite, during common planning sessions, and on Professional</p>

Registration Review Team March 2005	Increase Parent involvement on School Leadership Team	Development days. Outreach has been made and continues to be made each year to form relationships with parents and encourage their voice in the school community through phone calls, informal gatherings, parent meetings, etc
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APPENDIX 7: 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 currently have 1 (one) student in TH.
2. Please describe the services you are planning to provide to the STH population.
Our STH student has a dedicated Social Worker, School Psychologist and the support of our School Health Clinic staff NorthShore LIJ.
STH is supported with teen parenting support from the school's LYFE center.
STH is also supported with a flexible school day schedule to accommodate late arrivals.
STH has direct access to principal and all school supervisors.

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 your Children First Network.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Far Rockaway High School						
District:	27	DBN:	27Q46	School		342700011465	
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7		11
	K		4		8		12
	1		5		9	v	Ungrade
	2		6		10	v	
Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K	0	0	0		76.4	77.7	76.6
Kindergarten	0	0	0	Student Stability - % of Enrollment:			
Grade 1	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 2	0	0	0		89.0	94.3	97.0
Grade 3	0	0	0	Poverty Rate - % of Enrollment:			
Grade 4	0	0	0	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 5	0	0	0		72.7	94.3	93.1
Grade 6	0	0	0	Students in Temporary Housing - Total Number:			
Grade 7	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 8	0	0	0		14	20	11
Grade 9	43	9	2	Recent Immigrants - Total Number:			
Grade 10	192	49	6	<i>(As of October 31)</i>	2007-	2008-	2009-
Grade 11	95	42	10		16	4	0
Grade 12	188	174	52	Special Education			
Ungraded	1	1	0	<i>(As of October 31)</i>	2007-	2008-	2009-
Total	519	275	70		16	4	0
Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
# in Self-Contained Classes	57	32	11	Principal Suspensions	74	77	17
# in Collaborative Team Teaching (CTT)	27	11	1	Superintendent Suspensions	35	18	7
Number all others	16	9	7	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2007-	2008-	2009-
				CTE Program Participants	N/A	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)				Early College HS Program Participants	0	0	0
<i>(As of October 31)</i>	2008-	2009-	2010-	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes	40	0	TBD	<i>(As of October 31)</i>	2007-	2008-	2009-
# in Dual Lang.	0	0	TBD		63	39	22
# receiving ESL services only	30	58	TBD	Number of Teachers	63	39	22
# ELLs with IEPs	2	4	TBD	Number of Administrators and Other Professionals	24	16	12
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals	6	4	3

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	88	48	87	% fully licensed & permanently assigned to this	100.0	100.0	100.0
				% more than 2 years teaching in this school	80.0	97.5	59.1
				% more than 5 years teaching anywhere	41.5	50.0	77.3
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher	75.0	85.0	95.5
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	78.7	82.3	87.1
Black or African American	54.9	51.6	72.9				
Hispanic or Latino	39.1	44.0	22.9				
Asian or Native Hawaiian/Other Pacific	4.4	2.9	4.3				
White	1.3	1.1	0.0				
Male	47.4	51.3	44.3				
Female	52.6	48.7	55.7				

2009-10 TITLE I STATUS

v	Title I							
	Title I							
	Non-							
Years the School				2007-	2008-09	2009-	2010-	
				v	v	v	v	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School	Yes	If yes,					HS
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Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In			Basic	Focused	Comprehensive
Improvement Year 1						
Improvement Year 2						
Corrective Action (CA) –						
Corrective Action (CA) –						
Restructuring Year 1						
Restructuring Year 2						
Restructuring Advanced						v

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>	
ELA:		ELA:	X
Math:		Math:	X
Science:		Graduation Rate:	v

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				X	X	v	53
Ethnicity							

American Indian or Alaska Native						
Black or African American				X	X	
Hispanic or Latino				X	X	
Asian or Native Hawaiian/Other Pacific				-	-	-
White				-	-	-
Multiracial				-	-	-
Students with Disabilities				X	vsh	
Limited English Proficient				-	-	-
Economically Disadvantaged				vsh	X	
Student groups				1	1	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	NR	Overall Evaluation:	NR
Overall Score:		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment: <i>(Comprises 15% of the</i>		Quality Statement 2: Plan and Set Goals	
School Performance: <i>(Comprises 25% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress: <i>(Comprises 60% of the</i>		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit:		Quality Statement 5: Monitor and Revise	

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = 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.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 403	District 27	School Number 465	School Name Far Rockaway HS
Principal Denise J. Hallett		Assistant Principal Tuwanna Williams-Gray	
Coach None		Coach None	
Teacher/Subject Area Carmen Clemetson/ELA/Special E		Guidance Counselor Gary Pelosi/Social Worker	
Teacher/Subject Area Jonatha Ehrenberg/Social Stud		Parent None	
Teacher/Subject Area Muhammad Ali/Science		Parent Coordinator None	
Related Service Provider Gary Pelosi/Social Worker		Other Jennifer Allwood/Business/Care	
Network Leader Marisol Bradbury		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	0	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
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	4

C. School Demographics

Total Number of Students in School	72	Total Number of ELLs	13	ELLs as Share of Total Student Population (%)	18.06%
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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.

Paste response to questions 1-6 here

As part of the admission process, all parents/students complete a Home Language Identification Survey (HLIF). There is also an informal oral interview with the parents to clarify points on the survey. For a parent who speaks little or no English, this interview is done by a teacher who speaks the parent's native language (French, Haitian Creole or Spanish). If the HLIS indicates that the student speaks little or no English and that the native language is used in the home setting, the LAB-R is administered and the student is programmed in an ESL class. A letter is sent to the parent informing of the child's ESL identification and enrolment in the relevant program.

Parents are also shown the orientation DVD in their native language on the services that may be provided to their children (Transitional Bilingual Education, Dual Language, and Free Standing ESL). The parents are also provided with the information brochure "Guide for Parents of English Language Learners", which was produced by the Office of English Language Learners of the DOE, in their native language. As this school only provides ESL classes, parents have the option of choosing a school that could provide what they feel may be more appropriate services or to have the children admitted here. These choices are also discussed with the parents in their native language, where possible.

The Pupil Accounting Secretary is responsible for the administration of the Home Language Identification Survey. The ESL teacher is informed if there is an indication that a student has a native language other than English. An informal interview with the parent and student is then conducted about when and how the native language is used and if the child has any knowledge of English. If necessary, the LAB-R is then administered within the first 10 days of the student's admission.

The prior years' NYSESLAT scores are used to determine continued entitlement to Bilingual and ESL services and proper level of proficiency for linguistic and academic placement for the present school year. Students who do not have a spring 2010 score due to absence or other extenuating circumstances are tested as needed for placement. Parents are offered information regarding placement/courses/support available so that they may make appropriate selections.

Parents for the 2010-2011 school year have opted into the Free Standing ESL program (17 students)

(1 student) parent opted out of this program/school and exercised the option of transferring to another high school - John Adams HS, Queens, NY D. 27.

No, because the remaining parents have not made any program model requests and the school reaches out to parents weekly regarding students' performance.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

K 1 2 3 4 5
 6 7 8 9 10 11 12

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In												2	11	13
Total	0	0	0	0	0	0	0	0	0	0	0	2	11	13

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	13	Newcomers (ELLs receiving service 0-3 years)	8	Special Education	0
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	1

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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	8	0	0	4	0	0	1	0	0	13
Total	8	0	0	4	0	0	1	0	0	13

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish												1	9	10
Chinese														0
Russian														0
Bengali														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Urdu														0
Arabic														0
Haitian												1	2	3
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	2	11	13										

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish					1		9		10	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French					1		2		3	0
Other									0	0
TOTAL	0	0	0	0	2	0	11	0	13	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 13

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 3

Asian:

Hispanic/Latino: 10

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish												1	9	10
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian												1	2	3
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	2	11	13										

Part IV: ELL Programming

A. 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.

Paste response to questions 1-4 here

The Departmentalized/Push in model that currently provides instruction for a total of 13 students. The school is located in a high school and we share a building with four other schools in what is the Far Rockaway HS campus, we share the cafeteria, gymnasiums, labs,

auditorium and library with the other schools. Most of our students are from a low socio-economic background and so are eligible for free or low-cost lunches.

The number of ELL students is relatively small (13 students ranging from Grade 11 to Grade 12). We have adopted the Inclusion model with collaborative team teaching and/or push-in of ESL and SETSS teachers in the majority of our classrooms, and have capped class size at around 30 students, and where possible have reduced that number even further. Currently one part-time staff member is fluent in Spanish, with one staff member fluent in Haitian Creole. We are a phase out high school with the last graduation class scheduled for June 2011. We believe this is fundamental in providing continued support for the ELL population of our school. This allows for better modified instruction within regular education classrooms as well as better support of and communication with the families of these students.

None of our ESL students receive special education services in accordance with the requirements of an IEP. Content area teachers are also provided with copies of the IEPs when warranted so that they may become familiar with the special needs of those students who may have been programmed in their classrooms.

In this way we provide the ESL students with the mandated number of minutes as stated in New York State Chancellor's Regulations Part 154.

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

Native Language 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.



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Paste response to questions 5-14 here

Because the ELL population is small and ranging from Grade 11 to Grade 12, Far Rockaway HS currently only offers a Push-in English as a Second Language (ESL) program. Our main aim is to assist the ELLs to achieve proficiency in literacy and academic English for success in city and state grade exams as well as English for basic everyday communication and interaction in society at large.

The instruction and distribution of time for compliance to CR Part 154 for ELL students will be achieved in the following ways:

- Dedicated ELA teacher who pushes-in, pulls-out, and follows groups of ELL students within their general education classrooms. In this way,
- Collaborative planning between content and ELA teachers.
- Scaffolding in instructional delivery, e.g. modeling, bridging, contextualization, schema building, meta-cognitive development, and text representation, through activities like Reading with a Purpose, Reaching a Consensus, Think-Pair-Share, Compare/Contrast Matrix, Sequence of Events Chain, Re-imagining the Text, and so on.
- After-school and before-school ELL enrichment programs, particularly during the 37½ minutes small group instruction time in zero

period.

- Regular conferencing between ELA and Content Area teachers on challenging material, especially in Math and Science, and how we may simplify concepts to increase comprehension.
- Use of bilingual and ESL dictionaries and glossaries in the content area and ESL classrooms,
- Conferencing with ELLs in and out of classroom.
- Assessment through formal and informal assessments, and running records.
- Use of a variety of high interest texts, vocabulary workshop, listening and speaking activities as well as free and guided writing exercises.
- Use of material to familiarize ELLs with the state assessments format, e.g. Empire State NYSESLAT (Continental Press).
- Extended time opportunities for students such as after-school classes in ELA and Math content area classes.

There is no dedicated text book used in the ESL classes. Instead, the students work with a variety of challenging texts related to many areas of interest, including those associated with topics in the Social Studies and Science content areas. Vocabulary building is an integral part of the classes. Students also become familiar with the state assessment formats through past exam papers and the text “Empire State NYSESLAT”. The ELLs are also programmed in Computer Technology Literacy classes where they are encouraged to use the search engines like Yahoo.com and Bing.com on the computer to find information relevant to their studies.

All ELLs (intermediate and advanced) in the Free Standing ESL classroom are fully served according to the mandated number of instructional minutes to be provided. This is done through use of the mandated 37½ during the zero periods, after-school classes and push-in in content area classes as well as pull-out of students, in accordance with content teacher’s request, for individual attention.

Students who have reached the level of proficiency at the NYSESLAT and so have transitioned out of the ESL program will continue to receive testing accommodations such as extra time, separate location and use of glossaries and dictionaries. This will continue as long the students need such accommodations but not for more than two years.

C. Schools with Dual Language Programs

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)?

We do not have a Dual Language program.

D. 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.

day Paste response to questions 1-3 here

At Far Rockaway High School development for teachers is provided by the administrative staff as well as personnel from the support network.

Within the school, professional development concentrates on:

- The literacy needs of the ESL students.
- Scaffolding instruction in Math and Science through experiments and the use of manipulatives.
- Sessions on sharing of online resources that can make instruction more effective.

- Differentiation of instruction as a general rule but more especially with ELLs.
- How to use ARIS and ACUITY Periodic Assessment to gather relevant data.
- Item analysis and use of data gained from ARIS and ACUITY to inform instruction.

The three remaining Teachers on a rotating basis will attend Workshops/Trainings/professional development offerings at off-site:

- Monthly Series – “Working with ELLs” for ESL teacher, Grades 6 – 12. (This series seeks to address various elements of the educational program for ELLs, such as assessment, planning, strategies, instruction and best practices.)

- NYSESLAT administration training

LIU BETAC Series of PD trainings

OELLs trainings and offerings

E. 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?

Paste response to questions 1-4 here

- Parental involvement workshops held 4 times a year with discussions around transcript review, promotion and graduation requirements, etc. -These workshops include parents of ELLs.
- PTA meetings once a month with outreach to parents of ELLs.
- Parent volunteers are encouraged to spend time and assist in school.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)												0	1	1
Intermediate(I)												2	8	10
Advanced (A)												0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	2	9	11

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B												0	1
	I												1	8
	A												0	0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	10		0	
Math <u>Algebra</u>	13		10	
Math <u>Geometry</u>	0		0	
Biology	0		0	
Chemistry	0		0	
Earth Science	0		0	
Living Environment	13		6	
Physics	0		0	
Global History and Geography	12		9	
US History and Government	13		11	
Foreign Language	8		8	
Other <u>Math B</u>	0		0	
Other <u>Alg2/Trig.</u>	0		0	
NYSAA ELA	0		0	
NYSAA Mathematics	0		0	
NYSAA Social Studies	0		0	
NYSAA Science	0		0	

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)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - 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?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

The ESL program of this schools aims to assisting students to become proficient in the English language after at least 3 years. Evaluation is done by way of the NYSESLAT which is administered once a year. This examination provides information on the students' ability in the four language skills (listening, speaking, reading and writing) as well as their overall level (beginning, intermediate, advanced or proficient). Based on the results of the NYSESLAT of May 2010, the ESL students are at the intermediate and advanced levels. Also, they show that the ELLs are weakest in the writing skill while their greatest strength is in listening and speaking. Although their reading skill is generally good, there is room for improvement.

There will implications on the ESL instructional program based on the assessment of the NYSYSLAT 2010 as well as other assessment such as ACUITY, classroom exams, formal and informal observations, and the New York State tests in Mathematics, ELA, Social Studies and Science.

- Rigorous targeting of the language skills, especially that of reading and writing in ESL and the content areas through meaningful activities.
- Close collaboration between the ESL teacher and Content Area teachers on identifying and correcting specific deficiencies in individual students.
- Rigorous practice in improving the writing skills, through journal writing, vocabulary exercises, sentence and paragraph construction and sequencing.
- Use of ESL dictionaries (The American Heritage English as a Second Language Dictionary), and glossaries in a print-rich classroom environment.
- P.M. school and Saturday Academy to provide as much practice as possible in the weak modalities.
- Academic intervention as required to foster students' academic development and progress.
- Thorough practice in problem-solving strategies and justifying answers in Mathematics.
- Providing opportunities for negotiating academic language in Mathematics and Science.

All subsequent support activities will focus on helping the students acquire progress in their language skills so as to promote academic progress.

Students who have reached the level of proficiency at the NYSESLAT and so have transitioned out of the ESL program will continue to receive Regents testing accommodations for such as extra time, testing in a separate location, and use of glossaries and dictionaries. This will continue for as long as the students need such accommodations, but for not more than an additional two years.

Additional Information

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

Additional Information

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

	Other		
	Other		
	Other		

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 27Q465

All Title I SWP 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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$198,949	\$3,500	\$202,449
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$1,989	\$35.00	\$2,024
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$9,947	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$19,895	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:

6. 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.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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.

See Needs Assessment Part IV.

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:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - 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.
- Are consistent with and are designed to implement State and local improvement, if any.

Also See Needs Assessment Part IV.

3. Instruction by highly qualified staff.

See Needs Assessment Part IV.

4. 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.

See Appendix V Part II, Part B.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
NA School is phasing out in June 2011.

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

See parent compact.

7. 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

8. 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.

See professional development and Teacher collaboration described therein.

9. 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.

See AIS page and Needs Assessment Section IV.

10. 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, Head Start, adult education, vocational and technical education, and job training.

N/A School to phase out in June 2011-based on this violence prevention and other support programs were not made available during the 2010-2011 school year.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$167,117.16	✓	
Title I, Part A (ARRA)	Federal	✓			\$3,465	✓	
Title II, Part A	Federal			✓			
Title III, Part A	Federal	✓			\$15,000	✓	
Title IV	Federal			✓			
IDEA	Federal	✓			\$19,164	✓	
Tax Levy	Local	✓			\$610,211	✓	
