



FAR ROCKAWAY HIGH SCHOOL

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: (27/ Q/ 465 FAR ROCKAWAY HIGH SCHOOL
ADDRESS: 821 BAY 25TH STREET FAR ROCKAWAY QUEENS, NY
11691
TELEPHONE: 718 327 6000
FAX: 718 327 8836

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SECTION I: SCHOOL INFORMATION PAGE

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

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

SCHOOL TELEPHONE: 718 327 6000 **FAX:** 718 327 8836

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

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Denise J. Hallett

PRINCIPAL: Denise J. Hallett

UFT CHAPTER LEADER: John Gentile

PARENTS' ASSOCIATION PRESIDENT: Jennifer Mills

STUDENT REPRESENTATIVE:
(Required for high schools) Bibi Amin

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 27 **SSO NAME:** EMPOWERMENT CFN 2

SSO NETWORK LEADER: Chris Groll

SUPERINTENDENT: Michelle Lloyd Bey/Bonnie Laboy

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

Mary Brown	Member/Parent	
	Member/	
	Member/	
	Member/	
	Member/	

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

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: Mathematics

SURR Group/Phase: 11

Year of Identification: 2005

Deadline Year: 2009

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

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations
<p>October 2008 SED Liaison John Miller\Special Education Liaison Thomas Walsh</p> <p>April 2009 SED Liaison John Miller</p>	<p>Regularly scheduled support visits to review:</p> <ul style="list-style-type: none"> • Data regarding student performance • Teacher growth and development • Examine curriculum • Review Special Education Compliance Issues/Quality Improvement Process • Overview of school phase out process 	<p>As per the suggestion of the SED Liaison</p> <ul style="list-style-type: none"> • Data monitored and shared with all constituents • Accountability groups targeted for support • Professional development to address accountability areas • Curriculum revisited to address accountability areas • Follow SED guidelines regarding testing of students, use of BIPs to support students and teachers, teacher PD regarding student accommodations, improving

<p>December 2008 NYCDOE Office of Portfolio Development</p>	<p>Orientation to review steps in the process of phasing out Far Rockaway High School.</p>	<p>teacher access to IEPs.</p> <p>School must downsize in staff and assist staffers in transitioning to other DOE schools. Standard Operating Procedures (SOPM) must be followed to turn over resources, equipment, materials to other campus schools. School is a participating member of a campus building council. Data must be reviewed to insure that all students are provided with the necessary support for graduation. Students who will not graduate must be supported with information on alternative learning sites and options.</p>
<p>Empowerment School Instruction Team April 2009</p>	<p>None at this time.</p>	
<p>NYCDOE Transitional Review Phase out School May 2008</p>	<p>The recommendations were based on the statements of the areas listed below and the school was not scored but received suggestions for further follow through:</p>	<p>As per the report, the school is taking the following actions to improve the school:</p> <p>The school wide attendance improvement</p>

	<p>Look for ways to improve attendance Bring back Advanced placement classes and enrichment opportunities Expand differentiation via the use of data and student centered practices Build on teacher's goals for students to include teacher goals for professional development</p>	<p>plan is being revisited to identify other ways to address the attendance of students with long term absences (LTAs). Instruction is being addressed to look for new ways to motivate students and create alternative learning options. Professional Development is developed to improve pedagogy and the delivery of instruction.</p>
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CEP Appendix 8: Contracts for Excellence

This electronic version of the CEP Appendix 8 allows you to submit details about your proposed 2008-09 Contracts spending within the six eligible program areas.

1. This form must describe your preliminary plans to use the total amount of funds allocated to your school in the Excellence allocation category in Galaxy. If you do not know this amount, please refer to Galaxy.
2. The sum of the allocations you list in each program area must match the total amount allocated to you in G
3. Please provide all of the information requested for each of the program strategies to which you've allocated fund requirements.

This survey must be completed by Tuesday July 15 at 6pm.
Thank you!

Submit date: **Jul 14, 2008** Email address: **dhallet@schools.nyc.gov**

Please provide the following information about your school. You must complete all of the fields on this page in or survey to be valid.

School DBN	27Q465
School Name	Far Rockaway High School
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 292,931
Principal Name	Far Rockaway High School
Principal Email	DHallet@schools.nyc.gov
Principal Phone	7183276000

Does your school plan to use FY09 C4E funding to reduce class size?

- Yes
 No

How much do you plan to allocate for each of the following program strategies?

Creation of additional classrooms	\$ 185,542
Reducing teacher-student ratio through team teaching strategies	

Does your school plan to allocate FY09 funding to reduce class size via the creation of additional classrooms?

- Yes
 No

What grade(s), subject(s), and/or special populations are being targeted using C4E resources in school year 2008- new classrooms/class sections will be created for school year 2008-09?

* If you plan to use C4E funds to target more than one grade, please fill out one row per grade.

For example:

C4E Target #1: 6 - ELA - ELLs - 25 - 1 -24

C4E Target #2: 8 - Math - Students with Disabilities - 26 - 1 -25

* If you plan to target more than one special population in a single grade, please fill out a separate row for each student

For example:

C4E Target #1: 6 - ELA - ELLs - 25 - 1 -24

C4E Target #2: 6 - ELA- Students with Disabilities - 25 - 1 -24

* If you plan to target more than one subject area in a single grade, please fill out a separate row for each subject

For example:

C4E Target #1: 6 - ELA - ELLs - 25 - 1 -24

C4E Target #2: 6 - Math - ELLs - 25 - 1 -24

	Targeted Grade	Targeted Subject	Targeted Population	Average Class Size 2007-08	# New Classrooms / New Sections
C4E Target #1	10	English Language Arts	Students with Low Academic Achievement	30.0	25
C4E Target #2	10	Math	Students with Low Academic Achievement	30.0	25
C4E Target #3					
C4E Target #4					
C4E Target #5					
C4E Target #6					

Does your school plan to allocate FY09 funding to reduce class size by reducing teacher-student ratios in existing (e.g., team teaching models, creation of additional CTT classes, etc.)?

- Yes
- No

Does your school plan to use FY09 C4E funding to increase student time on task?

- Yes
- No

How much do you plan to allocate for each of the following program strategies?

Before- and After-School Programs **\$ 14,618**
Summer School Programs
Dedicated Instructional Time
Individualized Tutoring

Does your school plan to use FY09 C4E funding to support new or expanded before- or after-school programs?

- Yes
- No

Please describe the program.

This will be a Saturday school model which will supplement instruction, students will have more time on task and will be able to earn credit

requirements for high school graduation.

Please indicate the student population(s) you intend to target via this initiative.

- English Language Learners
- Students with Disabilities
- Students in Poverty
- Students with Low Academic Achievement / at Risk of Not Graduating

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program Expansion

Please indicate how the program/strategy will be expanded for school year 2008-09 (e.g., increase in the number of program hours, increase in the number of students served, etc.)

We expect to be able to expand the hours of our program and to increase the number of students served.

Does your school plan to use FY09 C4E funding for new or expanded summer school programs?

- Yes
- No

Does your school plan to use FY09 C4E funding for new or expanded efforts to increase dedicated instructional time instructional blocks for core academic subjects, additional instructional periods for areas of greatest student need Intervention (RTI) and/or intensive individual intervention, etc.)?

- Yes
- No

Does your school plan to use FY09 C4E funding for new or expanded efforts to offer individualized tutoring (provided by qualified staff as a supplement to general curriculum instruction and targeted to students not meeting State standards)?

- Yes
- No

Does your school plan to use FY09 C4E funding for teacher and principal quality initiatives?

- Yes
- No

Does your school plan to use FY09 C4E funding for middle and high school restructuring efforts?

- Yes
- No

Does your school plan to allocate FY09 funding to implement a new full-day pre-kindergarten program, or to expand an existing pre-kindergarten program at the school?

- Yes
- No

Does your school plan to allocate FY09 funding to expand and/or replicate a model instructional program for English Learners (ELLs)?

- Yes
- No

How much do you plan to allocate for this program?

Model Programs for ELLs \$ 92,771

Please describe the program.

A dedicated ESL/ELA teacher will be made available to assist ELLs and SIFE students with time on task and focused academic support.

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program Expansion