



Office of Innovative School Models
 Persistently Lowest Achieving (PLA) Schools
 School Improvement Grant (SIG)

Progress Review Report — 2011-2012

School:	Rockaway Park High School	School District:	Community School District (CSD) 27
Date of Site Visit:	March 7, 2012	Team Member:	Kalimah Geter

Address: 100-00 Beach Channel Drive

Principal Telephone: (718) 318-6170 **Fax:** (718) 318-6176

BEDS #: 342700011324

School Principal: Jennifer Connolley **E-mail address:** Jconnolley2@schools.nyc.gov
Interim Acting: Matthew Katz Mkatz13@schools.nyc.gov

SIM /SIL: N/A **E-mail address:** N/A

Grade Configuration: 9-10 **Total Enrollment:** 215

PLA identification: N/A

Identified subgroups: N/A

Circle school intervention model:
 Turnaround – Phase-in school for Beach Channel High School

The school's community-based organization (CBO), Partnership support organizations (PSO) partners and major vendors:

1.	Children's First Network 108	4.	Australian United States Services in Education (AUSSIE) Consulting
2.	Waterfront Alliance	5.	Achieve 3000
3.	Novanet		

STAFFING	
Organization and Structure	<ul style="list-style-type: none"> • At the time of the NYSED site visit, the principal was on maternity leave. The interim acting principal (IA principal) was available during the visit to provide necessary information. • The school employs two English language arts (ELA) teachers, two mathematics teachers, one special education teacher and one English as a second language (ESL) teacher. • According to the IA principal, the school shares a school-based support team with the other four schools on the campus (Beach Channel HS and Rockaway Collegiate HS, Channelview School for Research and Gateway Academy). • The school opened for the 2010-11 school year with ninth grade students. At the time of the NYSED site visit, the school was in its second year of operation and was serving grades nine and ten. • The school offers an after school program to provide tutoring for students who need additional attention.
Teacher Evaluation	<ul style="list-style-type: none"> • The IA principal was in charge of all teacher evaluations at the time of the NYSED site visit. • During the 2011-12 school year, the IA principal had conducted seven formal observations and an unaccounted for number of 'snap-shot' observations. • Teachers receive written feedback for both formal, full class period observations, and 'snap-shot' or partial class period observations, within one week of the observation.
PLANNING	
Student Enrollment	<ul style="list-style-type: none"> • The average daily student attendance rate was 83 percent at the time of the NYSED site visit. • The principal reported the school has two long term absentees on record. • The school has an attendance aide who calls the homes of chronically absent students daily. • The guidance counselor prepares conduct cards for students with attendance issues to make parents aware of weekly progress. • The network liaison meets with families to support them in improving attendance issues.
Student Performance	<ul style="list-style-type: none"> • Students are selected to participate in intervention programs from teacher notes and conferences with students. • Students missing credits are identified by transcript evaluations. They are provided with credit-recovery sessions and project-based classes to receive individualized support.
Outcomes	<ul style="list-style-type: none"> • Interventions to improve student attendance are conducted every school day. The school attendance coordinator calls the homes of absent students daily after running the daily attendance report. Additionally, for students who are chronically absent and/or late, the attendance teacher conducts outreach by telephone and face to face meetings with parents.

	<ul style="list-style-type: none"> The IA principal facilitates a weekly meeting with the attendance coordinator, attendance teacher and all school administrators to monitor students with attendance issues and the progress of interventions.
Teacher Attendance	<ul style="list-style-type: none"> The average daily teacher attendance rate was 80 percent at the time of the visit. Interventions by school administrators regarding the improvement of teacher attendance were not provided at the time of the NYSED site visit.

PROFESSIONAL DEVELOPMENT (PD)	
Professional Development	<ul style="list-style-type: none"> According to the IA principal, the entire teaching staff meets with the school administrators once a month to discuss the goals of the school. With a small staff of 15 teachers, the teaching staff reported they have many co-planning opportunities. Professional development (PD) is provided by an AUSSIE (Australian United States Services in Education) consultant who is the school's instructional coach and is at the school three days per week. The Children's First Network 108 (the network) provides off-site PD sessions in math and ELA. The school has two inquiry groups. One group meets to discuss ninth grade students and the other meets to discuss tenth grade students. Teachers participate in "differentiated inquiry." Differentiated inquiry allows each teacher to look at instruction and student progress against each teacher's individual goals.
Instructional and Support	<ul style="list-style-type: none"> The instructional coach works with small groups of teachers weekly to work on individual teacher needs. Additionally, the school has an achievement coach from the network who works in concert with the instructional coach to provide instructional support and PD. The instructional coach reported creating performance tasks using the Charlotte Danielson Framework for Teaching (Danielson Framework) to assist teachers in improving instruction. The school's coaches use the <i>Learning Voyage</i> program to create matrices aligned to the Common Core Learning Standards (CCLS). Teachers have been coached to align their individual goals with the Danielson Framework rubric. The achievement coach reported he visits classrooms three times per week to provide teachers with feedback to assist in instructional improvement.
Monitoring and Analysis	<ul style="list-style-type: none"> The IA principal and coaches monitor the implementation of PD topics and strategies during classroom 'snap-shot' and full-period observations.

DATA ANALYSIS	
Data that Informs Instruction	<ul style="list-style-type: none"> • The instructional coach and principal reported data based on student work is gathered through inquiry groups. Inquiry groups also analyze the data during weekly meetings. • The school administered an Acuity test in October 2011 and plans to administer the test again before the 2011-12 school year ends.
Data & Student Achievement	<ul style="list-style-type: none"> • According to the IA principal, data is collected on student growth and achievement. Teachers discuss the data during inquiry groups to make instructional decisions and plan interventions. • Most data collected at the school pertains to students who are performing in the bottom third of the student population. • Teachers access data using the Achievement Reporting and Innovation System (ARIS). • Regents exam data is collected from previous test administrations and compared to current year exam data when that data becomes available.

CURRICULUM AND TEACHING	
Learning Time	<ul style="list-style-type: none"> • The length of the school day for students is from 8:37 a.m. to 3:18 p.m. Tuesday through Friday. On Mondays, students are dismissed at 2:30 p.m. at which time teachers participate in on-site PD.
Mapped & Paced Curriculum	<ul style="list-style-type: none"> • The instructional coach reported the school has rolled out the CCLS in ELA and math.
Instructional Programming Linked to Student Needs Assessment	<ul style="list-style-type: none"> • Information regarding revisions to the curriculum were not provided during the NYSED site visit.
Effective Teaching Practices	<ul style="list-style-type: none"> • The NYSED Site Visit Team member conducted classroom visits and observed the following: <ul style="list-style-type: none"> ○ Sporadic evidence of student engagement ○ Effective classroom management ○ Some examples of rigor and challenge in instruction ○ Active use of instructional technology such as Smartboards ○ Uneven examples of effective questioning techniques aimed at higher order critical thinking ○ Limited evidence of enthusiasm in teacher instruction ○ Continuity from classroom to classroom regarding the posting of the lesson's aim and 'do now' activities

ELL/SWD	<ul style="list-style-type: none"> • At the time of the NYSED site visit, the school had one special education teacher to service 40 students with disabilities (SWD). The one teacher was required to service ninth and tenth grade students with disabilities by rotating from one inclusion classroom to the next. During class visits, the NYSED Site Visit Team member observed a special education/general education inclusion class without the presence of a special education teacher. • The school reported they have nine English language learners (ELL) enrolled and one English as a second language (ESL) teacher on staff.
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STUDENT SUPPORT	
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Additional Social/Emotional Support	<ul style="list-style-type: none"> • The school has a guidance counselor who provides social and emotional support to students based on individual needs. • The school does not provide student support through the use of Response to Intervention (RtI) and Academic Intervention Services (AIS).
Counseling	<ul style="list-style-type: none"> • In addition to social and emotional supports, the guidance counselor provides support to students by monitoring credit accumulation and supports students toward meeting class and credit requirements for promotion. • Additional assistance is provided to the students on an as-needed basis by the social worker on staff at Beach Channel High School.
Enrichment Opportunities	<ul style="list-style-type: none"> • Opportunities for students to participate in academic and social enrichment activities are available. • The campus has sports teams, and students enrolled in any of the five schools may participate. • The school has its own fitness club, after school culinary class, economics class, government and criminology course and a zero-period geometry class in the mornings. • The school has a boat building program. Students work with the carpentry teacher to build functioning passenger boats. • The school offers college prep courses and the IA principal reported next year the school will begin college tours.

SCHOOL LEADERSHIP	
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Effective Leadership and Principal Evaluation	<ul style="list-style-type: none"> • At the time of the NYSED site visit, the IA principal had not received an evaluation.
Leadership Development	<ul style="list-style-type: none"> • The IA principal stated he had limited time to participate in PD because he did not like to leave the building without an assigned school leader there to stand in for him.

School Improvement Manager/External Providers	<ul style="list-style-type: none"> • N/A
Building Level Leadership Team	<ul style="list-style-type: none"> • According to the IA principal, with the principal on maternity leave, meetings with the building leadership team to evaluate the progress of the implementation of the school turnaround model are held on an as-needed basis.

SCHOOL CLIMATE AND COMMUNITY ENGAGEMENT	
Environment is Conducive to Learning	<ul style="list-style-type: none"> • At the time of the NYSED site visit, the school environment was calm and conducive to learning. Student behavior was respectful in classrooms and hallways. • Students and parents reported the school offers a safe and caring environment for learning.
Collaboration	<ul style="list-style-type: none"> • Teachers and the instructional coach meet on an on-going basis to discuss instruction and how to improve student achievement. • Teacher inquiry teams meet weekly to discuss specific students and data to plan for instruction. • The school has a school leadership team that meets once a month and includes several parent members.
Parent Involvement	<ul style="list-style-type: none"> • The school has a functioning Parent Association (PA) which meets once a month. • The school has a full-time parent coordinator who is in continual communication with parents. Parents reported they receive regular emails and flyers from the parent coordinator notifying them of workshops and school events. • Parents stated the principal and IA principal are very open and always willing to listen to parent concerns. • Parents commended the school on having many after school and Saturday opportunities and activities for students. • According to the parent coordinator, the school has offered cooking workshops and a workshop to assist parents in understanding how to read data and information in ARIS.
External/Community-Based Partners	<ul style="list-style-type: none"> • The school has a partnership with the Waterfront Alliance. The partnership includes student participation in summertime beach cleanups, education about the history of the community, kayaking, water safety, water sampling to learn about pollution and a host of community service opportunities.

BUDGET AND OTHER FUNDING SOURCES	
Budget Modifications	<ul style="list-style-type: none"> At the time of the NYSED site visit, modifications to the School Improvement Grant (SIG) had not been made.
Use of 1003(g) or 1003(a) grant funding	<ul style="list-style-type: none"> According to the NYSED document entitled “New York State Improvement Grant (1003g) Cohort 1 and 2 Awarded Amounts,” the school was awarded \$300,000 for the 2011-12 school year. Many indicated actions outlined in the SIG application were not being implemented at the time of the NYSED site visit. Most actions were not implemented due to the school’s computer lab being under construction at the time of the visit. The majority of actions require the school to use computers and technology for implementation. Programs such as Novanet and Achieve 3000 are impossible to implement without technology. Of particular concern was the school’s lack of an adequate number of special education teachers on staff at the time of the NYSED site visit. The IA principal and network leader both reported recruiting someone for the position had been tremendously difficult due to the location of the school and travel challenges.
Use of Other Funding	<ul style="list-style-type: none"> The school is using NYCDoE funds in coordination with other school resources including Fair Student Funding and applicable federal or state grants for the school (e.g. Title I) to carry out the school-wide strategies.

DISTRICT SUPPORT AND PLANNING FOR DEVELOPMENT	
District Support	<ul style="list-style-type: none"> The network supports the school regarding the budget by providing a representative who meets with school administrators two to three times per month. The network provides the school with a special education compliance coach while the school continues to interview candidates to fill the special education teacher vacancy. The IA principal reported it has been close to impossible for the school to fill the vacant special education teacher position. Professional development regarding special education strategies, the CCLS, Novanet and DataCation are all provided by the network. Monthly off-site PD is provided for principals by the network; however, the network leader reported the IA principal is usually unable to attend because of his commitment to being on-site at the school. The network offers teacher leadership training sessions for teachers interested in becoming school administrators.
JIT/SIG Alignment	<ul style="list-style-type: none"> N/A

SUMMARY

A NYSED Site Visit Team member conducted a full-day site visit at Rockaway Park High School for Environmental Sustainability on March 7, 2012. The team member was able to collect information regarding the school's efforts to begin the implementation of their reform model for improving student learning. Rockaway Park High School for Environmental Sustainability opened in the fall of 2010. The school began with 125 ninth grade students. During the 2011-12 school year, the school expanded adding the tenth grade increasing the enrollment to 215 students. The school will continue to grow to serve grades nine through twelve by the 2014-15 school year with a maximum enrollment of 450 students.

At the time of the NYSED site visit, the principal was on maternity leave and the assistant principal was in the leadership role as the IA principal. The team member met with representatives from the district, school staff, parents and partners to review initiatives that the school is implementing to make progress toward improving student achievement. Teachers reported meeting regularly to analyze student data and to plan instructional strategies.

The school was safe, clean, and conducive to learning. Transitions between classes appeared to be smooth and positive behavior throughout the floor the school occupies was apparent. Staff, students, parents and partners all spoke positively of the school's efforts to improve student achievement.

District and school representatives were candid with their comments and highly cooperative throughout the PLA monitoring process. Parents have an active Parent Association and are working to increase parent involvement. The school and the district appear to be working together collaboratively to coordinate their efforts and implement as much of their turnaround model as possible; however, there are several components of the plan not implemented at the time of the visit. The school had not implemented the Novanet and Achieve 3000 programs because of a computer lab which was under construction at the time of the visit. Additionally, the IA principal reported the school only has one special education teacher on staff. The school has had difficulty in securing a second special education teacher since the start of the 2011-12 school. This remains a concern as the school has a population of 40 ninth and tenth grade students with disabilities which is approximately 20% of the students enrolled.