



**CANARSIE HIGH SCHOOL**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: CANARSIE HIGH SCHOOL**  
**ADDRESS: 1600 ROCKAWAY PARKWAY**  
**TELEPHONE: 718-290-8600**  
**FAX: 718-290-8681**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 331800011500 **SCHOOL NAME:** Canarsie High School

**SCHOOL ADDRESS:** 1600 ROCKAWAY PARKWAY, BROOKLYN, NY, 11236

**SCHOOL TELEPHONE:** 718-290-8600 **FAX:** 718-290-8681

**SCHOOL CONTACT PERSON:** ANGELO MARRA **EMAIL ADDRESS:** amarra@schools.nyc.gov

**POSITION / TITLE** **PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Laurence Lande

**PRINCIPAL:** ANGELO MARRA

**UFT CHAPTER LEADER:** Kuljit Ahluwalia

**PARENTS' ASSOCIATION PRESIDENT:** Quettelie Fleurentin

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* Nikita Britton

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 18 **CHILDREN FIRST NETWORK (CFN):** 305

**NETWORK LEADER:** JOANNE MEJIAS/Olga Mejia-Glenn

**SUPERINTENDENT:** Aimee Horowitz

**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
Angelo Marra	Principal	Electronic Signature Approved. Comments: Unfortunately, Ms. Bucknal was unable to approve due to the fact that the submit button did not appear on the screen. Once again, there is a technical glitch.
Laurence Lande	UFT Member	Electronic Signature Approved.
Barbara Luckner	DC 37 Representative	Electronic Signature Approved.
Bucknal Hilary	PA/PTA President or Designated Co-President	Comments: Approved on behalf of Ms. Bucknal. There appears to be a computer click. Support: Approved on behalf of Hilary Bucknal
Lorraine Cordis	Parent	Electronic Signature Approved.
quettelie fleurentin	Parent	Electronic Signature Approved.
Nikita Britton	Student Representative	Electronic Signature Approved.

\* Core (mandatory) SLT members.

### **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.

Canarsie High School is an integral part of the historic Canarsie community located on the eastern end of Brooklyn. The school has entered it's final year of a four year phase-out process. This June 2011, will be Canarsie High School's last graduating class. Nonetheless, our mission is to continually provide and maintain an enduring, safe and supportive learning environment in which students will gain the knowledge, values, and intellectual curiosity that will lead to life-long learning. Through rigorous individualized instruction and multiple pathways, our school provides students the opportunity to achieve high academic standards and explore other viable educational opportunities.

Our comprehensive high school prides itself in promoting an awareness and respect for ethnic and cultural diversity. As a result of their experiences, the students of Canarsie will have developed a sense of pride in themselves and their community. It is our goal to maintain a supportive, nurturing environment where researched-based instructional strategies and differentiated instruction are used for all students. These young adults will become responsible, thoughtful, and critical thinking citizens who will be entering into the world prepared to pursue successful career opportunities in the current global economy.

Varying educational initiatives are being vigorously pursued at our school. The outcomes we are striving for are a higher credit accumulation rate and a higher Regents' passing rate in all subjects, especially ELA and Math.

Canarsie High School has assessed the varied needs of its students and offers a wide range of student activities to address them. The following is a sample of the learning experiences that we offer to enrich and expand our courses of study:

- Advanced Placement courses in English Literature and U.S. Government.

- Saturday School Academy which allow for credit recovery for students who have fallen behind in their academic progress toward graduation.
- An ESL program of instruction which enables students to acquire English language proficiency as well as academic cognitive skills and cultural knowledge of the society in which they live. In addition, an English Language Learners after-school Title III Enrichment Program helps accelerate English language acquisition.
- Intensive Regents Review sessions
- The Young Adult Borough Center (YABC) program at Canarsie High School services our severely over-aged and under-credited students
- Skills Training for Employment Program (STEP) is a fifth year high school job training program which develops employment opportunities for our students.
- Our CBO ( Interboro Development Center) nurtures students academically and socially through leadership and self-esteem building activites.

In addition, our alumni have been instrumental in providing scholarships, mentorships and equipment for the students. With the alumni's participation we are able to showcase our successes and mirror the skills the students can emulate. Moreover, we have partnered with the following CBO; Interboro Developmental Center which provides support, enrichment and instructional services for all students to improve attendance, Regents passing rate, credit accumulation rate, and safety and security. The implementation of these programs will improve student achievement in meeting and exceeding graduation requirements. All members of the school community have joined together to achieve these goals.



## SECTION III - Cont'd

**Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
<b>School Name:</b>	Canarsie High School									
<b>District:</b>	18	<b>DBN #:</b>	18K500	<b>School BEDS Code:</b>						
DEMOGRAPHICS										
<b>Grades Served:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded				
<b>Enrollment:</b>				<b>Attendance: - % of days students attended*:</b>						
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10			
Pre-K	0	0	0		67.6	71	TBD			
Kindergarten	0	0	0							
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>						
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10			
Grade 3	0	0	0		91.2	94.20	TBD			
Grade 4	0	0	0							
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>						
Grade 6	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10			
Grade 7	0	0	0		32.3	39.6	38.2			
Grade 8	0	0	0							
Grade 9	1034	356	113	<b>Students in Temporary Housing - Total Number:</b>						
Grade 10	643	574	138	<i>(As of June 30)</i>	2007-08	2008-09	2009-10			
Grade 11	375	256	221		49	309	TBD			
Grade 12	479	474	346							
Ungraded	13	1	13	<b>Recent Immigrants - Total Number:</b>						
Total	2544	1661	831	<i>(As of October 31)</i>	2007-08	2008-09	2009-10			
					37	4	1			
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number:</b>						
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10			
# in Self-Contained Classes	259	177	120	Principal Suspensions	129	267	TBD			
# in Collaborative Team Teaching (CTT) Classes	66	64	42	Superintendent Suspensions	54	40	TBD			
Number all others	95	46	35							
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>						
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10			
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				CTE Program Participants		N/A	91	0		
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants		0	0	0		

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	<b>Number of Staff - Includes all full-time staff.</b>			
# receiving ESL services only	144	96	51	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	25	8	18	Number of Teachers	134	89	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	47	32	TBD
				Number of Educational Paraprofessionals	6	5	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	439	363	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	74.3	90	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	68.6	85.6	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	87	94	TBD
American Indian or Alaska Native	0.5	0.5	0.6	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	89.2	86.5	TBD
Black or African American	85.1	84.7	83.6				
Hispanic or Latino	11.2	11.7	11.9				
Asian or Native Hawaiian/Other Pacific Isl.	1.4	1.3	1.4				
White	1.8	1.4	2				
Multi-racial							
<b>Male</b>	54	55	57.2				
<b>Female</b>	46	45	42.8				
<b>2009-10 TITLE I STATUS</b>							
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input checked="" type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10		
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School:</b> Yes <input type="checkbox"/> No <input type="checkbox"/>		<b>If yes, area(s) of SURR identification:</b>		HS ELA			
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
In Good Standing (IGS)		<input type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced Basic		<input type="checkbox"/>					
Comprehensive		<input checked="" type="checkbox"/>					
Focused		<input type="checkbox"/>					
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:				ELA: X			

Math:		Math:	X
Science:		Graduation Rate:	X

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
<b>All Students</b>				X	X	X	46
<b>Ethnicity</b>							
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	X		
Limited English Proficient				X	X		
Economically Disadvantaged				X	X		
<b>Student groups making AYP in each subject</b>				0	0	0	

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
<b>Overall Letter Grade</b>	NR	<b>Overall Evaluation:</b>	
<b>Overall Score</b>	NR	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	NR	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	NR	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	NR	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	0	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target	▶ = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

\* = 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](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 schools use of resources: last year's school budget, schedule, facility use, class size, etc.

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

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

In December 2007, the NYC Department of Education decided that Canarsie High School would close and undergo a phase-out process. In September 2008, the school did not admit an incoming 9<sup>th</sup> grade cohort.

This September 2010, the school entered its final year of a four-year phase-out process. The phase-out will be completed this June 2011. However, the school will continue its commitment to providing and maintaining a rigorous educational program for all students.

A comprehensive needs assessment was conducted in collaboration with the principal, assistant principals, members of the School Leadership Team, parents, Community Based Organizations, and other representatives of the school community. We found that some of the current strengths of Canarsie High School are that the principal and his team have been working diligently to create a safe learning environment where students can work towards their maximum potential. The development of this focused and cohesive educational team helps identify clear and defined goals and objectives to support student learning. These goals and objectives are continually referenced school-wide and fosters critical thinking skills. It also promotes analytical and conceptual skills development, leading to improved student achievement.

The school leaders, the school leadership team, parents and faculty have consistently gathered, reviewed, and generated the following data: Regents scores, Marking Period Scholarship reports, Attendance data, Acuity results, feedback from Impact safety visits, the New York City Department of Education Progress Report, Phase-out Transition Review, the New York State Education Department Report Card, the Learning Environment Survey, the School Under Registration Review visit report, and findings of the Inquiry Team. These data sets were aggregated to identify student strengths/weaknesses and implications for instruction.

Over three years ago, in March 2007, Canarsie High School was identified by the NYS Education Department as a School under Registration Review (SURR) based on the ELA performance of its students in 2005 and 2006. In addition, the school has not met its Annual Yearly Progress (AYP)

targets in ELA and Mathematics for the eighth consecutive year and currently has a year seven SRAP (School Requiring Academic Progress) status in ELA and Mathematics and an SRAP year two status in the graduation rate.

The analysis and interpretation of the quantitative and qualitative data reports (School Progress Reports, School Report Card and Learning Walks) has divulged that students are struggling with literacy skills. This determination was the consensus of the School Leadership Team, the Data Inquiry Team, teachers, supervisors and administrators. This determination is illustrated in our data reports. According to the 2009-2010 progress reports, the school scored a 50%, compared to other schools city-wide, on the ELA Regents, which was a 15% increase from the previous year in comparison to all city schools. The 2009-2010 Accountability Overview Report indicates that Performance Index for all student groups in ELA was 133. The effective AMO was 171; therefore, the school did not make AYP for ELA. In addition, according to the 2009-2010 progress report there was a 50% pass rate on the Comprehensive English Regents relative to City Horizon. In order to address and improve these percentages, literacy skills must continue to be a primary focus of classroom instruction. The following recommendations were made by The School Leadership Team, parents, teachers, supervisors and administrators. Professional development should be continued for teachers in order to develop strategies to improve student's literacy skills, focusing on differentiated instruction. In order to evaluate continual student progress Acuity periodic assessment will continue to be administered to produce insights into areas of student weakness to inform instruction and to improve student performance.

Mathematics had always been another area of concern of the School Leadership Team, Data Inquiry Team, parents, teachers, supervisors and administrators. It became apparent based on the available school data reports (School Progress Reports, School Report Card and Learning Walks), that the students were deficient in numeric skills. However, according to the 2009-2010 Progress Report the school scored a 77.2%, compared to all other schools city-wide, on the Math Regents, showing a 43.1% remarkable increase from the previous year. Additionally, the performance index for all student groups in Mathematics was 131 compared to the 167 effective AMO; therefore, the school did not make AYP for Mathematics. In order for students to move forward and reverse this trend, parents, teachers, supervisors and administrators have joined with the School Leadership Team to address the seriousness of the Mathematics concerns. It was agreed that professional development should continue to be intensified for teachers in order to develop strategies to improve student's numeric skills. The school community also recommended Academic Intervention Programs to reinforce classroom instruction. In order to evaluate the student progress, periodic assessments will continue to be administered in order to produce insights into the areas of student weakness to inform instruction and to improve student performance. However, a positive indication is that there has been tremendous progress over the past year on the Math and English Regents compared to all other schools citywide.

The work of the Data Inquiry Team provided a lens through which we work on improving one area of weakness found in the population at Canarsie High School. Our team selected a diverse population of students from 12<sup>th</sup> grades. Their reading levels were 1-3 based on their 8<sup>th</sup> grade exams. The group consisted of students from the general population as well as special needs and ELLs. They were

administered a Reading Level Indicator exam as a baseline assessment. We used Achieve 3000 for this task. All students needed some improvement in reading comprehension. Our goal was to strengthen reading comprehension through a series of sub skill lessons. These included note taking, summarizing, questioning, Literary Story Elements and synthesizing material. During the semester, members of the Inquiry team tracked the students, visited their English classes and worked one on one in the sub skill areas. Our Data Team met with other team members to report their findings and evaluate further interventions. Our success will be determined in June, when we administer a DBQ format exam. The students must score at least a 3 on that test. Our findings have been turn-keyed to our faculty at many departmental and staff meetings and a final report and presentation will be submitted so that our findings can be turn-keyed and utilized in all departments next year.

Another area of concern that had always impacted upon student performance was erratic attendance. However, the schools progress report indicates that the school's attendance rate for the 2009-2010 school years was 78%. This was an increase of + 7 % from the previous year. The members of the School Leadership Team, the Data Inquiry Team, Parent Coordinator, parents, teachers, supervisors, and administrators agree that attendance impacts detrimentally on student classroom performance and student trends. The Attendance and Guidance departments will continue to work toward the improvement of student attendance, which appears to be going in the right direction. Attendance teachers and Family Paras will increase their home visits. Circular 6 assignments will include teachers making telephone calls to parents during their C6 assignments. Guidance counselors will identify students with excessive absences. A guidance intervention program will be upgraded and improved to investigate students with chronic attendance problems. Conferences will be held by the guidance intervention team with parents and students. The goal is to improve student attendance and increase student classroom performance.

Due to significant gains in ELA and Mathematics, as well as significant gains in all other subject areas and an overall increase in credit accumulation, the graduation rate for 2009-2010 rose to 45.3%. This was an overall increase of 5.3% from the previous year. Students must continue to believe that graduation is within their grasps and that they can be successful in school. Teachers, supervisors, and administrators, parent coordinator, parents and the school leadership team members recognize the need to continue increasing our graduation rate. We feel confident that a focus on improving Mathematics instruction and offering credit recovery programs to supplement students' workload will lead to an increase in the four-year graduation rate.

But the School Leadership Team, Data Inquiry Team, parents, the administrative cabinet, the UFT and all other members of the school community agree that the first step to improving attendance is to provide a safe and secure environment. In March 2010 of this year Canarsie High School was taken off the Impact list. This clearly makes it evident that safety and security has improved greatly during the 2009-2010 school year. We have had zero incidents involving violent student behavior for the 2009-2010 school year.

This needs assessment led to the following priorities for Canarsie High School:

- An increase on the Mathematics Regent's examination
- An increase on the ELA NYS Regent's examination
- An increase in the overall student attendance rate
- A decrease in major incident rates
- An increase in the percentage of students accumulating 10 or more credits per school year.

## 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.

<b>Annual Goal</b>	<b>Short Description</b>
<input type="checkbox"/> Goal # 1  By June 2011, all students will make a 3% improvement in ELA performance as measured by the NYS English Language Arts Examination. Particular emphasis will be given to students with disabilities who did not meet the subgroup effective AMO in English Language Arts.	<input type="checkbox"/> After conducting our needs assessment, the SLT found that students have underperformed on the ELA Regents, resulting in Canarsie H.S. being put on the SURR list for English for the past 4 years.
<input type="checkbox"/> <input checked="" type="checkbox"/> Goal # 2  – By June 2011, all students will make a 3% improvement in Mathematics performance as measured by the NYS Mathematics examination. Particular emphasis will be given to Students with Disabilities (SWD) who did not meet the subgroup effective AMO in Mathematics.	<input type="checkbox"/> After conducting our needs assessment, the SLT found that students have underperformed on the Math Regents over the past 4 years. Students with disabilities subgroup failed to make AMO; therefore this will be a top priority for 2010-2011.
<input type="checkbox"/> <input checked="" type="checkbox"/> Goal # 3  There will be a 5% decrease in major incidents by June 2011, as measured by the Online Occurrence Reporting System (OORS).	<input type="checkbox"/> As of March 2010 Canarsie High School was taken off the Safety Impact List, because of its' overall decrease of incidents. We will strive to continue and maintain this positive trend
<input type="checkbox"/> <input checked="" type="checkbox"/> Goal # 4  – The overall school attendance rate for the school year 2010-2011 will improve by at least 3% compared to the overall school attendance rate from the previous year as indicated by the school’s Periodic Attendance Report (PAR).	<input type="checkbox"/> As of June 30 2010, Canarsie High School closed the school year with 78% attendance, which was increase of 7% from the previous school year 2009. We will continue to maintain and support this positive upward

	trend for the 2010-2011 school year.
<input type="checkbox"/> <input type="checkbox"/> <b>Goal #5</b>  <b>By June 2011, when Canarsie High School will have completed it's four year phase-out process, 100% of the remaining students will have graduated or be placed in a more appropriate educational setting</b>	<input type="checkbox"/> As Canarsie enters its final year of phase-out, we will continue to focus on graduating as many students as possible, in addition to placing remaining students (who are unable to graduate) into a more appropriate educational setting by June 2011.



## 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**

**English**

**(where relevant) :**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>Goal # 1</p> <p>By June 2011, all students will make a 3% improvement in ELA performance as measured by the NYS English Language Arts Examination. Particular emphasis will be given to students with disabilities who did not meet the subgroup effective AMO in English Language Arts.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>The English department will implement several Academic Intervention Programs to develop the literacy skills of our over-aged and under-credited students. The English department will provide support to seniors who failed the ELA Regents this year. These seniors will take E7R, which will focus on test-taking and essay writing with Regents questions.</p> <p>The English department through various literature, reading and writing courses will explore different research based strategies to help improve our students' readiness for College and to meet the challenges of our everchanging technological global environment. By introducing, developing and monitoring strategic academic programs, teachers will be able to facilitate and track students' growth. One of our most successful program has been our College Now courses which have been offered through Kingsborough Community College.</p> <p>As a result, students will continue to master and improve their reading comprehension, vocabulary, listening skills, critical analysis and writing skills.</p> <p>English teachers will continue to learn how to implement and use Acuity data so that they can</p>

	<p>differentiate instruction to increase their students' passing rates. Teachers will I do a gap analysis of passing and failing Regents exams in English to determine our students' strengths and weakness as they pertain to the specific standards evaluated on the exam. In addition, Regents review classes will be offered.</p> <p>Teachers will continue to look at student work throughout the year. Periodic assessment reports will be a focus but we will also look at samples of student essays from projects and tests.</p> <p>Teachers will engage in ongoing formative assessment driven by response journals, anecdotes, formal and informal writing activities, and performance-based projects.</p> <p>In addition, teachers will continue to attend professional development opportunities offered on and off-site by our CFN content specialists and other providers.</p> <p>Assistant Principal and Lead Teacher</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>Funding: Tax Levy, Grants, SURR Grant</p> <p>Tax Levy money will provide funding for materials and supplies for teachers, curriculum development and professional development sessions.</p> <p>Urban Arts Partnership will provide funding for before and fter school tutoring.</p> <p>Contract for Excellence will provide funding for Saturday School and regents prep.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>The assistant principal will monitor the implementation of the new curriculum through regular formal observations and daily informal walk-throughs. Teachers will meet weekly to dicuss what they are teaching, follow a pacing calendar, and write midterm and final examinations together. They will meet regularly and articulate their grades, successes and challenges in curriculum impenetation. Finally, they will report their findings to the assistant principal.Furthermore, Periodic assessments in English will measure student progress in all</p>



Assistant Principal and Lead Teacher.

<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Tax Levy Funds will be used to provide funding for materials to support interdisciplinary curriculum development.</li> <li>• Tax Levy Funds will be used to provide money for professionals taff development</li> <li>• SURR Grant</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Scholarship Report</li> <li>• Periodic Assessment Report</li> <li>• Teacher Observations</li> <li>• Evaluation of Student Work: Homework, Tests, Classwork, Student Portfolio, Projects</li> <li>• Credit Accumulation</li> </ul>

**Subject Area**  
 (where relevant) :

**Safety and Security**

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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> <b>Goal # 3</b></p> <p>There will be a 5% decrease in major incidents by June 2011, as measured by the Online Occurrence Reporting System (OORS).</p>
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**Action Plan**

*Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*



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	<p>As of September 2010 Canarsie High School will be contained to the first floor on the Canarsie Campus. Therefore, we will increase the number of adults on the first floor during passing. With the help of a school safety agent Canarsie High School will perform a hall sweep each period of the school day. The hall sweep team will consist of a dean and a school safety agent.</p> <p>Assistant Principals of Supervision will help identify teachers who are struggling with classroom management and refer them for professional development in this area. Increasing peer mediation and parent conferences will help decrease occurrences.</p>

On monthly basis representatives from various CBOs come to the school to conduct workshops on academic on career planning for students as well as working on a continuous basis with our students to address the students needs and concerns.

A comprehensive Ladder of Referral Policy has been implemented for all school constituents.

All schools on the Campus actively and collectively participate in monthly school safety meetings as well as school representatives from each school are invited to speak or to attend these meetings.

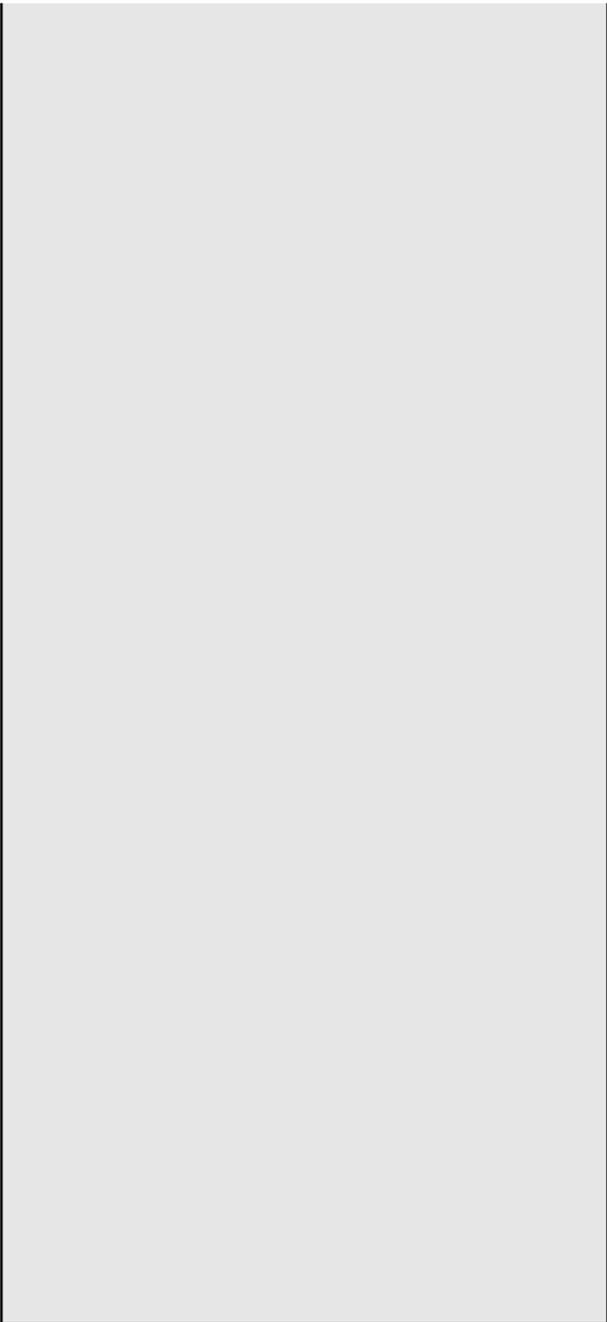
NYPD Gang Unit makes presentations to students and faculty about gang life and trends that are occurring in the New York City area.

C-6 assignments will be assigned to teachers throughout the school day to help monitor the safety and security within the

building.

Ongoing professional development is provided for Deans and security staff members.

Assistant Principal Security



<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	<input type="checkbox"/> Funding: Tax Levy  Tax levy money will be used to provide staff assignments to secure a safe environment.  Tax levy money will also be used to provide professional development.
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Canarsie High School Safety Team will review and evaluate incidents on a monthly basis. OORS will provide this data. Canarsie High School will then reevaluate its safety procedures and make adjustments to the school's safety plan as needed.

**Subject Area**  
(where relevant) :

**Attendance**

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<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> <input type="checkbox"/> <b>Goal # 4</b> – The overall school attendance rate for the school year 2010-2011 will improve by at least 3% compared to the overall school attendance rate from the previous year as indicated by the school's Periodic Attendance Report (PAR).
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<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Attendance team (weekly meetings) - Monitoring of daily student attendance rates by class and individual students.</li> <li>• Absentee phone calls are made three times a week through phone master</li> <li>• Various Attendance incentives for students - Pizza parties, Bulletin board recognition, special trips, certificates, PA announcements</li> <li>• Implementation and monitoring of CHS Comprehensive Attendance Plan</li> <li>• The Family Worker and Attendance teacher will conduct daily outreach consisting of: home visits, phone calls and letters. This outreach is done to ensure the return of students who have excessive absenteeism and to place eligible students in alternative programs.</li> <li>• The Assistant District Attorney's office provides a Truancy Unit to retrieve students found off school grounds during school hours. This unit contacts the parent/guardian and notifies them of their child's truancy.</li> <li>• Use attendance data from ATS, ARIS, HS Data Tool. HSST to identify attendance patterns</li> <li>• Implement successful strategies to retain non regular attendees through innovative programs such as; Adopt-A-Student program.</li> <li>• Guidance presentations/SPARK - Student roles/responsibilities</li> <li>• Regular announcements from Principal regarding student expectations for positive outcomes</li> </ul> <p>Assistant Principal Pupil Personnel Services</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>Funding: Tax Levy and AIDP funding</p> <p>Tax levy and Title I money will provide funding for attendance initiatives.</p> <p>AIDP funding will be used for attendance teacher and support staff.</p>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> School attendance rates increases - weekly - monthly summary reports.</p> <p>Subject class attendance increases and cutting rate decreases.</p> <p>Passing rate of students in all subject classes increases.</p>
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**Subject Area**  
**(where relevant) :**

**Graduation/Student Placement**

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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p><b><u>Goal #5</u></b></p> <p><b>By June 2011, when Canarsie High School will have completed it's four year phase-out process, 100% of the remaining students will have graduated or be placed in a more appropriate educational setting</b></p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>Small group tutoring.</p> <p>P.M. School and Saturday School Academy for credit recovery.</p> <p>Regents Review classes</p> <p>Curriculum development focus on lesson planning that will incorporate differentiation of instruction, student engagement, classroom management and literacy and numeracy skills. Students who did not pass their Regents examinations and/or their subject class will be mandated to attend after school and Saturday school regent preparation and tutoring. Guidance counselors will constantly monitor all students to ensure that students are on track for graduation.</p>

	<p>Social Support Services that cater to the individual needs of students e.g. Brooklyn Step, Interboro, SPARK, help keep students on track towards graduation.</p> <p>Independent Study courses.</p> <p>Regents Review classes.</p> <p>YABC Program.</p> <p>Transfer School Informational Fairs</p> <p>Teachers will continue to gather and evaluate critical data via ARIS and Acuity thus identifying student strengths and weaknesses to modify lesson planning. Teachers will then differentiate instruction in order to ensure individual student success.</p> <p>Teachers will continue to attend workshops developed by content specialists of the CFN and/or DOE to meet the needs of students and staff members.</p> <p>There will be an increase in the number of Collaborative Team Teaching classes in conjunction with the Department of Special Education.</p> <p>Assistant Principals</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>Funding: Tax Levy, Grants, SURR Grant, CBO funding.</p> <p>Tax levy funding will provide funds for materials and supplies for teachers. Tax levy funding will provide professional development and curriculum development for teachers.</p> <p>Contract for Excellence Grant will provide funding for Saturday School and Regents prep. Urban Arts Partnership will provide funding for before and after school tutoring. Success Grant Supplement will provide funding for credit accumulation initiatives.</p> <p>An increase in credit accumulation, Regents/RCT passing rate and graduation rate.</p>

**Indicators of Interim Progress and/or Accomplishment**

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



Marking Period Scholarship Reports

Periodic Guidance Meetings with Overage/Undercredited Students

## **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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

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

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

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

**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								
11	45	32	25	40	35	20	20	20
12	30	25	17	42	30	17	15	15

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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. Part B - Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	<input type="checkbox"/> <p>Below is a list of Academic Intervention Services that are conducted for targeted students:</p> <ul style="list-style-type: none"> <li>• Small Group Instruction</li> <li>• One-on-One, Small Group and Peer Tutoring</li> <li>• Regents Preparation Sessions</li> <li>• Lunch Time Tutoring</li> <li>• Circular-6 Tutoring</li> </ul>
<b>Mathematics:</b>	<input type="checkbox"/> <p>Below is a list of Academic Intervention Services that are conducted for targeted students:</p> <ul style="list-style-type: none"> <li>• Small Group Instruction</li> <li>• One-on-One, Small Group, and Peer Tutoring</li> <li>• Regents Preparation Sessions</li> <li>• Lunch time Tutoring</li> <li>• Circular-6 Tutoring</li> </ul>
<b>Science:</b>	<input type="checkbox"/> <p>Below is a list of Academic Intervention Services that are conducted for targeted students:</p> <ul style="list-style-type: none"> <li>• Small Group Instruction</li> <li>• One-on-One, Small Group and Peer Tutoring</li> <li>• Regents Preparation Sessions</li> <li>• Lunch time Tutoring</li> <li>• Circular-6 Tutoring</li> <li>• Make-up Labs Sessions</li> </ul>

<b>Social Studies:</b>	<input type="checkbox"/> Below is a list of Academic Intervention Services that are conducted for targeted students: <ul style="list-style-type: none"> <li>• Small Group Instruction</li> <li>• One-on-One, Small Group and Peer Tutoring</li> <li>• Regents Preparation Sessions</li> <li>• Lunch Time Tutoring</li> <li>• Circular-6 Tutoring</li> </ul>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<input type="checkbox"/> Students attend weekly scheduled sessions with guidance counselors which are geared toward the following: <ul style="list-style-type: none"> <li>• Motivation ( Planning ahead)</li> <li>• Improvement of Attendance</li> <li>• Parental and Teacher Outreach</li> <li>• Academic Monitoring</li> <li>• Self- Evaluations</li> <li>• Transcript and credit Review</li> </ul>
<b>At-risk Services Provided by the School Psychologist:</b>	<input type="checkbox"/> Our School Psychologist provides the following services for designated referred students:at-risk clinical evaluations, small and individual counseling, crisis intervention, and suicide evaluations. Referrals are then made to outside agencies for continued support and advise for possible 504 utilization.
<b>At-risk Services Provided by the Social Worker:</b>	<input type="checkbox"/> Our School Social Worker provides the following services to designated referred students: at-risk clinical evaluations, small and individual counseling, crisis intervention, and suicide evaluations. Referrals are made to outside agencies for continued support and advise for possible 504 utilization. In addition, mandated counseling sessions are provided by related service providers i.e. pregnancy referral services and planning ahead and setting goals.
<b>At-risk Health-related Services:</b>	<input type="checkbox"/> Students are sent for school health evaluations which are then followed up with parent's primary medical doctor/ health clinic and/or appropriate agencies.

## **APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy** - Attach a copy of your school's current year (2010-2011) LAP narrative 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)**

**10,11,12**

**Number of Students to be Served:**

**LEP 90**

**Non-LEP 0**

**Number of Teachers 2**

**Other Staff (Specify) 1 supervisor, 1 staff developer**

**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.

□

To help students acquire and develop English language skills, teacher engage them in role-playing, dialogs and trips which encourage students to communicate. Alternate strategies are used in the classroom such as mapping semantics webs, word walls, diagrams and curriculum mapping, all geared towards communicating and improving language skills.

The goal of our Title III program is to concentrate on the development of the four language acquisition skills as well as developing greater writing skills. All classes will focus on the NYS English Language Standards.

There will be two levels of ESL classes Beginning/Intermediate and Advanced. This will commence the last week of September and will be held every Tuesday and Thursday for 25 weeks, through the first week of June. Each class will be held for two hours. This After School program will be taught by two teachers.

The teachers working in the program will be held accountable for student progress. The students are responsible for regular attendance, active class participation and completion of all assignments. The program will be supervised by the school's Assistant Principal of Second and Foreign Languages.

Parent/guardians will be offered the opportunity to attend, in the fall semester, 14 workshops that will help them prepare for US citizenship. In the spring semester, they will be offered four parent informational workshops which will provide information on state standards graduation requirements, school expectations, assessments and general requirements for our ELL program. These workshops will be held between the hours of 5pm and 7pm. At these workshops parents will be afforded the opportunity to ask questions and discuss any pertinent issues. The Assistant Principal of Foreign Languages/ESL and the ESL counselor who will be conducting these workshops are multi-lingual and will provide translation services for the parents attending these workshops. In addition, all school documents/letters will be translated into the native languages of our ELL program.

### **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.

□

The two teachers in this program will attend twice a month professional development workshops for one hour each session. These workshops will begin in September, 2009 through the second week of June, 2010 for a total of 20 workshops. The staff developer will conduct workshops for these two teachers on teaching strategies to meet State Learning Standards, Differentiation of Instruction, Data Analysis, and Balanced Literacy objectives and Principles of Learning.

With more immigrants having arrived in the United States during the 1990's than any other single decade, the number of public school students in need of additional language instruction has shot up dramatically in recent years (Bureau of U.S. Citizenship and Immigration Services, 2001).

A survey of state education found that, in 2000-01, more than 4 million students with limited proficiency in English, were enrolled in public schools across the nation, making up almost 10 percent of the total pre-K through 12<sup>th</sup> grade public school enrollment. According to that same report, the population of students who are English-language-learners has grown 105 percent, while the general school population has grown

only 12 percent since the 1990-91 school year. States report more than 460 languages spoken by students with limited proficiency in English (9 Kindler, 2002). These burgeoning numbers pose unique challenges for education to ensure that language-minority students achieve to high levels.

**Section III. Title III Budget**

School: **18k500- Canarsie High School**  
 BEDS Code: **331800011500**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$ 25,000	<input type="checkbox"/> To help students acquire and develop English language skills, teacher engage them in role-playing, dialogs and trips which encourage students to communicate. Alternate strategies are used in the classroom such as mapping semantics webs, word walls, diagrams and back stepping, all geared towards communicating and improving language skills.  The goal of our Title III program is to concentrate on the development of the four language acquisition skills as well as developing greater writing skills. All classes will focus on the NYS English Language Standards.  There will be two levels of ESL classes Beginning/Intermediate and

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The teachers working in the program will be held accountable for student progress. The students are responsible for regular attendance, active class participation and completion of all assignments. The program will be supervised by the school's Assistant Principal of Second and Foreign Languages.

Parent/guardians will be offered the opportunity to attend, in the fall semester, 14 workshops that will help them prepare for US citizenship. In the spring semester, they will be offered four parent informational workshops which will provide information on state standards graduation requirements, school expectations, assessments and general requirements for our ELL program. These workshops will be held between the hours of 5pm and 7pm. At these workshops parents will be afforded the opportunity to ask questions and discuss any pertinent issues. The Assistant Principal of Foreign Languages/ESL and the ESL counselor who will be conducting these workshops are multi-lingual and will provide translation services for the parents attending these workshops. In addition, all school documents/letters will be translated into the native languages of our ELL program.

**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.

The two teachers in this program will attend twice a month professional development workshops for one hour each session. These workshops will begin in September, 2009 through the second week of June, 2010 for a total of 20 workshops. The staff developer will conduct workshops for these two teachers on teaching strategies to meet State Learning Standards, Differentiation of Instruction, Data Analysis, and Balanced Literacy objectives and Principles of Learning.

With more immigrants having arrived in the United States during the 1990's than any other single decade, the number of public school students in need of additional language instruction has shot up dramatically in recent years (Bureau of U.S. Citizenship and Immigration Services, 2001).

A survey of state education found that, in 2000-01, more than 4 million students with limited proficiency in English, were enrolled in public schools across the nation, making up almost 10 percent of the total pre-K through 12<sup>th</sup> grade public school enrollment. According to that same report, the population of students who are English-language-learners has grown 105 percent, while the general school population has grown only 12 percent since the 1990-91 school year. States report more than 460 languages spoken by students with limited proficiency in English (Kindler, 2002). These burgeoning numbers pose unique challenges for education to ensure that language-minority students achieve to high levels.

		<p>Code 15</p> <p>Professional Salaries</p> <p><b>Teachers Salaries - There will be two levels of ESL classes – Beginning/Intermediate and Advanced. This will commence on October 3rd and will be held every Tuesday and Thursday for 25 weeks, through the first week of May. Each class will be held for two hours. This After-School program will be taught by two teachers. The program will be supervised by the school’s Assistant Principal of Second and Foreign Languages.</b></p> <p>2(Teachers) x 4hours per week for 25 weeks x \$ 46.48 = \$ 9,296.00</p> <p>1 supervisor x 2 days x 4 hours x 25 weeks x = 44.61 per hour = \$ 4,461.00</p> <p><b>Parental Involvement – In the fall semester (Sept-Jan) we will offer fourteen two-hour workshops, which will prepare parents for United States Citizenship. The following</b></p>
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**dates are as scheduled: September 17<sup>th</sup>, 24<sup>th</sup>, October 1<sup>st</sup>, 8<sup>th</sup>, 22<sup>nd</sup> and 29<sup>th</sup> November 5<sup>th</sup>, 12<sup>th</sup>, 19<sup>th</sup>, December 3<sup>rd</sup>, 10<sup>th</sup>, and 17<sup>th</sup>, January 7<sup>th</sup>, 14<sup>th</sup>.**

In the spring semester (Feb- May) we will offer once a month, four two- hour parent workshops held on the following dates: February 11th, March 18th, April 22<sup>nd</sup>, and May 20th. These workshops will be held between the hours of 5pm through 7 pm. The Assistant Principal of Second and Foreign languages, the ESL Counselor and the Teacher-Center Coordinator will conduct these workshops; which will address issues and concerns regarding the needs of this student population. The supervisor and teacher will be scheduled to meet together for one hour prior to the United States citizenship classes and parental workshops, in order to collaborate and prepare materials for the upcoming classes and workshops.

The following Spring workshop topics are as follows:

**February 11<sup>th</sup> Monitoring Your Child's Progress**

- Transcripts/Report Analysis \* (counselor present)

**March 18<sup>th</sup>** The Computer as an Educational Tool

- Using the computer to help your child achieve in school.

**April 22<sup>nd</sup>** The Road to College

-A step-by-step guide for you and your child

May 23<sup>rd</sup> What strategies and cultural events are available within NYC to

help keep your child literate and engaged over their summer

		<p>\$ 5,218.62</p>	<p>vacation</p> <p>1 Supervisor- 3 hrs x 18 sessions = 54 hrs 54 hrs x \$44.61 = \$ 2,408.94</p> <p>1 Teacher- 3 hrs x 14 sessions = 42 hrs 42 hrs x \$ 46.48 = \$ 2,509.92</p> <p><b>Professional Development fro Teachers – The two teachers in this program will attend twice a month professional development workshops for one hour each session. These workshops will begin September 18<sup>th</sup>, 2007 through the second week of June 2008, for a total of 20 workshops. The staff developer will conduct workshops for these two teachers on teaching strategies to meet State Learning Standards and Balanced literacy objectives, Differentiation of Instruction, and Data Analysis</b></p> <p>1 Staff Developer- 20 hrs x \$ 46.48 = \$ 929.60</p>
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<p>\$1,776.40</p>	<p>2 Teachers- 40 hrs x \$ 21.17 = \$ 846.80</p> <p>Below is a list of the following topics and dates for professional development:</p> <p>Sept. 24 – Establishing a Nurturing Environment in the ESL Classroom</p> <p>Sept. 30 - Analyze and Create Data Using Technology</p> <p>Oct. 8 - Enhancing Higher Level Thinking Through Accountable Talk</p> <p>Oct. 29 – Differentiate Instruction and Strategies for ELLs</p>
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		<p>Nov. 5 – Celebrating Students' Accomplishments</p> <p>Nov. 19 – Using ESL Methodologies to Create Activities for Student-Centered Learning</p> <p>Dec. 3 – Goal Setting and the English Language Learner</p> <p>Dec. 17 – Creative Problem Solving in the ESL Classroom</p> <p>Jan. 7 – Constructing Interdisciplinary Curricula for ESL Students</p> <p>Jan. 21 – Multi-Media in the ESL Classroom</p> <p>Feb. 4 – Reading Strategies for ELLs</p>
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		<p>Feb. 11 – Strategies for Teaching Writing to ELLs</p> <p>Mar. 11 – Developing the ESL Student’s Knowledge Base Through Scaffolding</p> <p>Mar. 25 – Contextual Relevance in Learning</p> <p>Apr. 1 – Overcoming Barriers to Meaningful Instruction to ELLs</p> <p><b>Apr. 15 – Creating the Norms and Skills of Accountable Talk in the ESL Classroom</b></p> <p>May 6 – Working Collaboratively in the ESL Classroom</p> <p>May 20 – Fostering Student Self Management of Learning</p>
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		<table border="1"> <tr> <td data-bbox="978 123 1266 662"></td> <td data-bbox="1266 123 1906 662"> <p>June 3 – Bloom’s Taxonomy and the English Language Learner</p> </td> </tr> </table>		<p>June 3 – Bloom’s Taxonomy and the English Language Learner</p>		
	<p>June 3 – Bloom’s Taxonomy and the English Language Learner</p>					
<p><b>Purchased services</b> - High quality staff and curriculum development contracts</p>	<p>\$ 3,648.00</p>	<table border="1"> <tr> <td colspan="2" data-bbox="978 805 1906 846"> <input type="checkbox"/> </td> </tr> <tr> <td data-bbox="978 846 1266 1433"> <p>Code 45</p> <p>Materials: \$3,648.00</p> </td> <td data-bbox="1266 846 1906 1433"> <p>25 copies of the following textbooks will be purchased:</p> <p><u>U.S. CITIZEN, YES</u> (Heinle andamp; Heinle)</p> </td> </tr> </table>	<input type="checkbox"/>		<p>Code 45</p> <p>Materials: \$3,648.00</p>	<p>25 copies of the following textbooks will be purchased:</p> <p><u>U.S. CITIZEN, YES</u> (Heinle andamp; Heinle)</p>
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<p>Code 45</p> <p>Materials: \$3,648.00</p>	<p>25 copies of the following textbooks will be purchased:</p> <p><u>U.S. CITIZEN, YES</u> (Heinle andamp; Heinle)</p>					

ISBN #0-8384-6714-8 - Textbook @\$15.40 \$  
185.00 -

Weaving It Together

Level 1 ISBN# 83844787X @ 32.72 818.00

Level II ISBN# 838448089 @ 19.75 493.75

Level III ISBN# 838448186 @ 19.75 493.75

In Detail.

Book I ISBN# 838445306 @ 17.60 440.00

	Workbook I ISBN# 838445314 @ 11.55 288.75
	Book II ISBN# 838445578 @ 17.60 440.00
	Workbook II ISBN# 838445586 @ 11.55 288.75
	Total \$3,648.00

<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	0	N/A	
<b>Educational Software (Object Code 199)</b>	0	N/A	
<b>Travel</b>	0	N/A	
<b>Other</b>	0	n/a	

TOTAL	0	
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### **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.

a. Assessment needs for written translation have been conducted through discussions and department meetings with Assistant Principals of Supervision and the Parent Coordinator.

b. There are two major areas that are in need of translation services. Firstly, Mr. Washington, Parent Coordinator, has expressed his concern in trying to reach all parents of ELLs to inform them about school activities- for example. PTA Meetings, Parent-Teacher Conferences, and College Night.

c. Secondly, Assistant Principals and ESL content area teachers have expressed the need for materials, such as tests, quizzes, worksheets, and various study materials to be translated into native languages (Spanish and Haitian/Creole) for the beginning level students of ESL who are experiencing difficulty in content area classes.

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.

After much discussion with Assistant Principal of Guidance, teachers of ELLs and the Guidance Counselors have agreed that there appears to be great need for parent outreach on a weekly basis. Teachers have expressed their concern in wanting to inform parents of their children's progress and attendance in their classes.

## **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.

a. Two teachers will be given five hours per month for a total of ten hours per month for eight months. These teachers will provide translation of all necessary written information. For example, progress reports, contact letters, upcoming events etc.

b. All ESL Content Area teachers and the Parent Coordinator will be responsible for handing into the Assistant Principal of Second Languages. Monthly materials that are in need of translation.

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.

Mr. Blaise, former ELLs Guidance Counselor, will be given a total of five hours per month for eight months for a total of forty hours. During these hours, Mr. Blaise will be contacting parents via telephone, to inform and discuss their children's progress and attendance in all their classes.

Teachers of all ELLs will be responsible to inform parents via phone calls home and/or letters sent home of their specific concerns regarding their child.

We will have translations available at all major school functions

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>.

Canarsie High School has a comprehensive parental involvement plan for families of ELL students. Orientation sessions for parents of new students to inform parents of the choice of programs offered in our school on an on-going basis, and during the Parent/ Teacher Conferences evenings. In addition, Citizenship classes are offered to parents through our TITLE III program.

Implementation of the services outlined in Part A andamp; Part B will fulfill the Chancellors Regulations will provide students and parents with the necessary translations service to meet educational goals.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

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

**PART A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	n/a	n/a	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	n/a		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	n/a	*	
4. Enter the anticipated 10% set-aside for Professional Development:	n/a	*	

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

6. If the percentage of high quality teachers during 2009-2010 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.  
n/a

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

**PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT**

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

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

n/a

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

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

n/a

## **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.

n/a

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

n/a

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.

n/a

o Help provide an enriched and accelerated curriculum.

n/a

o Meet the educational needs of historically underserved populations.

n/a

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.

n/a

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

n/a

3. Instruction by highly qualified staff.

n/a

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.

n/a

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

n/a

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

n/a

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.

n/a

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.

n/a

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.

n/a

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

## **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 specifically 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" <sup>1</sup> Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)

<sup>1</sup>**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.

<sup>2</sup>**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.  
n/a

2. Ensure that planning for students served under this program is incorporated into existing school planning.

n/a

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;

n/a

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

n/a

c. Minimize removing children from the regular classroom during regular school hours;

n/a

4. Coordinate with and support the regular educational program;

n/a

5. Provide instruction by highly qualified teachers;

n/a

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

n/a

7. Provide strategies to increase parental involvement; and

n/a

8. Coordinate and integrate Federal, State and local services and programs.

n/a

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

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

**NCLB / SED STATUS:**      Restructuring (Advanced)  
   - Comprehensive      **SURR PHASE / GROUP (IF APPLICABLE):**      14  
**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. □ See pages 15-18.
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. □ See pages 19-27

### **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.

n/a

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

n/a

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.

n/a

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:**

HS ELA

**SURR Group/Phase:** 14

**Year of Identification:**

March 2007

**Deadline Year:**

**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.

<b>Type of Review or Monitoring Visit</b> (Include agency and dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>
<input type="checkbox"/> Registration Review Report April 16-19, 2007.	<input type="checkbox"/> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)1. The school’s Mission and Vision statements need to be reviewed, internalized and consistently adhered to by the full community. 2. The SLT needs to be reconstituted to include the required parental representation and responsibility for guiding the school’s improvement effort. 3. The establishment of short-term benchmarks to be achieved on a daily, weekly and monthly basis that contributes to school’s ability to meet its CEP goals. 4. A strong knowledgeable and consistent building leader is essential to advancing and agenda for school improvement. 5. Focused professional development for Administration. 6. Clarify administrators’ responsibilities.Criteria for APs responsibilities must be clearly understood and communicated. A shared vision with the assistant principals must be established and aligned to accountability. 7. Observation reports	<input type="checkbox"/> Actions the school has taken, or plans to take, to address review team recommendations 1. Mission Statements have been posted in every classroom and office. In addition it has been reviewed by all members of the school community at meetings, conferences and assemblies.2. The Parent Coordinator has assisted the PTA President with recruiting parental involvement on the SLT. Parents have been informed of their roles and responsibilities in guiding the school’s improvement effort.3. Assistant Principals will continue to assess benchmarks set by their departments. Assessment tools will be used to evaluate goals met. 5. Frequent and consistent PD will be facilitated by all administrators through regular Cabinet meetings. Furthermore, the use of staff developers, CLSO, support

	<p>must be strengthened to improve the quality of instruction. 8. Increased use of technology by teachers in instructional practices. 9. Teachers must utilize data to drive instruction 10. The establishment outreach activities to improve attendance. 11. The establishment of sustained safety measures for positive student performance. 12. Increased Parental Involvement</p>	<p>staff will assist with the facilitation of best instructional and supervision practices. 6. Administrators have been given written roles and responsibilities in consultation with the principal. Expectations regarding supervision, PD goals and student achievement strategies have been established according to the goals and objectives set by each administrator. 7. A series of ongoing PD, workshops to examine observation reports to provide teachers with comprehensive feedback aligned to New York State Learning Standards have been articulated. 8. Teachers have received professional development on the use of Smart Boards and Laptop computers and Overhead Projectors which they have incorporated into their lesson planning. The school will continue to use resources to expand and utilize technology in the classroom. Teachers are trained in using data from ARIS to meet students' academic needs. In addition, teachers use data from Acuity to modify lesson planning, predictives and ITAs breakdown items into the various skill areas of students' strengths and areas in need of improvement. This data is then used to assist teachers in lesson planning and differentiating instruction within their classrooms. Furthermore, the Data Inquiry Team analyzes and disseminates data gathered from targeted students in order to formulate how instruction should be focused and what professional development themes are needed. A comprehensive attendance plan has been developed and is followed by members of</p>
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	<p>the school community. Teachers call and send letters home and document their efforts in a log. If student is excessively absent guidance counselors and attendance teams are notified and begin intervention strategies. Calls are regularly made to students who are excessively absent or cut class. In addition Family Assistants and Attendance teachers make phone calls, home visits, and send letters to students who have been absent 10 consecutive school days. Our Attendance Board celebrates students with attendance from 90% through 100% thus encouraging students to improve their attendance. 11. Clear expectations for student behavior is posted around building and formalized in a letter to parents. Lessons on the NYC DOE Discipline Code is taught to all students. Classroom routines and Best Practices "Use of Late Log and Pass Log, etc.) are in place. Administration and staff maintain a visible presence in the halls greeting students as they enter the building and encouraging them along to class. Community Affairs and the Local Precinct have conducted dramatizations concerning respect, gang prevention and adherence to school rules. Frequent class visits by guidance counselors are made to provide students with course selection and academic progress. 12. The Parent Coordinator has put into place specific activities to increase parental involvement. Monthly PTA meetings are scheduled. In addition, Monthly Newsletters are mailed to parents informing them of workshops geared towards their interests and encouraging increased parental</p>
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	participation..
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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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A:**

#### **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.)  
n/a
2. Please describe the services you are planning to provide to the STH population.n/a

### **Part B:**

#### **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).  
1
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

The following services are provided:

- Educational and cultural activities which include; camping trips, college retreat, theater, museums, etc.
- Provide clothing, school supplies, personal hygiene items, and any other necessities.
- Stipends for Holiday Shopping trips.
- Counseling

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.

\$43,093



# **CEP RELATED ATTACHMENTS**

# Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28\_18K500\_011811-110301.doc

## 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 <b>type here</b>	District <b>18</b>	School Number <b>500</b>	School Name <b>Canarsie High School</b>
Principal <b>Angelo Marra</b>	Assistant Principal <b>Steven J. Balasiano</b>		
Coach <b>type here</b>	Coach <b>type here</b>		
Teacher/Subject Area <b>Patricia Epifanio/ ESL</b>	Guidance Counselor <b>Pauline Coleman</b>		
Teacher/Subject Area <b>K.J. Ahluwalia/Science</b>	Parent <b>Hilary Bucknell</b>		
Teacher/Subject Area <b>Eileen Friedman/Social Studies</b>	Parent Coordinator <b>Dwayne Washington</b>		
Related Service Provider <b>Cathy Petrie/ ELA Teacher</b>	Other <b>type here</b>		
Network Leader <b>Joann Mejias</b>	Other <b>type here</b>		

#### 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	<b>1</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

#### C. School Demographics

Total Number of Students in School	<b>389</b>	Total Number of ELLs	<b>35</b>	ELLs as Share of Total Student Population (%)	<b>9.00%</b>
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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 of this September 2010, Canarsie High School has entered it's final year of a four year phase-out process. Subsequently, since September 2007, we have not admitted or received any newly enrolled English Language Learners for the first time to the New York City Public School System. Therefore, the remaining ELLs that are in our building have been enrolled since September 2006 and have all participated in a Free standing ESL program based on parental choice when they first enrolled at Canarsie High School.

## 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	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>												1	1	2
<b>Push-In</b>												1	1	2
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	2	2	4

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs		Newcomers (ELLs receiving service 0-3 years)		Special Education	15
SIFE	5	ELLs receiving service 4-6 years	12	Long-Term (completed 6 years)	23

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL				12	8		19		15	31
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>12</b>	<b>8</b>	<b>0</b>	<b>19</b>	<b>0</b>	<b>15</b>	<b>31</b>

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

## 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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

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	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0

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	
	ELL	EP	ELL	EP																
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>0</u>	Asian: _____
Native American: _____	White (Non-Hispanic/Latino): _____
	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													9	9
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian												2	20	22
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0

## 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
<b>TOTAL</b>	<b>0</b>	<b>2</b>	<b>29</b>	<b>31</b>										

## 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.

SEE Below

#### 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
<b>FOR TBE /DL PROGRAMS:</b> 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



advanced level class have 180 minutes a week of ESL instruction as well as, 180 minutes of ELA instruction daily. Our licensed ESL teacher has been trained in Q-TEL strategies and pushes into the content area classes to support these students in their content area classes. Our content area teachers have also received training in ESL methodologies. In addition, we offer our ELLs a Title III program that meets twice a week for two hours in order to help support instruction in all their academic subjects. These students are also enrolled in or Saturday School Academy and attend before and after school tutoring that is available in all subject areas. Our main goal is to graduate these students before we close our doors this June 2011.

It is also important to keep in mind that 15 of these ELLs that appear apart of our entire ELL population( 35 ELLs total) are enrolled in The Brooklyn STEP program. Since, this program has been housed at Canarsie High School since 1992, their student data has become apart of Canarsie's High School data and statics. The Brooklyn S.T.E.P. (Skills Training for Employment Program is a fifth year high school program for 18-21 year olds. This program services special needs individuals who have either graduated with an IEP diploma or who are over-aged and under-credited and "at risk" of dropping out of school. Their students are classified as being learning disabled, mentally retarded, autistic and emotionally disturbed. STEP accommodates students who are mandated for self-contained special education instruction, integrated co-teaching, special education teacher support services (SETSS) and bilingual services. Additionally, 15 special education students who were determined to be ELL students attend STEP. STEP services both diploma-bound and non-diploma bound students. Additionally, related services, such as, counseling, speech and language services and alternate placement (bilingual) paraprofessionals are offered to our students as mandated on student IEPs. STEP has two major objectives: (1) to provide students with the job readiness skills necessary for job marketability and (2) to develop competitive employment opportunities or post-secondary training options.

#### STEP OFFERS:

- \* Academic Support and Remediation
- \* Regents/RCT Preparation
- \* I.E.P. Mandated Related Services
- \* Support Service Referrals
- \* Pre-Employment/Job Readiness Training
- \* Life Skills Instruction
- \* Training in Appropriate Job Behaviors and Attitudes
- \* Concurrent Half-Day Work Experience
- \* Job Coaching
- \* Linkages with Occupational and Educational Programs
- \* Full Time Internships and Job Placement

#### BUSINESS PARTICIPATION/COOPERATION:

STEP works with businesses and public and private agencies in developing our training and employment opportunities for our students. On-site training, which is carefully monitored by center staff, is conducted at various business facilities. Candidates begin by working in a concurrent half-day real life employment situation five days a week. This experience, coupled with classroom instruction, offers students the opportunity to explore career paths and develop competencies integral to success in the work place. STEP staff provides students with follow-up visits to monitor job performance and provide work-related assistance. Both site personnel and Center staff conduct on-the-job assessments. As students progress, we build on their progress leading to full time employment.

In addition to externship opportunities at business facilities, some students are placed into Career and Technical Education (CTE) sequenced courses of study at the School for Cooperative Technical Education. These students are recruited from high schools throughout the city.

### 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)?

Paste response to questions 1-5 here

### 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.

Paste response to questions 1-3 here

Our ESL teacher and staff that services our ELLs participate in professional development training that is offered throughout the borough thru the Office of English Language Learners and our CFN network on staff development days

### 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

## 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
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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



**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	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.

Paste response to questions 1-6 here

Once again, Canarsie is in its final year of phase-out. Our main thrust is to graduate as many of our students as possible and to find alternative placement for others. Therefore, we are working under all the constraints of a phase-out school in its final year. Nevertheless, we will continue to provide our students with the quality educational services we have always done. As it has already been stated in this document, 15 ELLs out of our entire population are enrolled in The Brooklyn S.T.E.P. Program and fall under their auspices and services that are provided thru this fifth year job readiness program, which has already been outlined above. The remaining 20 ELLs that are enrolled in Canarsie High School proper are primarily Long Term Language Learners. These students are enrolled in our credit recovery program, Saturday School Academy. They are also required to attend after school tutoring and our Title III program in order to give them the support required in all subject areas. Furthermore, our ESL teacher individually meets with the content area teachers in order to discuss individual student's strengths and areas in need of improvement. In addition, these teachers review, articulate, and assess students NYSESLAT results, periodic assessment results, and teacher classroom assessments during department and faculty conferences. According to these assessments, these students have a great difficulty in reading and writing, which all directly impacts their lack of credits and passing a sufficient amount of Regents examination in order to make them candidates for graduation. Our objective for these students is to accumulate credits and be prepared to pass the Regents examinations they require in order to graduate this June 2011.

### 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.

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		

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Canarsie High School					
<b>District:</b>	18	<b>DBN:</b>	18K500	<b>School</b>		331800011500

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	v
	2		6		10	v		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
(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		67.6	71.0	78.0
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	356	113	11				
Grade 10	574	138	26				
Grade 11	256	221	36				
Grade 12	474	346	258				
Ungraded	1	13	14				
<b>Total</b>	<b>1661</b>	<b>831</b>	<b>345</b>				

<b>Student Stability - % of Enrollment:</b>			
(As of June 30)	2007-08	2008-09	2009-10
	91.2	94.2	93.3

<b>Poverty Rate - % of Enrollment:</b>			
(As of October 31)	2008-09	2009-10	2010-11
	32.3	38.2	39.7

<b>Students in Temporary Housing - Total Number:</b>			
(As of June 30)	2007-08	2008-09	2009-10
	49	309	21

<b>Recent Immigrants - Total Number:</b>			
(As of October 31)	2007-08	2008-09	2009-10
	37	4	1

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	177	120	78	Principal Suspensions	129	267	201
# in Collaborative Team Teaching (CTT) Classes	64	42	35	Superintendent Suspensions	54	40	17
Number all others	46	35	23				

<b>Special High School Programs - Total Number:</b>			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	N/A	91	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	134	89	49
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	47	32	23
# receiving ESL services only	96	51	TBD	Number of Educational Paraprofessionals	6	5	8
# ELLs with IEPs	8	18	TBD				

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	439	363	352	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	74.3	90.0	77.5
				% more than 5 years teaching anywhere	68.6	85.6	100.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	87.0	94.0	98.0
American Indian or Alaska Native	0.5	0.6	0.9	% core classes taught by "highly qualified" teachers	89.2	86.5	86.2
Black or African American	84.7	83.6	83.5				
Hispanic or Latino	11.7	11.9	11.0				
Asian or Native Hawaiian/Other Pacific	1.3	1.4	1.7				
White	1.4	2.0	2.9				
<b>Male</b>	55.0	57.2	63.5				
<b>Female</b>	45.0	42.8	36.5				

#### 2009-10 TITLE I STATUS

	Title I						
v	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>	Yes	If yes,					HS ELA
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#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

#### Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	X
Math:		Math:	X
Science:		Graduation Rate:	X

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>				X	X	X	46
<b>Ethnicity</b>							

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	X	
Limited English Proficient				X	X	
Economically Disadvantaged				X	X	
<b>Student groups making</b>				0	0	0

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>			<b>Quality Review Results – 2009-10</b>			
<b>Overall Letter Grade:</b>	NR		<b>Overall Evaluation:</b>			NR
<b>Overall Score:</b>			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>			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			

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)