

GLOBAL ENTERPRISE ACADEMY HIGH SCHOOL

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: (11X541)
ADDRESS: 925 ASTOR AVENUE
BRONX, NEW YORK 10469
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 541X **SCHOOL NAME:** Global Enterprise Academy High School

SCHOOL ADDRESS: 925 Astor Avenue Bronx, New York 10469

SCHOOL TELEPHONE: 718 944-3648 **FAX:** 718 944-3532

SCHOOL CONTACT PERSON: Michelle Joseph **EMAIL ADDRESS:** Mjoseph10@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Michelle Joseph

PRINCIPAL: Michelle Joseph

UFT CHAPTER LEADER: Claudia Giordano

PARENTS' ASSOCIATION PRESIDENT: Iris Bonifacio

STUDENT REPRESENTATIVE:
(Required for high schools) Jose Ponce/ Anthony Brown

DISTRICT AND NETWORK INFORMATION

DISTRICT: 11 **CHILDREN FIRST NETWORK (CFN):** 562

NETWORK LEADER: Barbara Gambino

SUPERINTENDENT: Geraldine Taylor-Brown

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
Michelle Joseph	*Principal or Designee	
Claudia Giordano	*UFT Chapter Chairperson or Designee	
Iris Bonifacio	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Eugene White	DC 37 Representative, if applicable	
Jose Ponce/Anthony Brown	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Elisa Benitez	Parent	
Steve Vera	Parent	
Ana Rosario	Parent	
Stacey Clarkson	Parent	
Maria Piquero	Member/Teacher	
Frank LoPorto	Member/Teacher	
Roko Markolovic	Member/Teacher	
Dannette Fogle	Member/Teacher	
Kenyatta Furderbark	Member/CBO Career Vision-Development without Limits	

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

* 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.

Global Enterprise High School is a business themed academic high school. We prepare our students for a life of entrepreneurship independently or in organizations; in business or in service to humanity by teaching them to recognize opportunities in a wider world. Global Enterprise Academy High School is a community of students, parents, educators, and community and business partners who understand that teaching young people to be the leaders of tomorrow requires them to see far beyond what any of us see today. Our students are taught to understand diverse international societies, to be able to imagine the future of science and technology, and to see deeply into people's hearts. In order to create these habits, we work collaboratively to encourage student work that is authentic in its originality, in reflecting the standards of each academic discipline, and in going beyond the minimum of the teacher's assignment.

Global Enterprise is an empowered learning community. All stakeholders are expected to be active leaders in theirs and their community's scholarly, economic, social and political growth. Through rigor and relevancy, Global Enterprise goal is to groom a team of young people that will be skilled scholarly, politically, economically and culturally. Global Enterprise Academy understands that to educate, empower and inspire, our school must exist in the global village and constantly endeavor to make seamless book sense and common sense. Through student centered, technology enriched, data driven, community based, differentiated instruction students will excel in traditional, alternative and real world applications.

Global Enterprise High School is a high school with 461 students from grade 9 through grade 12. The school population comprises 37% Black, 58% Hispanic, 3% White, and 2% Asian students. The student body includes 17.3% English language learners and 18.6% special education students. Boys account for 56% of the students enrolled and girls account for 44%. The average attendance rate for the school year 2006-2007 was 77.2%. The school is in receipt of Title 1 funding with 75% eligibility. The school shares a building with four other schools. The library, cafeteria and sports facilities are also shared.

Global Enterprise High School is six year old school. Parents feel welcome and find it easy to contact staff and, in particular, are very pleased with the quality and frequency of information they receive from the school. Teachers collect and use student data arising from tests, quizzes and other means. These form the basis of end-of-marking period assessment points. Teachers set annual targets for students as motivational tools to help them focus on their core goal of graduation. School goals are in place.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 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 (Version 2010-1B-April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Global Enterprise High School				
District:	11	DBN #:	11X541	School BEDS Code:	321100011541

DEMOGRAPHICS									
Grades Served in 2009-10:	<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	X- 9	X-10	X- 11	X- 12	X <input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		77.8	81.4	81.48		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability: % of Enrollment					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		93.7	90.6	93.0		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		88.3	74.1	83.9		
Grade 8	0	0	0						
Grade 9	113	119	176	Students in Temporary Housing: Total Number					
Grade 10	125	170	155	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	98	73	68		3	17	7		
Grade 12	79	94	67						
Ungraded	1	1	1	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	416	457	467		21	13	5		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	18	37	40						
No. in Collaborative Team Teaching (CTT) Classes	15	11	19	Principal Suspensions	32	49	2		
Number all others	21	29	27	Superintendent Suspensions	29	18	14		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS								
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)				
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	N/A	0	0	
# in Dual Lang. Programs	0	0	0					
# receiving ESL services only	65	58	68	Number of Staff: Includes all full-time staff				
# ELLs with IEPs	0	5	22	(As of October 31)	2007-08	2008-09	2009-10	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	26	29	31	
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	10	10	10	
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	2	2	2	
	4	10	12					
				Teacher Qualifications:				
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	96.3	100.0	93.7	
American Indian or Alaska Native	0.5	0.9	0.6	Percent more than two years teaching in this school	37.0	53.3	80.0	
Black or African American	37.7	39.4	40.3	Percent more than five years teaching anywhere	59.3	56.7	77.0	
Hispanic or Latino	57.4	54.7	52.9					
Asian or Native Hawaiian/Other Pacific Isl.	1.4	2.2	2.8	Percent Masters Degree or higher	67.0	70.0	98.0	
White	2.9	2.6	3.4	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	97.8	99.0	100.0	
Multi-racial								
Male	60.3	52.8	59.3					
Female	39.7	42.0	40.7					

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)	X		
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	X
	Math:		Math:	X
	Science:		Grad. 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**	
All Students				X	X	X	58
Ethnicity							
American Indian or Alaska Native				----	----		
Black or African American				X	X		
Hispanic or Latino				X	X		
Asian or Native Hawaiian/Other Pacific Islander				-----	-----	-----	
White				-----	-----	-----	
Multiracial				-----	-----	-----	
Other Groups							
Students with Disabilities				-----	-----	-----	
Limited English Proficient				-----	-----		
Economically Disadvantaged				X	X		
Student groups making AYP in each subject				0	0	0	

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	C	Overall Evaluation:	▶
Overall Score	53.4	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	8.2	Quality Statement 2: Plan and Set Goals	▶
School Performance (Comprises 25% of the Overall Score)	14.1	Quality Statement 3: Align Instructional Strategy to Goals	▶
Student Progress (Comprises 60% of the Overall Score)	30.1	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	1	Quality Statement 5: Monitor and Revise	▶
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			
KEY: AYP STATUS		KEY: QUALITY REVIEW SCORE	
√ = Made AYP		Δ = Underdeveloped	
√SH = Made AYP Using Safe Harbor Target		▶ = Underdeveloped with Proficient Features	
X = Did Not Make AYP		√ = Proficient	
– = Insufficient Number of Students to Determine AYP Status		W = Well Developed	
KEY: PROGRESS REPORT DATA		◇ = Outstanding	
NR = Data Not Reported		NR = No Review Required	
KEY PROGRESS REPORT DATA			
NR=Data not required		NR=No Review Required	
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.			
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available			
**			
http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pd			

SECTION IV: NEEDS ASSESSMENT

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

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

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

The greatest accomplishment over the last couple of years has been to reinforce the core curriculum areas such as Math, English, Science and Global Studies. Global Enterprise Academy's strength is in establishing effective system for monitoring student progress. In addition, there is a focus on improving the graduation rate and credit accumulation rate. The school leaders provide opportunities for teacher participation in professional collaboration to share best practices and effective instructional strategies. The school administration is diligent and successful in collecting and analyzing data enabling them to accurately monitor student progress and achievement. The school has incentive trips to improve school wide attendance. The school also has end of the school year celebrations via field day and assemblies.

Global Enterprise Academy has increased enrichment activities, internships, afterschool programs and use of technology in support of instructional activities. There is more equipment for listening and speaking components in foreign language. Global Enterprise Academy has increased connection to the community through various community partnerships. The students have access to language immersion programs, which are offered Afterschool and Saturday's.

The challenges that Global Enterprise Academy face is developing interim assessments to improve curriculum and inform lesson planning in all core areas. In addition, to ensure that all teachers incorporate and evaluate differentiated activities into their instruction.

ACTION 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.

<u>Goal 1</u>	Increase progress toward four-year graduation rates.
<u>Goal 2</u>	Increase percentage of weighted diploma rates
<u>Goal 3</u>	To increase the overall progress towards four-year graduation rate for Cohort 2013 students in school's lowest third.
<u>Goal 4</u>	Improve school wide attendance in SY10-11.
<u>Goal 5</u>	Increase student engagement through the use of Differentiated Instruction strategies

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): _____

Goal Number 1	
Goal:	<p>Describe your goal.</p> <p>Increase progress toward four-year graduation rates.</p>
Measurable Objective	<p>Set the measurable target that will define whether you have met your goal.</p> <p>By June 2011, the percentage of students in Cohort 2013 earning 10+ credits each year will increase by 3%.</p>
Action Plan	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <p>Based on a review of Student's HSST transcript and ARIS reports students will be:</p> <ul style="list-style-type: none"> -Individualized programming to ensure proper placement in required need courses - offered PM classes that are credit bearing to provide additional opportunities to accumulate or recover credit. - offered Saturday Classes that are credit bearing to provide additional opportunities to accumulate or recover credit. -Offered Service Credit for Elective credit that is credit bearing to provide additional opportunities to accumulate or recover credit. <p>Regent's preparation classes built into the student's day time schedule to ensure maximum attendance and programming.</p> <p>Academic Intervention Team will identify students deficient in credits, counseling will be offered with a frequency of once per week to students by a Licensed Social Worker The focus of these sessions is to develop, monitor and revise goals towards meeting short-term and long-term graduation requirements</p> <p>Targeted students will be offered small group and one on one tutoring by SES partners with a frequency of two to three times a week to ensure success.</p>

	The funding source for these efforts will be from Title 1 and Tax levy funding
Evidence	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <ul style="list-style-type: none"> • NVPS Data Snapshots • NVPS Student Trackers • NVPS Student-Teacher Sorters • NVPS Goal Setting Tools • HSST • ARIS Reports • ITT Modeler Simulations • Formative & Periodic Assessment Item Analysis Reports –e.g., Looking @ Student Work, ACUITY ITAs & Mock Regents Tools • ATS RCOS/RCGS • Teacher conference notes

Goal Number 2	
Goal	<p>Describe your goal.</p> <p>Increase percentage of weighted diploma rates</p>
Measurable Objective	<p>Set the measurable target that will define whether you have met your goal.</p> <p>By the end of the testing cycle in August 2011, the percentage of Cohort 2010 special education students attaining weighted diplomas will increase by 2%.</p>
Action Plan	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <p>Based on a review of Student's HSST transcript and ARIS reports students will be:</p> <ul style="list-style-type: none"> -Individualized programming to ensure proper placement in required need courses - offered PM classes that are credit bearing to provide additional opportunities to accumulate or recover credit. - offered Saturday Classes that are credit bearing to provide additional opportunities to accumulate or recover credit. -Offered Service Credit for Elective credit that is credit bearing to provide additional opportunities to accumulate or recover credit. <p>Regent's preparation classes built into the student's day time schedule to ensure maximum attendance and programming.</p> <p>Academic Intervention Team will identify students deficient in credits, counseling will be offered with a frequency of once per week to students by a Licensed Social Worker The focus of these sessions is to develop, monitor and revise goals towards meeting short-term and long-term graduation requirements Targeted students will be offered small group and one on one tutoring by SES partners with a frequency of two to three times a week to ensure success.</p> <p>Special Education and ESL students will be offered one on one tutoring in an effort to ensure success on Regents examination by the SES provider Princeton Review.</p> <p>Over aged and Under credited students will be identified upon admission and receive additional supports in the area of attendance and group counseling. The funding source for these efforts will be from Title 1 and Tax levy funding</p>

<p>Evidence</p>	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <ul style="list-style-type: none"> • NVPS Data Snapshots • NVPS Student Trackers • NVPS Student-Teacher Sorters • NVPS Goal Setting Tools • HSST • ARIS Reports • ACUITY Reports • ITT Modeler Simulations • Formative & Periodic Assessment Item Analysis Reports –e.g., Looking @ Student Work, ACUITY ITAs & Mock Regents Tools • ATS RCOS/RCGS • Teacher conference notes • Teacher Team meeting notes • NVPS Classroom Walkthrough Data Snapshots • Professional Development Agendas and notes

Goal Number 3

Goal	Describe your goal. To increase the overall progress towards four-year graduation rate for Cohort 2013 students in school's lowest third.
Measurable Objective	Set the measurable target that will define whether you have met your goal. By the end of the testing cycle in August 2011, the percentage of Cohort 2013 students earning 10+ credits and successfully passing two Regents exams –Integrated Algebra & Living Environment—will increase by 3%.
Action Plan	Describe your plan for meeting your goal, including staffing, scheduling, and funding. Based on a review of Student's HSST transcript and ARIS reports students will be: -Individualized programming to ensure proper placement in required need courses - offered PM classes that are credit bearing to provide additional opportunities to accumulate or recover credit. - offered Saturday Classes that are credit bearing to provide additional opportunities to accumulate or recover credit. -Offered Service Credit for Elective credit that is credit bearing to provide additional opportunities to accumulate or recover credit. Regent's preparation classes built into the student's day time schedule to ensure maximum attendance and programming. Academic Intervention Team will identify students deficient in credits, counseling will be offered with a frequency of once per week to students by a Licensed Social Worker The focus of these sessions is to develop, monitor and revise goals towards meeting short-term and long-term graduation requirements Targeted students will be offered small group and one on one tutoring by SES partners with a frequency of two to three times a week to ensure success. The funding source for these efforts will be from Title 1 and Tax levy funding

Evidence	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <ul style="list-style-type: none"> • NVPS Data Snapshots • NVPS Student Trackers • NVPS Student-Teacher Sorters • NVPS Goal Setting Tools • HSST • ARIS Reports • ITT Modeler Simulations • Formative & Periodic Assessment Item Analysis Reports –e.g., Looking @ Student Work, ACUITY ITAs & Mock Regents Tools • ATS RCOS/RCGS • Teacher conference notes
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Goal Number 4	
Goal	Improve school wide attendance in school year 2011
Measurable Objective	By June 2011, there will be a 3% increase in student attendance that is from 80% (as of June 2010 inclusive of LTA's) to 83% (as of June 2011 inclusive of LTA's) to positively impact scholarship rates across content areas.
Action Plan	<p>This was made possible as a result of:</p> <ul style="list-style-type: none"> • Send letters bi-weekly for students with absences from 3 days plus. • Daily phone call outreach for absences, cuts, and lateness through phone messenger. • Monitoring of disconnected phone numbers • Home visits by teachers, Social Workers and Paraprofessional into homes of truants. • Weekday visits by paraprofessionals and attendance teachers were very helpful in turning some of these students from truants to regular attendees. • Incentive trips awards for students with perfect attendance • Cut intervention and outreach.

Evidence	<p>Collect, record, analyze and document attendance on a daily, weekly and monthly basis for each student, class and grade.</p> <p>NVPS Student Trackers NVPS Student-Teacher Sorters NVPS Goal Setting Tools HSST ARIS Reports Teacher Conference Notes & I-Log Reports Parent Coordinator Conference Notes Attendance Teacher Outreach Notes Phone Master Outreach Logs Home visit Logs</p>
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Goal Number 5	
Goal	Increase student engagement through the use of differentiated instructional strategies
Measurable Objective	By June 2011, teacher will positively impact the level of student engagement through the use of differentiated instructional strategies- e.g. process, product, and content—their classroom practices.
Action Plan	<p>Our Differentiated Instruction Team conducted 6 workshops throughout the school year addressing the following:</p> <ul style="list-style-type: none"> • Differentiated Instructional Practices for use in a diverse classroom • Developing protocols for analyzing student work to better inform instruction • Aligning Differentiated Instruction practices with that of Quality Review Rubric <p>Our Differentiated Instruction team offered 10 inter-visitations opportunities for teachers to visit their classrooms and visited over 20 classes throughout the school year to their peers within Global and other schools.</p> <p>Our Differentiated Instruction team (DI) held over 12 meetings with the DI coaches throughout the school year.</p>

Evidence

The Administration team, during formal and informal observations as well as during individual counseling meeting, consistently stressed the importance of Differentiated Instruction. GEA, as a school, is committed to Differentiated Instruction across the curriculum and that all of us are expected to embrace the precepts of DI in our classrooms.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	47	27	52	66	N/A	N/A	30	N/A
10	N/A	44	29	N/A	N/A	N/A	46	N/A
11	N/A	40	32	65	N/A	N/A	26	N/A
12	52	45	47	64	N/A	N/A	21	N/A

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	We have contracted with three Supplemental Educational Service providers at our school: Learner First; Princeton Review; and Test Quest. The method of delivery is after-school and Saturday small group computer application test prep and tutoring. The selection criterion for Learner First is eligibility for free-or reduced lunch. The focus of the computer application and tutoring for Learner First are ELA and Math skills. The focus for Princeton Review is Regents test prep for English Language Learners. The Test Quest program is not part of AIS services because the focus group is Special Education students.
Mathematics:	We have contracted with three Supplemental Educational Service providers at our school: Learner First; Princeton Review; and Test Quest. The method of delivery is after-school and Saturday small group computer application test prep and tutoring. The selection criterion for Learner First is eligibility for free-or reduced lunch. The focus of the computer application and tutoring for Learner First are ELA and Math skills. The focus for Princeton Review is Regents test prep in all subjects for English Language Learners. The Test Quest program is not part of AIS services because the focus group is Special Education students.
Science:	Although Learner First's main focus is ELA and Math, the computer application includes Science test prep skill building. The focus for Princeton Review is Regents test prep in all subjects for English Language Learners.
Social Studies:	Although Leaner First's main focus is ELA and Math, the computer application includes Social Studies test prep skill building. The focus for Princeton Review is Regents test prep in all subjects for English Language Learners.
At-risk Services Provided by the Guidance Counselor:	Outreach Family Meetings Group Meetings
At-risk Services Provided by the School Psychologist:	N/A
At-risk Services Provided by the Social Worker:	Our Social Work staff counsels our AIS students during the day through group and individuals sessions.

At-risk Health-related Services:

N/A

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.

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.

SCHOOL (DBN): __11X541__

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

Form TIII – A (1)(a)

Grade Level(s) 9-12 Number of Students to be Served: 76 LEP: Non-LEP

Number of Teachers 3 ESL Fully certified Teachers

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

SCHOOL (DBN): __11X541__

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

Form TIII – A (1)(a)

Grade Level(s) 9-12 Number of Students to be Served: 61 LEP: Non-LEP

Number of Teachers 3 ESL Fully certified Teachers

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

Global Enterprises Academy has a total population of 487 High School students.

Sixty-One students are counted as ELLs.

Our Title III funds will be used in a variety of ways. Please note that the Title III program at our school does not supplant and is supplemental.

After School:

- **In order to prepare our students for the NYSESLAT, tutoring will be offered to all of our 76 Students in an after school program. The goal is to move student's one level. This tutoring will be provided by 3 ESL Certified Teachers, twice a week on Tuesday and Thursday for one and a half hours a day. In addition, Junior and Senior ESL students who have failed the math and or ELA regents will be offered 30 hrs of tutoring by a content teacher and an ESL teacher on Mondays and Wed for 1.5 hrs. The goal is to assist ESL students fulfill state required graduation requirements.**

Saturday Program

- **ELL students will be provided support by 3 ESL certified teachers from 9:30 – 12:30. The goal is to provide support to ELL students preparing for graduation requirements.**
- **Materials for the After school and Saturday program are for the Title III program only. These Materials are for NYSELAT review and dictionaries.**

Research/Study Group

Assistant Principal/Principal will work collaboratively with ESL teachers in the gathering, reviewing and analysis of data connected to improving student performance. In addition, Administrator will support teachers with developing research based strategies to improve ESL students in need of academic intervention services. In addition, these meetings will allow teachers to case conference about ESL student's performance and attendance. The goal is to

develop strategies that will improve ESL students in need of academic intervention services. The study group is held after school once every other week for 1.5 hrs from Feb – June for a total of 30 hours.

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.

Content area teachers and ESL teachers have had numerous internal and external professional Developments in the following areas: These professional development programs will not be paid by Title III funds. Topics for these workshops include but are not limited to the following:

Differentiated Instruction

Developing Language Objectives

Using Data to improve student’s performance

Language Allocation Policy Training

ADDENDUM For 2011:

PARENT ACTIVITIES

The parents of ESL students are involved in the Global Enterprise Academy school community. They are active members of the School Leadership team and Parent Association teams. Parents of ESL students are encouraged to attend different parent workshops on the academic and social support services for their children including but not limited too achieving state academic standards, student involvement and activities, preparing for exams, etc. These meetings occur every second Wednesday of the month. Parent Association meetings occur on the second Thursday of the month. Also, these parents attend parent orientation and other meetings where light refreshments are provided, which is not allocated from Title III funds. The meetings help them get familiarize with the programs Global Enterprise Academy has to offer. Also, the material disseminated and spoken in meetings to these parents are disseminated in their native language. Lastly, a translator is always available on the premises to assist parents during meetings with staff.

Section III. Title III Budget

School: Global Academy Enterprise Academy_____ BEDS Code: _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem		(170 hours of per session for ESL and General Ed teacher to support ELL Students.
Purchased services - High quality staff and curriculum development contracts.		Educational consultants are working with the staff to help develop the instructional delivery for staff working with students who are limited English proficient students.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.		Materials Journal books for students
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		

Part B: CR Part 154 (A-6) Bilingual/ESL Program Description

Type of Program: ___ Bilingual __x_ ESL ___ Both Number of LEP (ELL) Students Served in 2008-09: 65

I. Instructional Program (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc):

Global Enterprise Academy currently has three ESL teachers on staff. This year, we have a total of 61 ESL students on register: 14 in the 9th grade, 11 in the 10th grade, 23 in the 11th grade, and 13 in the 12th grade. Our ESL program is composed of beginners, intermediate and advanced students. Some of our ESL students also have IEP's. Our beginner students are offered 2 ESL classes and 1 FBE class, approximately 685 minutes of ESL instruction, our intermediate students are offered 1 ESL class and 1 FBE class, approximately 460 minutes of ESL instruction, and our advanced students are given 1 FBE class, approximately 230 minutes. The majority of these students receive these services everyday.

The language of instruction in our ESL classes will be English. However, since the majority of our beginner ESL students are mostly Spanish speaking, Spanish will be used when needed to support language acquisition. Native language support is viewed as key to student academic development. We are conducting bi-monthly ESL Department Meetings to discuss strategies that will help improve instruction. Based on our NYSELAT scores we are dividing students in each class according to skills levels. Once this has been determined we will be applying differentiated instruction for each level.

In a collaborative effort, all of our ESL teachers will integrate culture within the curriculum throughout the school year.

ESL instruction is delivered through content area to all beginners, intermediate and advanced students. Literature and content-based instruction in the four modalities (listening, speaking, reading and writing) is aligned with New York City and State Standards. According to our analysis of the NYSELAT, content area data, and information provided by our Data Specialist and Inquiry Team, we will develop ongoing ESL strategies throughout the school year.

Our ESL classes will use books and a variety of instructional material that are designed for ESL instruction for different levels. We are in the process of creating a learning library in the ESL self-contained classroom and in our other classes. This library will consist of books for the various ESL levels. Many of these books will be selected according to student interest. Students will also have access to computers and the Internet through the use of our computer laptop rolling cart. Teachers will also have additional support material such as audio visual materials, audio tapes, videos and various hands-on materials.

All ESL students will have an opportunity to become involved in the CCHS Campus Activities which include: athletic teams, cheerleading, dance, band and choral programs. Our ESL students will be able to become part of the GEA leadership, participate in teams, trips, assemblies, and GEA After-School Activities. Students will learn about these opportunities through their advisory classes.

Our ESL Coordinator will make sure that all students are receiving the services that they are entitled. This individual will make sure that individual assessments are constant and will analyze this data so that intervention can be done immediately. The ESL Coordinator will work closely with our Data Specialist, and the Inquiry Team.

South Bronx Overall Economic Development Corporation (SoBRO) is our community based partner and will assist us by providing additional after school support for all our students. We hope to design a program that will help our struggling ESL students in reading, writing, and math. SoBRO staff will also be pushing into our ESL Advisory classes to support the advisory teachers and help personalized these classes.

Parent/Community involvement:

Our parent coordinator, Ms. Garcia plays a powerful role in the home-school connection which will help bridge the cultural differences between teachers, counselors, administrators and the types of students that currently attend our school. Ms. Garcia actively reaches out to all GEA parents regarding current issues that affect their child through monthly parent association meetings, phone calls, letters and individual parent conferences. **We provide a quarterly Newsletter and a monthly calendar both English and in Spanish updating the parents on past events and upcoming events.** Most of her outreach is done in the native language of our ELL students. One of Ms. Garcia's goals is to try and expand this outreach to all our native language learners and their parents.

Through her support, we translated the Student/Parent Handbook in Spanish which accommodates 97 – 98% of our students. This handbook is a synopsis of many of the procedures, rules and activities that affect all students and parents. This year we will try to create additional handbooks in the language of our remaining ESL students.

Ms. Garcia encourages parents to meet with teachers, guidance counselors, social workers and administrators to help ease the transition to the high school environment. She hopes to accomplish this through some Saturday and evening workshops designed for parents. Through these workshops she hopes to help parents gain knowledge about their rights and responsibilities regarding No Child Left Behind (NCLB) and their child's graduation requirements. We also created workshops for parent to become empowered by Introducing Technology along with Employment Skills and Fitness classes.

During parent-teacher conferences, Ms. Garcia will make herself available to all ELL parents and students to clarify any questions or concerns they may have regarding their child. **She targets the parents whom requires the home language video and will help them answer their questions and fill out the home language forms.** She hopes to be able to meet and welcome as many ELL parents as possible. Ms. Garcia will try and provide as much support as possible to parents who do not speak English and assure that parent concerns are addressed during these conferences. If English Language Learner Parents need additional support, Ms. Garcia will make arrangements to provide support as quickly as possible.

III Project Jump Start (Programs and activities to assist newly enrolled LEP students):

This year GEA was able to add two new licensed ESL teachers to our staff. This will enable us to service the majority of our ESL population. We have created a self-contained beginner ESL class that will remain together the entire year. These students will be serviced by the same team of ESL teachers in all their ESL classes. We have also been able to support our beginners in their Global History class by creating a Team Teach Setting, which is composed of a licensed Global History teacher and a licensed Spanish teacher. Our ESL program is committed to addressing the social, cultural and linguistic needs of the new ESL students. All students will be able to receive services from social workers and counselors.

Our Beginner ESL students will also participate in an advisory class taught by an ESL teacher. The advisory curriculum was designed to provide students with information about activities and opportunities available to them in GEA and the CCHS Campus. The advisory curriculum informs students about graduation and regents requirements. Students will learn about the role of the counselors and social workers so they can seek assistance regarding academics, health, social, family and peer issues. They will be taught skills on successful public speaking which is a requirement in our Portfolio presentations. These students will also receive additional help for Regents preparation. This curriculum was designed to provide students with the skills and support to help them successfully reach the academic requirements necessary for graduation.

IV Staff Development (2007-2008 activities):

The teachers at Global Enterprise Academy will meet the needs of our ELL population through professional development, inter-class visitation and inter-school visitations. Weekly common planning time will be scheduled to discuss student's needs, plan instruction and assessments. Professional development will be continual. We will also focus on bringing in new and innovative practices in order to help teachers. Ongoing assessment of students and the ESL programs will provide data to all our teachers. This will help us assess failures and success, reflect on change and research new methods of intervention. This will help us create safety nets to continue to assist our student's achievements.

There will also be Professional Development on how to best serve our ESL students. This will be conducted for all the teachers in our school.

V. Support Services

Our ESL students will receive support during the school day and after school based on their individual needs. Students with IEP's will receive mandated service through our Guidance counselor, speech therapist, etc. The information provided to us by the ESL Coordinator and the DATA Specialist will be disseminated during our School Base Support Team Meetings. This information will also be shared with all the teachers who work with our ESL students. The ESL coordinator, as well as our ESL team, will be able to attend weekly or monthly meetings on ESL.

We will also be applying for a variety of grants that will help us expand our current services, as well as, additional services for our students. The grant writing will be ongoing.

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. The home language survey is consistently used to inform and notify parents.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community. We offer parent translated services at parent meetings, written documents are provided in native language and we have an automated school messenger system that provides communication in the home language of parents. The teachers also utilize the same methods to communicate with parents and other stakeholders. The findings are communicated to the school community through a multitude of ways, i.e. parent coordinator, pupil personnel secretary, programmer and guidance counselors.

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. As a school, the written translation services to meet the needs of the parent population includes but not limited too, i.e. parent handbook, parent newsletter and letters notifying of pertinent information in translated in the native language.

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. On staff, there are oral interpreters for parents who do not speak English as a native language. The staff members are called to assist when a parent needs to speak about their child's education.
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>. The school has fulfilled the requirements mentioned in the Chancellor's regulations A-663 by providing information on interpretation and translation services. In addition, there is always someone available on-site to help translate for parents who do not speak English as a native language. Also, the school provides parents with the Bill of Rights in Spanish and English and directs all other languages to on-line services on Department of Education website.

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(Budget Attached)

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$358,715	\$185,534	\$549,249
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,587.00	\$1855.00	\$5442.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$10,000	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$6000.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 99%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

To ensure Global Enterprise Academy will have a 100%, of highly quality teachers for the upcoming year, all teachers will be supported through professional development, mentoring, and scheduled to teach according to their respective licensed content area.

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

GLOBAL ENTERPRISE ACADEMY Title 1 Parent Involvement Policy

1. Global Enterprise Academy High School will take the following actions to involve parents in the joint development of the District Parental involvement plan:
 - School mailings, telephone calls, PA meetings, SLT meetings, Parent/Teacher conference and Parent Orientation
 - Parents will be notified by Principal and Parent Coordinator about upcoming PA, SLT and Parent/Teacher meetings.
 - Parents will notified via school mailing and telephone calls, school messenger of upcoming Parent/Teacher conferences, PTA, and SLT meetings.
 - Workshops will be held on Regents preparation, academic success and interventions, immigration issues, parental involvement, parenting skills, and adult learning. These workshops will take place on selected evenings to accommodate parents.

2. Global Enterprise Academy High School will take the following actions to involve parents in the process of school review and improvement:
 - Parents will be notified via mailings and telephone calls by Parent Coordinator and support staff of upcoming meetings concerning school review and reform.
 - Parents will be notified by Parent Coordinator of SLT meetings and C-30 process.

3. Global Enterprise Academy High School will coordinate and integrate parental involvement strategies in Title 1, Part A with parental involvement strategies through:
- Parent Coordinator will inform parents of adult learning classes at no cost.
 - Parent Coordinator will contact parents to encourage them to participate in SLT.
 - Parent Coordinator will organize and support school wide events with parent involvement such as student and parent dinners and student and parent awards ceremonies.

-2-

4. Global Enterprise Academy High School will assess the efficacy of parental involvement by:
- Parent Coordinator will monitor the attendance of parents at all school functions and ask for feedback from parents.
 - Parent Coordinator will work with the PA president to gather statistical information from attendance sheets of parent workshops, PA and SLT meetings.
 - The Parent Coordinator will review all agendas, and discuss factors that impacted parent involvement.
 - Parent Coordinator will compare previous year participation to present.
 - Parent Coordinator will use CEP goals and objectives as measure for success.
 - Parent Coordinator will align goals with schools CEP.
5. Global Enterprise Academy High School will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among school involved parents and the community to improve student academic achievement through the following:
- Mandatory parent orientations for all new students and parents at the beginning of each semester. Returning students and parents will attend the September session.
 - Parent Coordinator holding meetings with parents on how to monitor child's progress.
 - Parent Coordinator meeting with parents concerning parental involvement.
 - Mailings and telephone calls to parents concerning parent/teacher conferences.
 - Mailing of report cards and transcripts.
 - Workshops conducted by Guidance Counselors on how to read students' transcripts.
 - Parent Coordinator and parents encouraged to attend parent empowerment retreats.
 - Parents are encouraged to attend district regents' prep sessions conducted on selected Saturdays before the Regents.

- a. Global Enterprise Academy High School will help parents work with their children to improve their children's academic achievement by:
 - Offering parenting workshops in the evening and on weekends.
 - Arranging regular meetings with counselors for review of child's academic progress.
 - Providing parents with state and citywide standards.

- b. Global Enterprise Academy High School will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:
 - Parent Coordinator organizing workshops involving strategies for increasing parental involvement.
 - Inviting all administration and staff to attend parent workshops and PTA meetings.
 - Include all staff and parents in school wide events such as awards ceremonies, dinners, parent's awards dinners, and trips.

- c. Global Enterprise Academy High School will take the following actions to ensure that information related to the school and parent meetings and other activities, is sent to parent of Title 1 participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand by:
 - Flyers, letters, and information packaged in English and Spanish to all homes.
 - Having notices available to parents via mailings, and school visits.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and

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

GLOBAL ENTERPRISE ACADEMY
Title 1 School Parent Compact

Global Enterprise Academy Title 1 School Parent Compact addresses the responsibilities of all the stock holders of the school community in improving the achievement of all our students including special education and ELL students.

The Global Enterprise Academy agrees to the following:

The school is responsible for providing high quality instruction and curriculum. This will be accomplished in part through:

1. Acquisition and distribution to all teachers a teacher's handbook, curriculum guide, classroom materials, fall and spring testing results, intake results, and ongoing updates of pertinent data received that will enhance teaching.
2. Professional development will be conducted weekly. Teachers will meet in disciplines and as a group. Workshops will be conducted by Assistant Principals, Literacy Coach, outside consultants, in house staff, and district staff.
3. Disciplines will meet in the fall and spring to set professional and pedagogical goals.
4. Both formal and informal observations will be conducted including pre-observation and post-observation conferences. Allocations will be made for teachers who are in need of additional support.
5. Use of Title 1 staff development funds to bring the entire staff to a higher level of competence in the use of conflict setting, and research based instructional methodologies to increase opportunities for active participation and rate and level of comprehension, and data analysis for the purpose of improving students' outcomes.
6. Title 1 per-session hours will be allocated for before and after school academic intervention services for students in need of support.
7. Title 1 funds will be used to enhance physical education opportunities.
8. Title 1 funds will be used to enhance arts programs.
9. Title 1 funds will be used for test prep materials.
10. Daily walk-through of all classrooms will be conducted by administration to improve supervision.

This will be accomplished in part through:

1. Parent Orientation meetings for all incoming and returning students and their parents.
2. The involvement of parents in reviewing and improving the Title 1 programs and parental involvement policy through monthly consultation with the Title 1 parent representatives.
3. Providing parents with information about all programs through flyers, mailings, and telephone calls in a timely manner.
4. Continuation and improvement of attendance outreach.
5. Teacher maintenance of parental contact logs.
6. Fall and spring parent/teacher conferences.
7. Maintaining a welcoming environment for parents through the Parent Coordinator, Administration and Staff.
8. Ongoing workshops for parents on issues of concerns conducted by Parent Coordinator.
9. Mailings to parents of seniors to arrange meeting with Guidance Counselors to address particular concerns.
10. Mailing to parents about students progress and arrange meetings with counselors to address failing students.
11. Maintenance of a Parent Association and School Leadership Team.
12. Timely mailing of notices concerning students experiencing difficulties.
13. Regular notices sent home to parents from Administration, Parent Coordinator, Guidance Counselors, and Teachers.
14. Attendance outreach for late and absent students.

We further seek to promote parent responsibility for supporting their child's learning through the following:

To this end, the Parents/Guardians of our students agree:

1. To work with his/her child to improve punctuality, attendance, homework and study time.
2. To become more involved by regularly participating in at least the PTA or STL and attending all parent/teacher conferences.
3. To share the responsibility for improving student achievement.
4. To communicate with teachers about their children's educational, social, and emotional needs.
5. To communicate and cooperate with their child's Guidance Counselor.

6. To communicate and cooperate with the school on issues of health and safety.
7. To insure that the school has updated contact telephone numbers and home addresses.
8. To respond to the PA needs assessment, which addresses the type of training they need to become more effective in assisting their children in the educational process.
9. To respond to regular communications home on the part of individual teachers and the administration regarding student lateness and attendance and academic progress.
10. To attend PA forums on helping students to be successful.
11. To review the NYC Department of Education handbook of students' rights and responsibilities.
12. To support the school's discipline code.
13. To support the school's dress code.
14. To respond to please to serve on a variety of PA subcommittees.
15. To join the school in celebrating student success.
16. To attend district parent forums, educational conferences, and school workshops designed to bring in parents as partners in the lives of students.

Principal's Signature: _____

Student's Signature: _____

Parent's Signature: _____

Professional Development:

- Continue to acquire best practices for ELLs, students with special needs, and poor readers.
- The implementation of a school-wide writing program in all disciplines including mathematics, art, and science.
- Continued provision of intensive Academic Intervention Services to all students who are not meeting state standards.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards. **See needs assessment**
2. School-wide reform strategies that: **See Action plan**
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the School-wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff. **All teachers teaching at Global Enterprise Academy are highly qualified under the NCLB.**
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 School-wide Program to meet the State's student academic standards.

Professional development for staff takes place each week. In addition, teachers are encouraged to state which areas they need more training in to help the academic well-being of their students. The administration attends workshops done by the network team and other Department of Education vendors.
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. Parent workshops are conducted to help parents for all the student population. **These workshops include our ELL, Special Education, General Education, etc. Parents are encouraged to attend various programs and meetings held at Global Enterprise which includes adult literacy, college preparation, financial aid workshops, and Regent exams preparation. Most important parents are asked to be chaperones students on trips.**
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. **Global Enterprise Academy currently has data inquiry teams that teachers are part of to help make academic assessment to improve the achievement for all students. Also, teachers are part of the School leadership team which provides the opportunity to have input on the decisions made on a school level regarding academic success of students.**
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.
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. In Global Enterprise Academy there is an internship program for students, (Career Visions) a job readiness skills after-school program, Prep for Success (internship program) and NFTE (brings its entrepreneurial training to high school students, especially those from low-income communities) helping them start their own business.

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

Explanation/Background:

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.

- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
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Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			358,715	X	Needs assessment (pg.11)
Title I, Part A (ARRA)	Federal	X			185,534	X	
Title II, Part A	Federal			X			
Title III, Part A	Federal	X			15,000		Pg.26
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

-
- **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.

7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

NCLB/SED Status: Corrective Action 1 **SURR³ Phase/Group (If applicable):** _____

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. **N/A**
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 Action Plan**

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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

The Global Enterprise Professional Development includes the use of technology (Smartboard) and Differentiated Instruction Strategies to foster teacher growth. Many of the instructional strategies can be encompasses the special needs population and ESL population.

Professional development goes beyond the term training with its implications of learning skills, and encompasses formal and informal means of helping teachers not only learn new skills but also develop new insights into pedagogy and their own practice, and explore new or advanced understandings of content and resources. The professional development includes support for teachers as they encounter the challenges that come with putting into practice their evolving understandings about the use of technology to support data driven inquiry-based

learning and workshop model based on differentiated Instruction. Current technologies are offer as resources to meet these challenges and provide teachers with a cluster of supports that help them continue to grow in their professional skills, understandings, and interests.

In the workshops teachers learn more about the methodologies of effective teaching and best practices. Teachers also learn strategies to teach students with learning disabilities, to improve students' cooperative learning skills, and to improve reading, language arts, and science.

Teachers are encouraged to use questions for higher order level thinking by using Bloom's Taxonomy when you create lessons. This strategy will be indispensable for planning units and developing skills, which lead students to refine their thinking.

New teachers will have opportunities to work with experienced teachers on parent-teacher communication, lesson planning, and more.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development. First year teachers are mentored by a veteran teacher in best practices and instruction. This program monitored using the online mentoring system. Also, teachers who are struggling in their classrooms are provided a peer mentor to help enhance their skills in instructional delivery. During home visits, the information disseminated to parents regarding their child is prepared in their native language.
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. Parents are notified about the school improvement plan through meetings, phone calls, emails and letters to the home. The letters are translated in the language of the parents to ensure they understand what is taking place. During meetings there is a translator to convey to parents about the changes and the goals towards improving the school.

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)-N/A

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **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.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.). The number of students who are currently in temporary housing and attending Global Enterprise Academy for the 2010-2011 school years are 6 students.
2. Please describe the services you are planning to provide to the STH population. The services provided for these students both include academic and social development. These students are provided with one-on-one counseling/conferences with social worker, after-school/Saturday tutoring, Regents preparation, internship opportunities, free breakfast and lunch through school food services and transportation pass to attend school on a daily basis including Saturday school. These students can participate in the various sport teams in the school. In addition, they can participate in the community based organization programs such as Career Vision and Prep for Success (internships).

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the

amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Global Enterprise High School					
District:	11	DBN:	11X541	School		321100011541

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		77.8	81.4	81.1
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		93.7	90.6	94.7
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		88.3	83.9	82.3
Grade 8	0	0	0				
Grade 9	119	176	162	Students in Temporary Housing - Total Number:			
Grade 10	170	155	111	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	73	68	67		3	17	16
Grade 12	94	67	43				
Ungraded	1	1	2	Recent Immigrants - Total Number:			
Total	457	467	385	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					21	13	5

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	37	40	27	Principal Suspensions	32	49	51
# in Collaborative Team Teaching (CTT) Classes	11	19	36	Superintendent Suspensions	29	18	18
Number all others	29	27	3				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	26	29	32
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	10	10	9
# receiving ESL services only	58	68	TBD				
# ELLs with IEPs	5	22	TBD	Number of Educational Paraprofessionals	2	2	2

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
	4	10	111	% fully licensed & permanently assigned to this school	96.3	100.0	96.5
				% more than 2 years teaching in this school	37.0	53.3	65.6
				% more than 5 years teaching anywhere	59.3	56.7	71.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	67.0	70.0	84.4
American Indian or Alaska Native	0.9	0.6	0.5	% core classes taught by "highly qualified" teachers	97.8	100.0	86.5
Black or African American	39.4	40.3	35.8				
Hispanic or Latino	54.7	52.9	54.5				
Asian or Native Hawaiian/Other Pacific	2.2	2.8	4.2				
White	2.6	3.4	4.9				
Male	58.0	59.3	57.1				
Female	42.0	40.7	42.9				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

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**	
All Students				X	X	X	58
Ethnicity							

American Indian or Alaska Native				-	-	
Black or African American				X	X	
Hispanic or Latino				X	X	
Asian or Native Hawaiian/Other Pacific Islander				-	-	-
White				-	-	-
Multiracial				-	-	-
Students with Disabilities				-	-	-
Limited English Proficient				-	-	-
Economically Disadvantaged				X	X	
Student groups making				0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	C	Overall Evaluation:				NR
Overall Score:	51.8	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	9.6	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	10.3	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	31.9					
<i>(Comprises 60% of the</i>						
Additional Credit:	0					

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

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster New Visions PSO	District 11	School Number 541	School Name Global Enterprise
Principal Michelle Joseph		Assistant Principal Carmen Whitlow	
Coach type here		Coach Sandra Meningall-Reid	
Teacher/Subject Area Roko Markolovic -ESL		Guidance Counselor Nancy Crespo	
Teacher/Subject Area Kristin Donnelly-ESL		Parent Karina Delgado	
Teacher/Subject Area type here		Parent Coordinator : Carmen Garcia	
Related Service Provider type here		Other type here	
Network Leader Barbara Gambino		Other type here	

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

C. School Demographics

Total Number of Students in School	386	Total Number of ELLs	54	ELLs as Share of Total Student Population (%)	13.99%
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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

1) As a traditional high school, our students come to us from different countries. Upon enrollment first time entrant into New York City public school system must be accompanied by parent/guardian at registration. A determination will be made of the student's home language and their eligibility for LAB-R testing, through parental interview and completion of the Home Language Survey. The Home Language Survey is done by the Parent Coordinator who conducts the orientation. A pedague is assigned by the Principal to determine the other than English Language exposure (OTELE). One copy of the Home Language Survey (HLS) form is placed in the student's cumulative record folder and another copy is kept on file at a central location. Students are then programmed in the ELL classes we have available and are monitored by the Guidance Counselors, teachers and administration. The students are then scheduled to take the NYSELAT when it is scheduled.

2) We as a school only has Freestanding ESL. All parents are involved in parent orientation. The parent coordinator conducts a parent orientation to notify parents of their options regarding the three program choices. During the orientation, time is spent describing the ELL program, transcripts are reiewed and an assessment is done to see what level the students are on in Math and English. Also, it is reiterated to them that we only offer ESL. Also, we let the parents know of the other schools that have bilingual programs and their choices to transfer their child to the program. This is done within a ten day period.

3) Since our ELL population is important to us, we are attentive to meet their needs. During the parent orientation session the entitlement, selection letters and parent surveys are distributed and collected during parent meeting, parent/teacher conferences and ELL parent orientation session. Parents who do not attend any school conferences or orientation are mailed out to them. The school provides outreach through phones calls and letter to ensure all documentation are returned.

4) The ESL teacher must review previous years of the student's testing history to ensure the student is provided with the appropriate amount of ESL instructional hours for academic success. This is done using either or both the NYSELAT or LAB-R scores. Once the English Lagnuage proficiency levels are determined, students are placed in their appropriate ESL instructional programs. Parents orientation sessions are held on bi-monthly basis where they are provided with parental choice letters and their academic progress of their students. In addition, parent newsletters are sent out highlighting students progress and any other communication activities concerning ELL's and other student demographics. Parents are informed about their rights and how many minutes of ELL instruction that their children are entitled too.

5) After the review of the parent survey, parents of these students are concerned abou their children passing the mandated State exams, NYSELAT and for their students being able to graduate from High School with a diploma.

6) In order to align parental choice and program offerings, school personnel reviews the parental choice letters and school demographics to try to accommodate parents and their selection. The parents continue to select to

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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										34	17	6	4	61
Push-In														0
Total	0	0	0	0	0	0	0	0	0	34	17	6	4	61

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	61	Newcomers (ELLs receiving service 0-3 years)	20	Special Education	17
SIFE	16	ELLs receiving service 4-6 years	19	Long-Term (completed 6 years)	7

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	28	5	0	27	11	5	6	0	0		61
Total	28	5	0	27	11	5	6	0	0		61

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

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
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	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																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	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
TOTAL	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):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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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										32	17	4	3	56
Chinese														0
Russian														0
Bengali										1				1
Urdu														0
Arabic														0
Haitian														0
French												1		1
Korean														0
Punjabi														0
Polish														0
Albanian										1				1
Other										1		1		2
TOTAL	0	35	17	6	3	61								

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.

Programming and Scheduling Information

1. How is instruction delivered?
 - a. Organizational Model: Departmentalized Instruction model used for ELL instruction is self-contained.
 - b. Program Model: Ungraded Heterogeneous Programming
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in the ESL program model?

Students are identified as ELL during their intake and their program is done to include a minimum of one period and a maximum of three

periods depending on their proficiency level which is typically 53 minutes of instruction from a licensed ESL teacher.

The school offers Sheltered Instruction (ESL) in the content areas such as Global History, US History, Mathematics and the Sciences with some native language support and grouping based on student proficiency levels.

Additional ESL instruction is offered during the daily 37 1/2 minutes of instructional time to ensure that beginners, SIFE, and at risk ELL students are allotted the 540 minutes of ESL instruction they are entitled to or need in order to move to the next level.

Advanced ELL students receive 180 minutes of ESL instruction within the content areas and 180 minutes of ELA instruction per week.

3. Describe how the content areas are delivered in the ESL Sheltered Instruction Model.

Self-contained content area classes have been designed to deliver instruction in History, Mathematics, and Science to ensure mastery on Regents examinations. Because many of the teachers speak the Spanish language, they are able to offer native language support to the majority of ELL students who are in fact Spanish speakers.

Teachers are encouraged to use the SIOP Model of Instruction, which requires them to address both content and language learning objectives. In addition, instructional strategies that address comprehensive input as used to ensure that academic instruction is understandable to students of different second language proficiency levels. The workshop model of instruction is also required to ensure that differentiation of instruction and collaborative learning takes place through flexible grouping.

Smart-boards and LCD Pocket Projectors are used to provide visual and interactive supports that enhance comprehensive input.

4. How do you differentiate instruction for ELL subgroups?

SIFE and Newcomers' Instructional Plan:

These two subgroups of students have been programmed to attend classes utilizing the Rigor curriculum, which emphasizes the development of phonics, decoding, and comprehension skills to build native and secondary language skills that transfer across all content areas. Bilingual classroom libraries and other native language resources have been integrated into the classrooms to ensure native language support is built into the curriculum.

To provide additional support after school programs such as Prep for Success, Test quest, and small group tutorials are offered as well as computer based instructional programs such as Skills Tutor and Castle Learning, which can be accessed by students at home as well as in school. These computer-based programs also have built-in native language support to further assist the Spanish speaking ELL students. To fully integrate these students into the school community we encourage them to join and attend extracurricular programs offering tutoring, sports, and other ancillary activities, some of which are cultural in nature.

Those who show marked improvement in academic content as well as English language proficiency are encouraged to work as interns within the school community to further develop personal responsibility and job related skills.

Whenever possible, counseling as well as other support services are provided to SIFE students and Newcomers.

Instructional Plan for ELLs receiving services 4-6 years:

This group of ELLs is programmed to attend self-contained intermediate ESL classes that differentiate instruction emphasizing reading and writing skills to meet the needs of primarily 11 and 12th grade ELLs who are getting ready to take the ELA Regents, and those ELLs in the lower grades who focus on developing English language proficiency and language development skills through all four modalities.

These classes use the Getting Ready for English Language Regents by Attanasio and Associates for the 11th and 12th grade ELLs and the Shinning Star curriculum for the lower grade ELLs.

Instructional Plan for Long Term ELLs (completed 6 years):

LTEs are extensively monitored and offered all of the academic interventions existing in the school, in addition to ESL instruction that focuses on developing their Academic Language in all content areas. Other services LTEs are provided include:

- Additional time for one to one tutoring
- Afterschool and summer school instruction /tutoring in content areas as well as regents preparation
- Ancillary support services through family outreach, social support and counseling

- Certified ESL teachers will provide all ESL instruction and certified content area teachers, many of whom are bilingual will teach and provide native language support

Instructional Plan for Special Needs ELLs:

ELL students previously identified as special needs are referred for evaluation. Once these students are determined to have special needs, all of the special education protocols are implemented to ensure adequate and effective provision of services. IEPs are prepared with the instructional specifications for each special needs ELL.

Many of the special needs ELLs are programmed to attend Integrated Co-Teaching classes in which collaboration exists between a certified special education teacher and a certified content area teacher to ensure quality teaching meets the needs of these students.

Those students that need more intense instruction are programmed to attend self-contained classes on a part time basis depending on the area of need. In addition, students who are entitled, receive additional native language support through the services bilingual paraprofessionals provide in collaboration with other teachers. They receive intensive ESL instruction through the ESL certified teacher. They are also provided the same opportunities that all of the other general education and ELL student subgroups have been afforded.

state response to questions 1-4 here

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

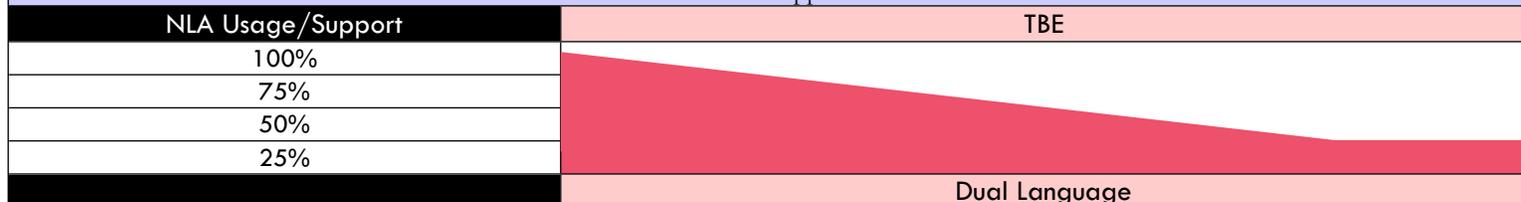
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Arts and Native Language Support

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



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

B. Programming and Scheduling Information--Continued

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

5. Targeted Interventions

Several targeted interventions have been implemented for ELLs across the content-areas. ELLs in Regents level courses have been specially programmed in self-contained content area classes in the subjects of Global History and United States History. The purpose of these self-contained content area classes is to deliver specially tailored instruction in History that focus on building language and vocabulary skills while mastering content necessary for mastery on Regents examinations .

These classes are administered by dually-certified ESL and Social Studies teachers who understand both the cognitive and language demands of the content. In the area of Mathematics, a Spanish bilingual teacher administers Algebra classes using both English and Spanish as the language of instruction to aid students in the understanding of Mathematical concepts as they continue to learn English.

The class utilizes both native (Spanish) and second language resources and texts to assure that students advance their understanding of Algebra in both English and Spanish. Lastly, in the area of Science, one of the Teachers has been QTEL (Quality Teaching of English

Language Learners) certified in Science to use methods proven effective with ELLS in her Living Environment classes.

For the subcategory of newcomers and SIFE students, they have been programmed in special classes that utilize the RIGOR curriculum to build native-and second language literacy skills that can be transferred across content areas. RIGOR emphasizes phonics, decoding, and comprehension skills by utilizing subject matters from a variety of academic contents.

Within self-contained Intermediate ESL classes we have also differentiated students into two groups, those who are getting ready for the English Language Regents that focuses mainly on reading and writing skills in Literature (mainly 11-12 graders) and those in the lower grades who focus more broadly on language development.

6. Transitional Support

ELLs who attained proficiency on the NYSESLAT receive transitional support in a variety of ways. Firstly, former ELLS are allotted time extensions on formal assessments and Regents examinations for 2 years after they have tested proficient. Also, former ELLs are provided and encouraged to utilize native language resources such as bilingual dictionaries and glossaries in class and during assessments to aid them in their ongoing language development.

7. Continue/Improve

We would like to continue the use of RIGOR in our beginner/SIFE classes and expand our bilingual classroom libraries to aid learners in their literacy skills in both their native language and English. Furthermore, we wish to expand the availability of self-contained classes of ELLSs in Regents level courses to make sure that these students are receiving the targeted instruction necessary to pass Regents courses.

8) None

9) Our ELLs are afforded equal access to all programs including after-school tutoring which is done through TestQuest. This program is to help ELL's become comfortable with the instructional material used in the classroom. Also, students can attend Regents Rrep, participate in extra-curricular activities including sport teams, internship program, clubs and community based organizations partnership programs (Career Vision, Prep for Success, etc.)

10) The instructional materials used to support ELL's are Smartboards in the classroom, laptop computers and access to computer labs. Lessons are differentiated by the teachers to address the learning modalities of the students.

11) Since we service ELL students, instruction is delivered in English. Instructional materials and technology is available to assist students in their native language. Staff is also available to assist them as well.

12) Yes

13) All students are interviewed upon enrollment by an ESL teacher. The needs assesment is done by the parent coordinator/guidance counselor who evaluates their transcript and schedules students for orientation. Parents attend orientation and are informed about their and their child's rights. They are equipped with the skills on how to advocate for their child, preparing their child academically for success and services available to them.

14) American Sign Language

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 This sections does not apply to our school for we do not have Dual Language Programs. We currently only have ESL.

A. Assessment Breakdown

1) English is conducted 100% of the time.
 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)										13	5	0	0	18
Intermediate(I)										16	7	1	2	26
Advanced (A)										6	5	5	1	17
Total	0	0	0	0	0	0	0	0	0	35	17	6	3	61

D. Professional Development and Support for School Staff

NYSESLAT Modality Analysis															
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12	
LISTENING/ SPEAKING	B	Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P. ...										7	5	0	0
	I	... onse to questions 1-3 here										7	1	0	1
	A	... onnel participate in all staff development opportunities offered in the school and during staff development days. Also, they attend ... al Development offered by the ISC.										11	4	2	1
	P	... al Development offered by the ISC.										8	7	4	5
READING/ WRITING	B	... re weekly by professional development classes pertaining to various instructional strategies.										8	5	0	0
	I	... s receive the ELL 7.5hr required training individually and in groups by the Literacy Coach. Teachers are also trained through full ...										21	7	1	2
	A	... ngs.										6	5	4	6
	P	... ngs.										3	0	1	2

E. Parental Involvement

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

2) Our school partners with other agencies that lend support services in academics and social development. Global Enterprise Academy works with TestQuest and Learners First which are SES services(academic). Career Visions and Prep for Success which helps these students

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3)									0
4									0
5									0
6									0

Part V: Assessment Analysis

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	9		6	
Math <u>Algebra</u>	17		3	
Math <u>Geometry</u>	19		10	
Biology				
Chemistry				
Earth Science	5		0	
Living Environment				
Physics				
Global History and Geography	14		5	
US History and Government	4		3	
Foreign Language				
Other				
Other				
NYSAA ELA				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

1) Global Enterprise Academy uses the acuity to help assess our ELL students through the data inquiry process. The students who are identified as ELL's are monitored to ensure they are able to pass the mandated State Regent Exams and the NYSELAT. Students may continue to struggle but are making progress on the NYSELAT. The primary goal is for students to obtain a high school diploma.

2)
One of the patterns that is displayed within the NYSELAT report is that most students scoring higher on the Listening and Speaking section in comparison to the Reading/ Writing Section. On average, the majority of students scored a level higher on Listening/Speaking than on Reading/ Writing. This trend has prevented students from progressing to the next level of English Language Proficiency because while they may test proficient in oracy skills, they often lack the requisite literacy skills to be deemed proficient in English.

for reference. Very few Intermediates were able to pass these examinations.

B. Periodic Assessments are used to provide interim data regarding the progress of students towards reaching the next level of proficiency on the NYSESLAT. Instructional decision regarding the emphasis of particular skills are made using results from the Periodic assessments to ensure that students are on track towards their goals.

C. The school is learning that the instructional emphasis on building literacy skills is aiding students on progressing on both the NYSESLAT and Regents examinations. Students need additional support on writing skills, particular essay writing skills.

5. N/A

6) We evaluate the success of our ELL program based on students achievement on both the NYSESLAT and the English Regents Examination. The goal of the program is for students to ultimately pass the English Examination with a 65 or higher so they can obtain a Regents diploma. Consequently, while many of the eligible ESL students have passed the English Regents, more instructional help is necessary to help the remaining students who have not passed the English Regents by their Senior year.

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		11/19/10
	Assistant Principal		

	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		