



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: GLOBAL ENTERPRISE ACADEMY
DBN (i.e. 01M001): 11X541
Principal: DR. SANDRA MALDONADO-JACKSON
Principal Email: SMALDON@SCHOOLS.NYC.GOV
Superintendent: DENISE HALLETT
Network Leader: STEVEN CHERNIGOFF

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Sandra Maldonado-Jackson	*Principal or Designee	
Robert Maier	*UFT Chapter Leader or Designee	
Elizabeth Pena	*PA/PTA President or Designated Co-President	
Migdali Maldonado	DC 37 Representative, if applicable	
Brittany Rodriguez Azdren Rugova	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Beverly Stuart	Member/ Teacher	
Sherma Fleming	Member/ CSA	
Naomi Molina	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

- Increase the awareness of using a Research Based model to inform teachers regarding their effectiveness. By June 2014, 100% of the staff would demonstrate their ability to understand the research based model and implement the curriculum according to the common core learning standards.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

With the need to ensure teachers are meeting the needs of each student, teachers must implement the common core standard in their instructional model. Based on the instructional walk-through, informal/formal observation and instructional rounds during the 2012-2013 school year, there is a need to ensure all staff members are teaching and performing at their highest level of their profession.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Developing instruction based on the needs of the students and providing differentiated instruction in the classroom.
2. Increasing teacher knowledge and awareness in regards to the Common Core Learning Standards and its implementation in the content areas.
3. Create groups which support student's learning styles.
4. Increase questioning to develop high order thinking skills. Administration will assess lesson plans, actual lesson and follow-up activities to monitor the number of higher order thinking questions integrated into the lesson and task completed for the subject area. The questions will be assessed once a month. The teachers will monitor the questioning techniques and will assess their growth with the AUSSIE consultant and administration. It will done a minimum of once each month starting in November.

B. Key personnel and other resources used to implement each strategy/activity

1. The staff will be provided with a variety of resources to develop their instructional skills.
2. An educational consultant will work with all our staff members.
3. One-to-one conferences will be held with the Principal and administration
4. Action plans will be developed as part of the initial conference as measures of student learning
5. Teachers may participate in PD on Socratic circles with Columbus High School

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. To closely evaluate the progress, effectiveness and impact of this strategy, the teachers and administrative staff will meet the beginning and ending of each marking period to discuss the progress of the instructional practices using Danielson Framework. A table will be developed documenting the findings. The teachers will determine if they are increasing their use of higher order thinking skills by reading the table. Teachers will also assess the depth of student work.

D. Timeline for implementation and completion including start and end dates

1. The timeline for implementation for this goal is September 2013 to June 2014. Every four months there will be an assessment of evaluation on whether the goal is being met. An evaluation assessment tool will be developed and distributed to teachers to provide feedback on their progress in meeting the goals of the Danielson Framework and Professional Development. In addition, the educational consultants will provide a framework to the teaching staff of what is needed to ensure their instructional expectations and standards are reached. There will be an introduction to the Research based framework used for the assessment of effectiveness of instruction. Educational consultant and administration began getting a baseline of instructional practices implemented in the classroom. Educational consultants and administration providing feedback and follow-up of instructional practices. Reassessing student's accomplishment and feedback. Re-evaluating the goals and mission of the school in terms of the common core learning standards. Preparing for the State examinations in the content area. After each semester, there will be an assessment on the instructional practices of the content areas.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Global Enterprise Academy in collaboration with the teaching and administrative staff, will work together to ensure this activity is supported. The teachers will receive and will be able to attend professional development within the Network and Department of Education to reach the goal of implementing the common core learning standards in the curriculum.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Mandatory parent orientations will take place throughout the school year to keep parents abreast on the changes in the curriculum in all core subject areas.
- The parents will be notified via letters and school messenger voicemail to attend parenting workshops in the mornings, evenings and weekends regarding their child educational needs.
- On a bi-monthly basis, parents will be asked to arrange meetings with guidance counselors for review of child's academic progress including graduation requirements, Regents examinations, etc. This is based on the needs of each individual student.
- During the scheduled monthly School leadership Team meetings, the parents will be provided with state and citywide standards to go over with their child. This will be available in the native language of the parent.
- Parents will be encouraged to allow their child to attend regents' prep sessions conducted on selected Saturdays before the Regents.

There will be workshops conducted by the guidance counselor and college advisor on how to read students' transcripts, report cards, progress reports, etc.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Global Enterprise Academy school community are working together to achieve this goal. Students are being offered instructional support after-school four days a week in the various subject areas. The teachers are reviewing Regents Prep material with students in both group and one-on-one.

In addition, Global Enterprise Academy has implemented an Extended Day program which provides assistance to students who are identified as over-aged, bottom-third city-wide and off-track for graduation with their test taking skills, social skills and peer tutoring in all core subject areas that culminate in a Regents examination. Also, Prep for Success is a community based organization that has selected students to participate in this retention program identifying students who can make improvement in their academics. We have put aside funding for teachers for after-school tutoring in all core subject areas. Furthermore, services for (Students in Temporary Housing) include opportunities to earn credits through the extended day program, and other opportunities in the school. In the OPTS budget, funds are allocated for after-school classroom instruction and supplies for all students.

Goal and Action Plan #2

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

An action plan will be implemented for each student to meet their individual academic requirements. By June 2014, all students in Cohort 2014 at Global Enterprise Academy will be evaluated using a worksheet, reviewing transcripts and one-on-one conferences with guidance counselor to monitor their academic progress.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

After assessing the transcripts of our students from the previous year, we assessed that our students have struggled to stay focused on the necessary requirement to meet graduation requirement. Therefore, the goal identified is to implement an action plan for each individual student to ensure they are on track for graduation.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**

1. The college advisor, guidance counselor and administration will meet and review transcripts four times during the year.
2. College advisor will provide students with several worksheets that will be evaluated three times during the school year.
3. Administration and guidance staff will hold workshops two times or more a semester to speak about progress and academic standing.
4. Meetings with instructional support personnel (AP'S, AUSSIE, principal).
5. Teachers will assess student work and provide feedback to their colleagues.

6. Students will participate in meetings to review their academic records including their transcripts, report cards and learning styles.
7. Parent and staff conferences/meetings will be held to work with the student academically.
• Key personnel and other resources used to implement each strategy/activity
1. The key personnel used to implement this strategy and activity is administration, teachers, attendance teacher, family worker and guidance counselor. The guidance counselor will monitor the transcripts and work closely with the principal to maintain one-on-one conferences to improve student achievement. Teachers will discuss student progress in team meetings and forward information to guidance counselor and attendance teacher regarding student performance and attendance in school. The family worker will contact parents regarding attendance and cuts on a daily basis and will meet with administration to formulate a plan to work with the attendance teacher. . Administration will work with all above parties and assess activities to determine conferences, network support and superintendent regarding student progress.
• Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. To identify the progress, effectiveness and impact of this strategy, progress reports will be evaluated to students each marking period to assess the accumulation of credits. In addition, the guidance counselor will closely monitor students who are failing classes and meet with them one-on-one.
• Timeline for implementation and completion including start and end dates
1. The timeline to implement this goal is from September 2013 to June 2014
• Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. The resources necessary to support this activity is the school working in continuous collaboration with the parents using the school messenger system, parent workshops, mailings and other forms of communication to the parents of Global Enterprise Academy. The use of the tracker to discuss requirements and courses required to meet graduation requirements.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
Parents participating in meetings and workshops to discuss the learning standards, academic expectations and graduation requirements for their child. Attending scheduled meetings with their child's guidance counselor and administration to ensure their child is on track academically. Letters and telephone calls to receive updates about their child's progress from the teacher.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #3

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
To build teacher capacity in the development of performance task in their content areas using the common core learning standards. By June 2014, all teachers will demonstrate their ability to develop and implement a performance task in conjunction to the Common core learning standards.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
After assessing the writing and mathematical skills of our students from the previous year, we have assessed that our students struggled with these skills and need additional support. Therefore, the goal identified is to improve the student's assessment using two performance tasks in their content areas.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
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<ul style="list-style-type: none"> • Strategies/activities that encompass the needs of identified subgroups
<ul style="list-style-type: none"> • The teachers will generate more writing pieces into their curriculum maps to improve students writing skills. • The Staff will meet to collaborate and reinforce skills though content areas • Meetings with instructional support personnel (AP'S, AUSSIE, principal). • Teachers will assess student work and provide feedback to their colleagues. • Students will participate in writing workshops to improve their writing skills. • Teachers will create curriculum maps to reinforce and assess student's knowledge in their content areas. • Teachers will develop lesson plans using feedback from supervisors and AUSSIE to improve their skills in the content area. • Teachers will complete curriculum units and student tasks aligned to the common core standard.
<ul style="list-style-type: none"> • Key personnel and other resources used to implement each strategy/activity
<ul style="list-style-type: none"> • The key personnel to be implemented in this activity is teachers, administrators and educational consultant, etc.
<ul style="list-style-type: none"> • Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ul style="list-style-type: none"> • The targets to evaluate the progress, effectiveness and impact of this strategy are the informal and formal observations as well as colleague feedback from assessing curriculum maps and lesson plans. This will done a minimum of once after submission per semester. The administration will check the curriculum maps after the AUSSIE reports have been submitted.
<ul style="list-style-type: none"> • Timeline for implementation and completion including start and end dates
<ul style="list-style-type: none"> • The timeline to implement this goal is from September 2013 to June 2014.
<ul style="list-style-type: none"> • Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ul style="list-style-type: none"> • Global Enterprise Academy in conjunction with the educational consultants which are local services (professional development) will work together to ensure the instructional strategies are met. The educational consultants will provide valuable feedback to the school staff to assist the needs of the teachers in their classroom instruction are • Also, the teachers will take advantage of the Professional Development that the network provides to assist them with understanding of developing a performance task in their subject area.

Strategies to Increase Parental Involvement

<p>All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).</p>
<p>Parents participating in meetings and workshops to discuss the learning standards and expectations for their child. Attending regular meetings with their child's guidance counselor and administration to ensure their child is on track academically.</p> <ul style="list-style-type: none"> • Letters and telephone calls to receive updates about their child's progress from the teacher. • During the School Leadership Team & Parent Association meeting, parents will be provided with information on performance task assignment their child must complete during the school year.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #4

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
To improve the number of students enrolled in college readiness classes. Provide college and career readiness opportunities to students. By June 2014, our students will demonstrate their involvement in college and career readiness classes and opportunities to assist with their college education.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

With the change in state mandates regarding college readiness for graduating seniors, there is a need for this goal. We would like to see an increase in students' enrolled in College Readiness courses such as College Now and Monroe Academy. The data is being taken from the number of students participating in these programs. We will also develop a preparedness for the college admission process through the college summit program.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

Strategies/activities that encompass the needs of identified subgroups

- The guidance counselor and College Advisor will send out letters of interest to students to register for College courses given both at the college and at the school.
- Parent Coordinator and College Advisor will notify parents of students who qualify for the courses based on their overall grade point average of 80% and above, attendance and cumulative grades in English and Mathematics of 80% and over.
- All staff will participate in arranging several meetings between the parents, school staff and colleges participating with our school in these college readiness programs.
- Guidance Counselor and Administration will monitor the students who have been chosen to participate in the College Now and other programs related to the college process.
- The guidance counselor, college advisor and administration will invite colleges to the school to facilitate workshops for the college entry process.
- Guidance counselor and college advisor will ask students to participate in college readiness trips including campus visits, off-site college workshops.
- Guidance counselor and college advisor will provide workshops to assist students in the college readiness and planning process. This includes essay writing, resume writing and selecting the right school
- Guidance counselor, college advisor and administration will provide resources for students in the college research process.

Key personnel and other resources used to implement each strategy/activity

- The key personnel involved in the activity are the guidance counselor, college advisor, administration and teachers
- Create a letter form (Brag Sheet) to highlight the student's strengths and academic abilities for recommendations
- Teachers actively participate along with the guidance counselor and student by reading the recommendation letters and their personal statement
- Teachers assist college educator by inviting them into their classrooms to provide information on colleges and careers.
- Teachers work with guidance counselors to ensure their grades are illustrated correctly on student transcript.

Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

To identify the target of this activity and ensure the progress, effectiveness and impact, Global Enterprise Academy in conjunction with the students, college advisor, guidance counselor and administration staff will monitor the number of students who sign up for both SUNY/CUNY schools, college fairs and college readiness programs attended throughout the school year. We will assess the effectiveness by the number of students who are accepted at colleges of their choice after discussion and conferences.

Timeline for implementation and completion including start and end dates

The timeline to implement this goal is September 2013 to June 2014. During the month of September, there were several activities implemented for this goal. This included:

- September 18, 2013-Parent meeting /Introduction of expectations for school year
- September 19, 2013-Senior parent meeting
- September 25, 2013-Students attended the SUNY College Fair at Jacob Javitz center
- October 3, 2013-College Summit meeting and speaking during the 8th period
- October 7, 2013-College trip to Monroe College
- October 7, 2013-Parent college meeting to review the college application process
- October 22, 2013-Students attended the college/career fair at Brooklyn Boro Hall
- October 23, 2013-A facilitator from SUNY colleges

- October 28, 2013-A representative from College Connect 101 scholarships
- October 28, 2013-A presentation from Johnson and Wales-8th period
- During the month of November 2013-guidance counselor had individual conferences with college application to SUNY schools.
- During the month of December 2013-a first impression from Berkeley College on December 4, 2013
- December 9, 2013-Financial aid workshops to all seniors
- January 15, 2013-a parent meeting to complete financial aid paperwork
- Final conferences with students graduating in January

The calendar from February 2014 to June 2014.

- Guidance counselor will review student transcripts during individual conferences
- Students will return their college acceptances to schools and bring copy to guidance counselor
- Guidance counselor will work with students on supplemental applications and other items such as recommendations requested by colleges.

• Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Our school in collaboration with our external partners in the college process has created a team to work with our students in Cohort 2014. The team is responsible for reviewing every student's transcript, progress reports, attendance, grades, class schedules and working with their college advisor. Also, the school college advisor schedules student meetings with students to ensure they stay on task with the college application process and financial aid process. Furthermore, the local community colleges representatives facilitate support services such as counseling, social-emotional development, community economics, employment and college/campus life. In addition, all students including (STH, Title 1 and Title III) will be provided with the opportunity to attend college fairs, workshops, trips to encourage career and college readiness. In OPTS, funds are there to assist with supplies for students, metro-cards, etc to explore these opportunities.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

To involve parents in the college readiness preparation for their child, as a school:

- We will ask parents to be active participants of their child' education when it comes to the college process.
- Parents will attend workshops such as transcript review, financial aid, filling out the FAFSA, college application process
- Invite parents on school trips involving visiting colleges and college/career planning.
- Arranging several meetings between the parents, school staff and colleges participating with our school in these college readiness programs

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To improve the graduation rates in our final year at Global Enterprise Academy High School.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Based on our previous graduation rates for the past four years prior to our phase out, we generated the need for this goal. The needs assessment is to ensure all students scheduled to graduate in 2014,

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding

subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

a. Strategies/activities that encompass the needs of identified subgroups

Describe the research-based instructional strategies and activities that will be used to improve our graduation rate. Include descriptions of the following in your response:

The initial step to meet this goal would be to complete progress assessment to determine the number of credits each student has accumulated thus far:

Developing instruction based on the needs of the students and providing differentiated instruction in the classroom.

Develop task based on the common core learning standards and curriculum based instruction

Create groups which support student’s learning styles and performance assessment

Build alliance with programs such as YABC and renaissance to meet exceptional needs of our students

b. Key personnel and other resources used to implement each strategy/activity

The staff will be provided with a variety of resources to develop their instructional skills.

An educational consultant will work with all our staff members to ensure material is grade appropriate and aligned with the CCLS.

One-to-one conferences will be held with the Principal and administration.

Weekly meetings are held to determine academic assessment decisions on student progress

Frequent conferences based on support of school-based administration.

c. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

To ensure this goal is closely evaluated, effective and progress is made is by August 2014. We will ensure 60% of our students are transferred to appropriate sites where they can graduate, these include but not limited to GED programs, transfer schools and vocational settings.

d. Timeline for implementation and completion including start and end dates

The timeline for implementation for this goal is September 2013 to June 2014. Every four months there will be an assessment of evaluation on whether the goal is being met. During the months of September and October, we focused on students who are under-credited and unable to meet graduation requirement. September to December 31, 2013, we will focus on students who need credits and regents to be accepted into transfer schools. January to June 2014, the focus will be on graduating the remaining students and determining location for student not eligible for graduation.

e. Describe programmatic details and resources that will be used to support each instructional strategy/activity

In addition, Global Enterprise Academy in collaboration with the administration staff, guidance counselor, student and parents, students will be provided with assistance with their test taking skills, social skills and peer tutoring in these subjects that culminate with a Regents examination. This strategy will assist in the activity of students graduating in June 2014 or transfer school or program.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

The strategies that will be utilized to help accomplish this goal according to the Parent Involvement Pact the strategies are as follows:

- Mandatory parent orientations for all new students and parents at the beginning of each semester.
- The parents will be notified via letters and school messenger voicemail to attend parenting workshops in the evening and on weekends regarding their child educational needs.
- On a monthly basis, parents will be asked to arrange regular meetings with guidance counselors for review of child’s academic progress including graduation requirements, regents examinations, etc.
- During the scheduled monthly School leadership Team meetings, the parents will be provided with state and citywide standards to go over with their child. This will be available in the native language of the parent.
- Workshops conducted by Guidance Counselors on how to read students’ transcripts.
- Parents will review with the action plan for each student with the parent.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.



Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Extended Day/Saturday Academy	Tutoring is offered for subject area two times a week. It is offered on Wednesday from 3:00 pm-5:00 pm by subject area teacher. There is a push-in teacher who provides one-on-one tutoring to students in the classroom. In addition, tutoring is provided on Saturday from 9:00 am – 12:00 pm.	Services are provided during after-school hours.
Mathematics	Extended Day/Saturday Academy	Tutoring is offered in the subject area three times a week, Tuesday and Thursday from 4:00 pm-5:00 pm. There is a push-in teacher who provides one-on-one tutoring to students in the classroom. In addition, tutoring is provided on Saturday from 9:00 am – 12:00 pm.	Services are provided during after-school hours.
Science	Extended Day	Tutoring is offered in the subject area once a week on Wednesday from 3:00 pm-5:00 pm. There is a push-in teacher who provides one-on-one tutoring to students in the classroom.	Services are provided during after-school hours.
Social Studies	Extended Day/Saturday Academy	Tutoring is offered for subject area two times a week. It is offered on Tuesday from 3:00 pm-5:00 pm by subject area teacher. There is a push-in teacher who provides one-on-one tutoring to students in the classroom. In addition, tutoring is provided on Saturday from 9:00 am – 12:00 pm.	Services are provided during after-school hours.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Counselor	Interactive workshop with students. Outreach to students who average below a 65% on report cards/transcripts Family meetings Group meetings with students One-on-one counseling	The services are provided during the school day to these students. Also, some parents are asked to meet with guidance counselor during and after-school depending on their schedule to discuss their child's academic progress.

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

7. All elements of the *All Title I Schools* section must be completed*.

1. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
2. Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
As a school, we try to provide incentives for teachers to work in small group and provide professional development to enhance their skills. Teachers are encouraged to attend these programs because it provides assistance with new developed policies such as common core learning standards implementation, differentiated instruction, universal learning, etc.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
The school offers teachers the opportunity to work with other schools on the campus and outside of the building. The teachers, principal and other support staff are encouraged to attend professional development workshops through the transitional network and citywide offerings. Also, the teachers are exposed to a variety of administrative activities due to the limited amount of teaching staff. Also, educational consultants such as AUSSIE along with TSN provide instructional support to teachers inside and outside of the classroom. The administrative staff, Principal and Assistant Principals work to create strong learning communities to support teachers.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
The coordination and integration of the various funding sources are used to provide tutoring services for students in temporary housing. These students are provided with school supplies, transportation and other necessities related to their educational endeavors. The guidance counselor provides outreach to these students in the form of counseling if necessary.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers are involved in the decision making process by working closely with the administrative staff on the various assessment utilized to improve student instruction. The teachers informed administration if they will be using formative or summative assessment in their courses.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
--

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

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, college and career readiness, academic success and interventions, parental involvement, parenting skills, and adult learning. Some of these workshops will take place on selected mornings evenings to accommodate parent's schedule.

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.

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 and 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.

d. Global Enterprise Academy High School will take the following actions to ensure parents are involved in the career and college readiness of their child.

- Parents will be able to attend various school trips, workshops and meetings in regards to the college planning process
 - Guidance counselor along with the college advisor will hold a meeting with parents, students and staff in regards to the career and college readiness programs

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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 and 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 for test prep materials.
9. 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 Signature: _____

A.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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 into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 11	Borough Bronx	School Number 541
School Name Global Enterprise Academy		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Dr. Sandra Maldonado-Jackson	Assistant Principal Sherma Fleming
Coach type here	Coach type here
ESL Teacher David Diaz	Guidance Counselor Nancy Crespo
Teacher/Subject Area Beverley Stuart	Parent Ana Rosario
Teacher/Subject Area type here	Parent Coordinator Carmen Garcia
Related Service Provider Carol Russell	Other type here
Network Leader(Only if working with the LAP team)	Other type here

C. 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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (Excluding Pre-K)	38	Total number of ELLs	3	ELLs as share of total student population (%)	7.14%
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Part II: 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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs		Newcomers (ELLs receiving service 0-3 years)	2	ELL Students with Disabilities	1
SIFE		ELLs receiving service 4-6 years	1	Long-Term (completed 6+ years)	

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 SWD. 

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL		1	1	1			0	0	0	1
Total	0	1	1	1	0	0	0	0	0	1

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
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: <u>0</u>
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0

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

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

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 (SWD)					0

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
7									0
8									0
NYSAA Bilingual (SWD)									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 (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0		0	
Integrated Algebra	1		1	
Geometry	0			
Algebra 2/Trigonometry	0	0	0	0
Math				
Biology				
Chemistry				
Earth Science	0			
Living Environment	0		1	
Physics				
Global History and Geography	0		0	
US History and Government	0		0	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 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								

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
1) Global Enterprise Academy use the Performance Assessment in all core subject areas (Pre-Post) tests 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. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
One of the patterns that 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 oral skills, they often lack the requisite literacy skills to be deemed proficient in English.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Instructional decisions have been made to reflect these trends. The curriculum and instructional emphasis is to build literacy skills at all levels of proficiency. This is reflected in the acquisition of the RIGOR curriculum, which builds on both native and secondary language literacy skills and is utilized for Beginners 90 minutes a day, daily. For Intermediate/Advanced Students, instruction is targeted in building academic vocabulary and literacy skills that will be utilized in all content areas and aid them in preparation for Regents Examinations.
4. For each program, answer the following:
 - f. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - g. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - h. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - A. There is a strong correlation between students who test Advanced or higher in Reading/Writing and their achievement of Regents examination. Students who passed Regents exams that strongly assessed literacy skills (i.e. English, Global History, and United States History) were primarily Advanced ESL students who had to take the exam in English. A few Intermediate students were able to pass the English Regents.
 - 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 decisions 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. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RTI Guide for Teachers of ELLs](#).)
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
Administration, ESL and ELA teachers work together to ensure the student's second language development is taken into consideration during instructional decisions. When teachers conduct their common planning weekly meetings, instructional delivery, curriculum development and implementation of common core standards are discussed as well to meet these students needs.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate the success of our English Language Learners program based on student 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.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
1a/b) As a traditional high school grades 9-12, our students come to us from different countries. Upon enrollment first time entrant into Global Enterprise Academy, the student must be accompanied by a parent/guardian at registration. They are interviewed by the pupil support services secretary. If a parent/guardian does not speak English during the interview process, there are staff members available who will translate the information for the parent during the meeting in the native language. After the parent is interviewed, the Home Language Survey is done by the Parent Coordinator who is fluent in Spanish and English and conducts the orientation. Once the home survey is completed by the parent coordinator, and the determination of LAB-R testing is made, the students are first administered the LAB-R test in English first and if necessary, the LAB-R in Spanish is administered by the ESL teacher. Based on the LAB-R results, the student is determined to be of need of ESL services or not. After the students are completed with the test, the ESL work with the guidance counselor and the programming chair to provide a schedule for the ESL student. The students are programmed in the ELL classes that are available and are closely monitored by the Guidance Counselor, teachers and administration.

After the complete process of the interview, programming and NYSELAT 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. Additionally, the languages spoken by the teachers are Spanish, Albanian, French, etc. All the teachers who get involved in the ELL progress are State Certified in the area of content including Spanish, ESL, Business Education, etc. There is one full time ESL teacher (Mr. Diaz) who is shared with Global Enterprise from Columbus High School. He provides assists with Home Language Identification Survey and works diligently with the parent coordinator and pupil personnel secretary to ensure all information is conducted diligently and efficiently. This process is completed within the timeframe of 10 days including the informal oral interview which is conducted by the ESL teacher Mr. Diaz as well. Since our school is phasing out, we did not have any new English Language Learners which had to go through this process.

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.
We as a school only have Freestanding ESL. All parents, parent coordinator and certified ESL teacher are involved in the parent orientation process. The parent coordinator who is fluent in Spanish and English conducts a parent orientation to notify parents of their options regarding the three program choices. The ESL teacher helps facilitate this meeting to ensure all the program choices are addressed and understood to the fullest. During the orientation, time is spent describing the ELL program, transcripts are reviewed and an assessment is done to see what level the students are on in Math and English. A translator is present at the meetings to help parents understand the information in their native language. 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.

During the enrollment process, parents are informed during the interview by pupil support secretary and administration that the school only has a Freestanding ESL program and does offer transitional bilingual and dual language program due to the phasing out of our school. Therefore, these programs will not become available in our school. Since we only have 6 teachers on staff and

one shared teacher (ESL), the only program and this is by the parent choice due to circumstances.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

Since our ELL population is important to us, we are attentive to meet their needs. The certified ESL teacher is present at the meeting to work with the parents who may have questions regarding the services provided for the ESL student. 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, a conference is set for them to watch the video, speak to the certified ESL teacher and fill out the necessary forms. The school provides outreach through phone calls and letter to the parents. Furthermore, the certified ESL teacher reaches out to the parents to make sure they attend all pertinent meetings for their child. Also, the parent survey and parent selection forms are stored on file with the pupil support services secretary and parent coordinator. In addition, the Program Selection Forms are given to the parent coordinator and kept on file for record. The parent coordinator reviews all forms to ensure they were completed in its entirety.

Since our school is no longer accepting students, we do not have to do this process. When we did complete the process, the parent coordinator was in charge of collecting the parent survey and program selection forms. These forms were then handed in to the pupil personnel/accounting secretary to be placed in the student file for record keeping. The entitlement letters are distributed and reviewed by the parents by guidance counselor, administration and pupil personnel staff. If parent does not speak English, a translator will be present to assist in the process.

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.

Global Enterprise Academy is no longer accepting students due to phase out process. We do not have to collect and provide any entitlement letters to any students. Any student who receives services records are maintained in the record room on the third floor (368). We do not have to update the screen regarding ELL's because our ELLs have been in the school for the last 3 or 4 years. We do not have the pedagogy staff to accommodate a bilingual or transitional bilingual program. The parents are informed about all three programs but are told about the circumstances surrounding the school and what it can offer.

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 Language proficiency levels are determined, students are placed in their appropriate ESL instructional programs. Parent 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 student's 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. In addition, there are monthly parent ELL meetings with an administrator, teacher and parent coordinator to communicate with the parents in both the primary language of English and the native language.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The NYSELAT eligibility is determined based on the RLEX report from ATS. After that report is completed, the programming chair will let the ESL teacher know when the administration of the exam will take place. When the students are scheduled to take the NYSELAT exam, they are prepared during our after-school extended day program and Saturday Academy. During the administering of the exam, students are placed in the library for testing for the four component. The ESL teacher is present throughout the four days and follows each step of the process with the students. Lastly, a pedagogue is assigned by the Principal to determine the other than English Language exposure (OTELE).

6. 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.) 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. 

After the review of the parent survey and program selection forms, our school review and speak about issues regarding the program choices of parents during our SLT meetings. The discussion about monitoring and planning for the future is addressed by the Programming Chair who participates on the SLT to figure out what classes needs to be offered. The programming chair addresses the data collected regarding the parent survey and selection forms at the school. He monitors if the programming the parents are selecting and if the proper support services are being provided. Most of the parents when in meetings are concerned about their children passing the mandated State Regent examinations, NYSELAT and for their students being able to graduate from High School with a diploma. Overall, when he looks at the data regarding the parent's selections, it is noted and this information can be reviewed at the monthly meetings.

The trend we have found over the years regarding the parent survey and program selection is that parents have chosen to have their children remain in our school and participate in the Freestanding ESL program. Due to what the school offered in terms of support services and tutoring, parents felt they child will do well academically. Currently we have only three ESL students, 1 is advanced and 2 are Intermediate. There is no need to do either of the program selection or parent survey because these students have been enrolled for over 4 years.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

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 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)?

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. The Intermediate ELL's receives 360 minutes of ESL instruction. Advanced ELL students receive 180 minutes of ESL instruction within the content areas and 180 minutes of ELA instruction per week. Currently, there is only three ELL students, one advance and two intermediate in our school.

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 foster language development and meet the demands of the Common Core Learning Standards.

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 ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Egnsih Language Learners are provided the opportunity to complete the Regent Examinations in all subject areas except for English in their native language when permitted to do so. The results of these examinations assist the teacher in to know whether the ELL understand the content area or not.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
The English Language Learners are evaluated on a consistent basis on the four modalities of Listening/Speaking and Reading/Writing. The teachers provide assessment in numerous forms such as essay writing, critical lens essays, in-class exams, comprehension skills (Read Aloud), ELA Regents Listening section, presentations (speaking) to ensure they improve their English acquisition throughout the year. Also, these ELL's are evaluated by their teachers on a bi-weekly basis to see whether improvement was made and what areas still need to show improvement.

6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - 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 former ELLs (in years 1 and 2 after testing proficient).

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 and Saturday Academy programs such as one-on-one tutoring and small group tutorials. 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

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.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

These students schedules are reviewed carerfully to ensure they are able to achieve the goals on their IEP's. Support services is always available. Also, these students participate in all physical activities including physical education and health education to attain English proficiency.

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts:				
Social Studies:				
Math:				
Science:				

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

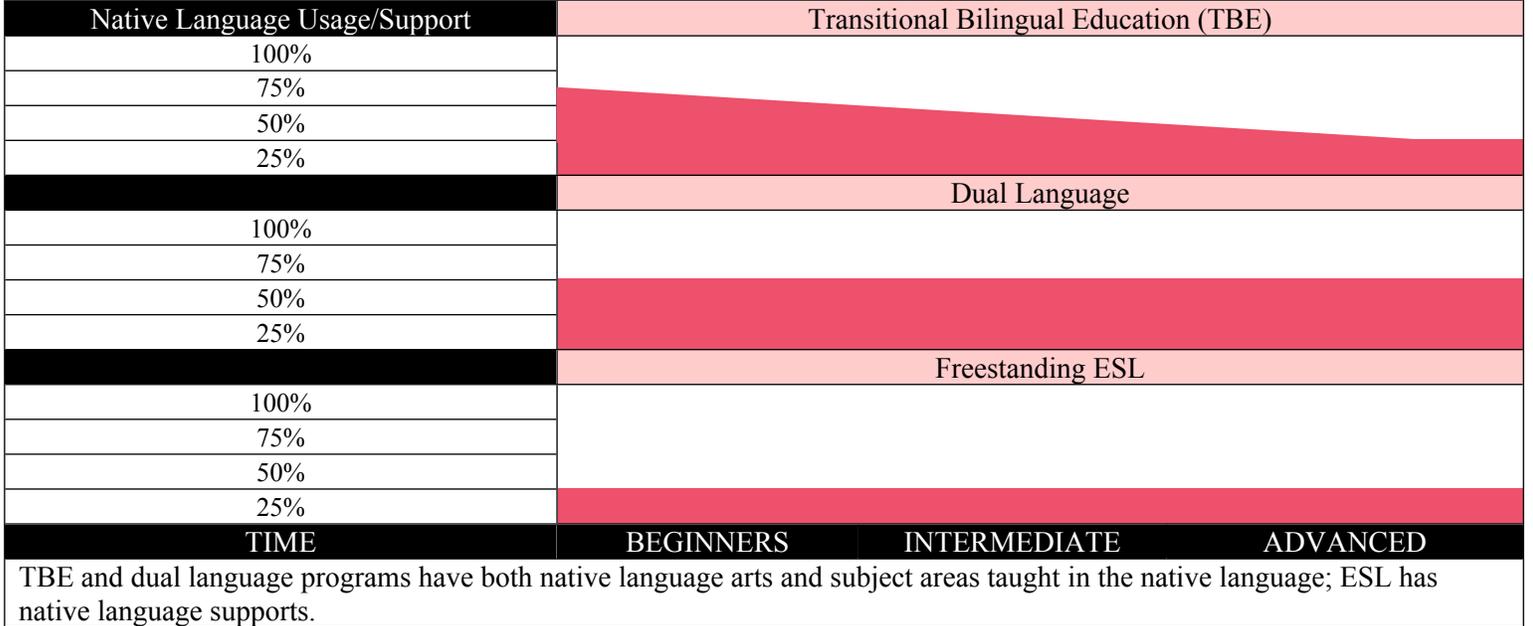
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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



B. Programming and Scheduling Information--Continued

9. 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.

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.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our current program has been successful for four out of the six students in our ESL, has moved from intermediate to Advance and two students are Intermediate. The program has worked for our students receive support services academically and socially. Also, our ELL's are urged to included to attend all activities including college and career readiness programs, counseling, after-school programs and

11. What new programs or improvements will be considered for the upcoming school year?

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 ELLs in Regents level courses to make sure that these students are receiving the targeted instruction necessary to pass Regents courses.

12. What programs/services for ELLs will be discontinued and why?

None

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Our ELLs are afforded equal access to all programs including after-school tutoring which is done through our extended day program and Saturday Academy. This program is to help ELL's become comfortable with the instructional material used in the classroom. Also, students can attend Regents Prep, participate in extra-curricular activities including sport teams, internship program, clubs and community based organizations partnership programs.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

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

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
 Yes.. All students are interviewed upon enrollment by an ESL teacher. The needs assessment 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. This is done for all grade levels and age.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
 N/A:
18. What language electives are offered to ELLs?
 American Sign Language
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
- What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
- Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

1) ELL personnel participate in all staff development opportunities offered in the school and during staff development days. Also, they attend Professional Development offered by the ISC. Also, the Assistant Principal conducts ELL meetings on a bi-monthly basis to reach out to parents of ESL students and notifies staff. Also, Aussie is an outside professional development consultant who comes into our building every month. They are providing support for all staff members in the content areas of English/Social Studies and Mathematics. Aussie began working with our school on October 7, 2013, December 8, 2013, January 6, 2014, March 3, 2014., April 7, 2014 and May 5, 2014. 1. Some of the workshops including are: 1) The common core learning standard and the curriculum, Curriculum maps, common planning for co-teaching and Argumentative and Complexity, etc.

2) There are weekly professional development classes pertaining to various instructional strategies. In addition, the parent coordinator meets with the students and parents to ensure the transition of these students are smooth. If these students need additional assistance, the ESL teacher meets with the guidance counselor to make sure the student needs is being addressed.

3) Teachers receive the ELL 7.5hr required training individually or at meetings held by the Network. Once the teacher attends these workshop, they will receive a certification of completion and it will be placed in their file with the payroll secretary located in Room 108. Also, any professional development workshop for staff provided on ELL will be recorded with a sign-in sheet and the distribution of information including a packet or handouts.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 - 1) Parents participate in the intake process of their child. A translator is always present to assist these parents during this process. Also, parents are invited to a parent orientation where they must view the Home Language Video that explains the services the school offers to their child. Parents are invited to all monthly meetings. In addition, ELL parents are invited to a separate parent meeting to help ensure their child needs are being met and voice any concerns. Mailings to are sent to parents on a regular basis in English and their home language.
 - 2) Our school partners with other agencies that lend support services in academics and social development. Global Enterprise Academyno longer have any community based organizations or outside agencies to work with our students. Our guidance counselor helps these students with job readiness skills and other character development opportunities through exposure to college fairs, presentations and facilitators that visit our schools.
 - 3) The needs of parents are continuously evaluated during meetings using surveys and questionnaires. Also, parents are given the opportunity to express their needs during the monthly meetings.
 - 4) All activities are planned by the parent coordinator. She provides the various workshops for the ELL parents based on meeting feedback.

E. 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.

N/A

Part VI: LAP Assurances

School Name: Global Enterprise Academy

School DBN: 11X541

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Sandra Maldonado-Jackson	Principal		10/29/13
Sherma Fleming	Assistant Principal		10/29/13
Carmen Garcia	Parent Coordinator		10/29/13
David Diaz	ESL Teacher		10/29/13
Ana Rosario	Parent		10/29/13
Beverly Stuart	Teacher/Subject Area		10/29/13
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Nancy Crespo	Guidance Counselor		10/29/13
Steven Chernioff	Network Leader		10/29/13
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 541 **School Name: Global Enterprise Academy**

Cluster: 6 **Network: 610**

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 methodologies utilized to assess the school's written translation and oral interpretation needs are usually done by the Parent Coordinator, Administrator and Pupil Support Services secretary. They review the students who are enrolled at Global Enterprise Academy and whose native language is not English in the home. They gather the number of students whose parents are non-English speakers, collect the data and keep it on file. When the parents are called in for any purpose in the school, the parent coordinator is immediately notified. She meets with the parents in a meeting along with administration to ensure all information is understood. The parent coordinator or another staff who speaks the parents' native language assist throughout the entire meeting.

On the other hand, the school ensures all parents are provided with the appropriate information working closely with the parent coordinator on a weekly basis. All information is translated based on the number of students enrolled in our school and their native language. The information translated includes the parent handbook, letters and parent newsletters is provided in these languages. Global Enterprise Academy uses the phone system (school messenger) and letters in the different languages. Also, any information from the Chancellor's office is printed out in all the native languages of the students and sent home in the mail or provided to the student. In addition, the parent coordinator as well as other staff members are translators and interpreters to parents who are non-English speaking on a daily basis.

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.

In Global Enterprises Academy, we have approximately two languages which consist of Spanish and French in which we must provide interpreters or written translation. Our staff will provide these services for these parents on a need basis. If staff is unavailable, the Translation unit will be notified in advance regarding a parent visiting the school. These services are provided for approximately 9 parents who speak either Spanish

In addition, on a bi-monthly basis, we hold meetings for parents who are non-English speaking to inform them what is going on with their child and their educational needs. During this meeting, the Parent Association President is present, the parent coordinator and other staff members who can assist the parents with any concerns or issues their child face. All materials are disseminated in the native language of the parent. If the material is still unclear, the parent association President or the Parent Coordinator provides verbal explanation. In addition, if there is a need for written translation, our parent coordinator the translation unit department will provide assistance to the parents. During these meetings we distribute surveys regarding if the information disseminated to the parents were clear and understood. We summarize the findings based on the feedback from the surveys. Additionally, during our cabinet meetings the findings are reported and summarized by the Parent Coordinator. When we meet during our School Leadership Team meetings, this information is on the agenda and shared with the team for feedback or concerns

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.

The written translation services is predominately completed by the parent coordinator who is on our staff. She translates all letters and documentation for parents and provides a copy to be kept on file. If the parent states they have not received the information through a phone call to the school, the parent coordinator goes over the document with the parent and provides an additional copy. If there is a language that we cannot translate, it is sent to an outside vendor or use another school on the campus staff who speaks that particular language. The written translation services will be provided by both an outside vendor and by school staff

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.

The oral interpretation services is predominately completed by the parent coordinator who is on our staff. She translates all items listed on agendas during meetings to all parents. If the parent did not attend the meeting, they will be called and spoken to by the Parent Coordinator or Guidance Counselor who are bi-lingual. If there is a language that we cannot translate, it is sent to an outside vendor or use another school on the campus staff who speaks that particular language. The oral interpretation services will be provided by both school staff and The New York City Translation and Interpretation Services.

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>.

Global Enterprise Academy fulfills the requirements of translation and interpretation services using the parental notification system of sending letters in the parent's native language, phone messaging service (school messenger) in their native language and working closely with school staff who could provide interpretation not only about pertinent information but during parent meetings as well. These meetings include Parent-Teacher conference, Parent Association meetings, School Leadership Meetings and other school wide events where parents are invited. Also, if the school staff cannot translate or interpret the parent, the parent coordinator reaches out to the Office of Translation and Interpretation Services