







**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** There should be one School Leadership Team (SLT) for each school. As per the *Chancellor’s Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (*Refer to Chancellor’s Regulations A-655 on SLT’s; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>*). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
<b>Carol D. Wiggins</b>	*Principal or Designee	
Lisa Chapman	*UFT Chapter Chairperson or Designee	
Ms. Lilliana Gonzalez	*PA/PTA President or Designated Co-President	
Ms. Carolyn Dukes	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
<b>Ms. Maritza Lastra</b>	DC 37 Representative, if applicable	
Ms. Desiree Johnson	Student Representative, if applicable	
Ms. Zackeyia Reynolds	Student Representative	
Ms. Deandra Teague	Teacher and Chairperson	

\* Core (mandatory) SLT members.

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

### SECTION III: SCHOOL PROFILE

#### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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**Mission:** The development and growth of the students through technology is the mission of the school. . We have high expectations all of our students. They will become managers and partners in their learning process. A P.U.L.S.E. graduate will be able to investigate, explore, research, write, study and reflect within an integrated course of study in a rigorous academic environment.

The graduates of P.U.L.S.E. are expected to become:

- **Creative Thinkers** who will use a variety of reasoning strategies and logical systematic processes to make responsible decisions and solve complex problems. Our graduates will think critically, reason logically and communicate effectively.
- **Skilled Information Processors** who will effectively interpret and synthesize information. Our graduates will address real-world problems, complexities, and be able to evaluate competing perspectives. They will demonstrate more sophisticated knowledge in all subject areas necessary for post-secondary education and employment opportunities.
- **Community Contributors** who will function as cooperative and contributing citizens. Our graduates will have an active awareness of cause and effect-- how individuals can affect a nation or the world. They will utilize effective skills for conflict resolution and take responsibility for their actions.
- **Motivated Curious Learners** who have become discoverers of knowledge and can express ideas clearly to diverse audiences. Our graduates will be independent thinkers able to set and carry out personal goals.
- **Collaborative and Cooperative Students** who work toward the achievement of group goals. Graduates will demonstrate keen interpersonal skills and be sensitive and respectful of the ideas and knowledge of others. They will respect for all traditions, cultures and peoples.
- **Critically Astute Citizens** who will use technology as a tool for knowledge, skills acquisition, communication, problem solving, creative expression and research. Graduates will embrace and employ emerging technologies and successfully employ these skills in post-secondary education and employment opportunities.

P.U.L.S.E. High School is a collaboratively designed school that is dedicated to helping young people grow in competence and confidence--intellectually, socially and emotionally in a safe, nurturing environment.

**P.U.L.S.E. is grounded in the belief that a quality education demands shared responsibility. Our concept of a successful school is one built collaboratively by its staff, students, parents, community members and our lead and collaborative partners.**

**Contextual Information About the School's Community and its Unique/Important Characteristics**

Located in the heart of the South Bronx, Providing Urban Learners Success in Education (P.U.L.S.E.) High School is committed to academic excellence. P.U.L.S.E. High School is a transfer school, with a student-centered environment, that prides itself in fostering and encouraging intellectual and social growth as reflected in the school's mission and the personal attention offered to students from a committed and highly qualified teaching staff, support staff and administration. We are dedicated to helping young people grow in competence and confidence--intellectually, socially and emotionally in a safe, nurturing environment.

P.U.L.S.E. High School is one of the four Diploma Plus High Schools that opened on September 13, 2004. This model is a new way for students to make strong transitions into an increasing demanding adult world by using a powerful combination of elements: engaging instruction, high expectations, performance-based promotion, significant adult and peer support, student-driven projects and challenging post-secondary experiences

## SECTION III – Cont'd

### Part B. School Demographics and Accountability Snapshot

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

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#### CEP Section III: School Profile

#### Part B: School Demographics and Accountability Snapshot (Version 1b - November 2008)

**School Name:**

**District:** 10 **DBN:** 10X319 **School BEDS Code:**

Grades Served: Pre-K 3 7 11 ✓

K 4 8 12 ✓

1 5 9 ✓ Ungraded

2 6 10 ✓

(As of October 31) 2005-06 2006-07 2007-08 2005-06 2006-07\* 2007-08\*

Pre-K 0 0 0 77.2 74.7

Kindergarten 0 0 0

Grade 1 0 0 0

Grade 2 0 0 0 2005-06 2006-07 2007-08

Grade 3 0 0 0 77.7 85.5 73.1

Grade 4 0 0 0

Grade 5 0 0 0

Grade 6 0 0 0 2005-06 2006-07 2007-08

Grade 7 0 0 0 76.9 77.4 65.6

Grade 8 0 0 0

Grade 9 103 18 38

Grade 10 20 21 27 2005-06 2006-07 2007-08

Grade 11 2 21 33 0 0 1

Grade 12 1 69 27

Ungraded 0 0 0

Total 126 129 125 2005-06 2006-07 2007-08

0 0 1

#### Special Education Enrollment:

(As of October 31) 2005-06 2006-07 2007-08 2005-06 2006-07 2007-08

# in Self-Contained

Classes 0 0 1 0 0 0

# in Collaborative Team

Teaching (CTT) Classes 0 0 0 0 0 1

Number all others 0 0 3

2005-06 2006-07 2007-08

0 0 0

0 0 0

2005-06 2006-07 2007-08

# in Transitional Bilingual

Classes 0 0 0

# in Dual Lang. Programs

0 0 0 2005-06 2006-07 2007-08

# receiving ESL services

only 6 5 0 Number of Teachers 0 0 11

Principal Suspensions

Superintendent

Suspensions

**Suspensions (OSYD Reporting) - Total Number:**

**Number of Staff - Includes all full-time staff:**

(As of October 31)

**Special High School Programs - Total Number:**

**UPDATED – OCTOBER 2008**

(As of October 31)  
Early College HS  
Program Participants  
CTE Program  
Participants

*These students are included in the enrollment information above.*

**English Language Learners (ELL) Enrollment:**

(BESIS Survey)

321000011319

(As of October 31)

**Poverty Rate - % of Enrollment :**

(As of June 30)

(As of October 31)

**Recent Immigrants - Total Number :**

**Students in Temporary Housing - Total Number :**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

**DEMOGRAPHICS**

(As of June 30)

(As of June 30)

**Enrollment Attendance - % of days students attended :**

**Student Stability - % of Enrollment :**

Providing Urban Learners Success In Education High School

(As of June 30)

6

**CEP Section III: School Profile**

**Part B: School Demographics and Accountability Snapshot (Version 1b - November 2008)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

# ELLs with IEPs

0 0 0 0 0 5

0 N/A 0

2005-06 2006-07 2007-08 2005-06 2006-07 2007-08

62 7 30 0.0 0.0 100.0

0.0 0.0 81.8

0.0 0.0 72.7

(As of October 31)

2005-06 2006-07 2007-08 0.0 0.0 100.0

American Indian or Alaska

Native

0.8 0.8 0.0 0.0 0.0 100.0

Black or African American

39.7 35.7 41.6

Hispanic or Latino 57.1 61.2 55.2

Asian or Native

Hawaiian/Other Pacific Isl.

2.4 2.3 2.4

White 0.0 0.0 0.8

**Male** 44.4 39.5 35.2

**Female** 55.6 60.5 64.8

√ Title I Schoolwide Program (SWP)

Title I Targeted Assistance

Non-Title I

Years the School Received Title I Part A Funding: 2005-06 2006-07 2007-08 2008-09

√

**SURR School (Yes/No)** No If yes, area(s) of SURR identification:

In Good Standing (IGS)

School in Need of Improvement (SINI) – Year 1

School in Need of Improvement (SINI) – Year 2

NCLB Corrective Action (CA) – Year 1

NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)

**UPDATED – OCTOBER 2008**

NCLB Restructuring – Year \_\_\_\_  
School Requiring Academic Progress (SRAP) – Year \_\_\_\_

**2008-09 TITLE I STATUS**

**Overall NCLB/SED Accountability Status (2007-08) Based on 2006-07 Performance:**

*(As of October 31)*

% more than 2 years  
teaching in this school  
% Masters Degree or  
higher  
% core classes taught  
by “highly qualified”  
teachers (NCLB/SED  
definition)

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

**Ethnicity and Gender - % of Enrollment:**

% more than 5 years  
teaching anywhere  
Number of  
Administrators and  
Other Professionals  
Number of Educational  
Paraprofessionals

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

**Overage Students (# entering students overage for grade) Teacher Qualifications:**

*(As of October 31)*

% fully licensed &  
permanently assigned  
to this school  
7

**CEP Section III: School Profile**

**Part B: School Demographics and Accountability Snapshot (Version 1b - November 2008)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

**Individual Subject/Area Ratings:**

ELA:

Math:

Science:

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

**Elementary/Middle Level Secondary Level**

**Student Groups** ELA Math Science ELA Math Grad Rate

**All Students** X X X

**Ethnicity**

American Indian or Alaska Native - -

Black or African American - -

Hispanic or Latino - -

Asian or Native Hawaiian/Other Pacific Islander - -

White

**Other Groups**

Students with Disabilities

Limited English Proficient - -

Economically Disadvantaged X X

**Student groups making AYP in each subject**

W

√W

*(Comprises 15% of the Overall Score) WW*

*(Comprises 30% of the Overall Score) W*

*(Comprises 55% of the Overall Score)*

X = Did Not Make AYP

**Overall Letter Grade:**

- = Insufficient Number of Students to Determine AYP Status

**UPDATED – OCTOBER 2008**

*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

**KEY: QUALITY REVIEW SCORE**

Δ = Underdeveloped

▶ = Underdeveloped with Proficient Features

√ = Proficient

W = Well Developed

◇ = Outstanding

**KEY: AYP STATUS**

School Performance:

Student Progress:

Additional Credit:

Quality Statement 5: Monitor and Revise

Quality Statement 3: Align Instructional Strategy to Goals

Quality Statement 4: Align Capacity Building to Goals

√ = Made AYP

√<sub>SH</sub> = Made AYP Using Safe Harbor Target

**Progress Report Results – 2007-08 Quality Review Results – 2007-08**

**Overall Score:**

**Category Scores:**

**Quality Statement Scores:**

ELA:

School Environment:

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

Quality Statement 1: Gather Data

Quality Statement 2: Plan and Set Goals

**Overall Evaluation:**

Graduation Rate:

Math:

\* = For 2006-07 & 2007-08, the PAR Attendance Rate is listed for District 75 schools; and the Progress Report Attendance

Rate(s) is listed for all other schools. If more than one attendance rate given, it is displayed as K-8/9-12.

**Elementary/Middle Level Secondary Level**

SINI 1

SINI 1

IGS

8

## SECTION IV: NEEDS ASSESSMENT

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

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

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

Our rigorous educational curriculum emanates from the mission of the school. P.U.L.S.E. will be a high-achieving learning environment where teachers engage students in complex problem solving and exploring ideas and issues, and classroom activities draw on students' culture, experiences, and knowledge.

The scope and sequence of courses is grounded in the belief that students learn by doing and that meaningful and effective instruction must be varied, authentic, integrated and student-centered. Students will have choices in the learning process and their work will be clearly linked to some product, exhibition or performance.

Another of our unique features is the scheduling of classes. Each student takes 4 80-minute block classes per day and one 30-minute Advisory class. Each school semester will have four ten-week terms. At the end of every cycle, a student can earn one credit per class. Students will be able to complete core (English, Math, Social Studies, Science) classes in one cycle. The 80-minute blocks will allow for sustained inquiry during class time. This extended learning time will personalize the student's learning experience by providing flexibility for projects. In addition, students have room in their schedules for elective classes and an internship experience.

The **student performance trends** that we can identify is that the passage rate on the Regents exams have increased in SY 2007-2008 from the January testing to the June testing. Math continues to be a strong academic area for our students have maintained a 100% passage rate on the Math A Regents. We have noticed that last year the females seemed to do better than the males at P.U.L.S.E.. We attribute this to the social bonds that the females created due to the fact there were more females than males in the school.

The literacy and numeracy challenges at P.U.L.S.E are addressed by the staffing decisions that support the students. We hire an F-Status teacher that has a background in Special Education and Literacy who functions as our Learning Skills Specialist. He works closely with students to improve literacy and study skills.

Each year a theme and a focus question is woven into the curriculum. The curriculum uses a thematic unit approach to teach academic skills aligned with the New York State Standards. Writing is taught as a process and students think, write, revise and publish. Revision takes place in cooperative learning

groups with students reading work aloud, hearing constructive criticism from teachers and fellow students and through journal responses. This creates a school culture that increases academic success and student confidence. We envision that this will produce positive results on Regents exams.

The learning experiences we provide at P.U.L.S.E. High School engage students in tasks, which give them choices and allows them to assess content material from a specific, individualized perspective.

Establishing, building and developing a distinctive culture of responsibility, respect, and trust at P.U.L.S.E. is imperative for our success. Placing students in the center of all learning enhances the students' capacity for knowledge and understanding and at the same time gives them a sense of belonging. A key aspect is Advisory, which establishes a sustained relationship between a positive adult role model and the student. Advisory be a part of each student's daily routine.

In addition to the regular mandated New York State requirements for students to obtain the Regents High School Diploma, P.U.L.S.E. students will:

1. Complete one credit by performing service within the community. P.U.L.S.E. High School values teaching our students to recognize the importance of responsibility to other people and the community they live in. This service must be performed within a reputable community-based- organization.
2. Present orally and digitally a portfolio in the senior year to the Graduation Review Panel, which will consist of teachers, parents, peers and partners. The creation of the portfolio begins when the student enrolls in the school and will build each year through and including the senior year.
3. Complete an internship. The goal of the internship is to teach students workplace skills and to introduce them to career possibilities.

### **Findings Referenced to SINI Math and ELA**

The students who attend P.U.L.S.E. High School had not met with success in at least one or more high schools. Based on surveys given to the students, in their former school(s) they would cut classes, were fighters, and were extremely disrespectful. These students are over-aged and under-credited. Many are at risk of not graduating within a four year time period. Although we have an accelerated credit accumulation program, the Regents examinations continue to challenge our young people because they lack the decoding skills to properly respond to Regents level questions. Many of our students have avoided this issue by not attending Regents testing dates because of the stress caused by high stakes examinations and the feeling of multiple failures of these exams.

When our students have problems with content it is important to determine why this is so. We understand that the class material could be difficult, but the problem we are finding is that the problem also lies in how the student is approaching and processing the material. Some of the areas that we have noticed that our students have trouble with and need constant support in are:

- |                   |                               |              |
|-------------------|-------------------------------|--------------|
| • Problem-solving | Listening & note-taking       | Reading      |
| • Organization    | Time scheduling               | Taking exams |
| • Concentration   | Writing                       | Stress       |
| • Impatience      | Lack of confidence in ability |              |

This innovative design extended day program puts a new face on an old practice which will foster functional academic success in ELA and Math. This design is a model with a two-fold purpose that must work in tandem. It is dedicated to Regents preparation through test taking skills, strategies and reinforcement and understanding of subject content concepts and it supports intervention in basic literacy skills. The latter intervention the educational team at P.U.L.S.E. has found to be not only essential for students who may be falling behind and are at risk of not being successful in the core subject areas but also for students performing on grade level who need access to rich instructional resources that will further assist them in mastering literacy skills allowing our students to successfully pass Regents examinations.

### **Greatest Accomplishments over the Last Few Years**

Our concept of a successful school is one built collaboratively by its staff, students, parents, community members and our lead and collaborative partners.

Bronx Community College is a partnership that we have developed. The academic and student support services departments and key college faculty will constitute an important institutional contribution.

An important aspect of our partnership is our intention to raise awareness among students and teachers of post-secondary opportunities. The partnership between Bronx Community College and P.U.L.S.E. opens the way, so that students will be better prepared to make informed educational choices. We have successfully completed two years of our Campus Fridays Initiative. This opportunity allows all of P.U.L.S.E. students to take their high school classes on a college campus. The students will be able to utilize the facilities of the College as well as begin to get a feel of the campus environment.

Students have been taking college bearing courses while still in high school. We are also involved in the following programs that are affiliated with Bronx Community College: Liberty Partnership, The College Now Program and The STEP Math and Science Program.

At P.U.L.S.E. a big part of our success we found is a result of having exposed our students to the fullest and finest possible range of experiences our city has to offer. To this end, we have developed partnerships with The Lincoln Center Educational Fund, The Theatre Development Fund, and The Manhattan Theatre Club to expose our children to the Performing Arts and have these educational experiences integrated within the curriculum. We have also partnered with The Museum of Natural History, which is providing our students with after school courses which connected to academic discipline areas.

### **Significant Barriers to The School's Continued Improvement**

- 1. Lack of a full-time technology person to service and troubleshoot technology issues.**
- 2. Lack of monetary resources to enhance academic programs.**
- 3. Lack of monetary resources to hire more teachers to reduce class size.**

### **Significant Aids to The School's Continued Improvement**

- 1. The partnership developed by the Principal of P.U.L.S.E. High School and Bronx Community College to utilize campus resources including science laboratories, classrooms, performance space etc.**
- 2. Grants that we have been able to obtain to enhance the academic programs.**

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2008-09 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

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**Goal I: By June, the ELA regents achievement as the 65% or above level will increase by 4% as evidenced by the ELA regents results.**

Last year 36% of the students who took the ELA Regent scored at 65% or above. By June, 40% of the students will score at 65% or above on the ELA Regent.

**Goal II: By June, all students will maximize the Learning to Work Program as a strategy for student investment as evidenced by weekly journals and item bank assessment we have created.**

Learning to Work is integrated into the Advisory program that every student participates in four days a week. On Fridays, students are broken into groups and work intensively with LTW on Career Readiness skills. All graduating seniors will graduate with a post-secondary plan. All students are afforded the opportunity to participate in a paid, part-time internship.

**Goal III: By June, at least 50% of the students will have completed at least 10 credits in their yearly credit accumulation. This will be evidenced by the HSST report card.**

As a transfer school, we have an accelerated credit accumulation program. All classes meet for 80 minutes a day, which allows students to complete a high school semester in only 10 weeks. In addition, students can participate in PM school, which allows for further credit accumulation.

**Goal IV: By June, at least 80% of the 14 teachers will implement differentiated instruction in their classrooms and 100% of the ELA and Math teachers will attend focused professional development for teachers in ELA and Math as mandated for SINI I school. This will be evidenced by teachers' sign-in sheets for the PD sessions and number of teachers implementing differentiation strategies in their classes.**

All teachers will participate in professional development related to integrating literacy and numeracy into their curricula. In addition, all teachers will participate in bi-weekly professional development and implement differentiation of instruction in their classroom.



<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Fair Student Funding, Title I SWP, C4E, Title I Correct 9</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>5<sup>th</sup> Week Progress Report for Students( Interim Progress)</b>  <b>Bi-Monthly focused staff meetings in ELA and Math where student work is examined and assessed (Interim Progress)</b>  <b>HSST Report Card Every 10 Weeks (Cycle accomplishment credit accumulation)</b>  <b>Diploma Plus Progress Report Cards Every 10 Weeks (Cycle skills competency assessment)</b>  <b>January and June Regents Results (Testing Results Accomplishment)</b>  <b>Acuity Testing Results from Predictor Exams in ELA and Math (Interim Progress)</b></p>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June, all students will maximize the Learning to Work Program as a strategy for student investment as evidenced by weekly journals and item bank assessment we have created.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Strategy/Activities:</b> The LTW program has been infused into the academic day. 30 minutes per day 4 days per week Advisory classes are held. LTW staff provides workshops on various Values Clarification and related issues. On Fridays, for 3 hours, students are broken up into groups and Job Readiness Skills and other related job skills are taught by the LTW staff. In addition, part-time internships are available to all students who are interested and are maintaining satisfactory academic performance. Work related seminars are held weekly for these students. <b>Action:</b> It is our goal to provide a post-secondary readiness plan for all graduating seniors of P.U.L.S.E. High School. <b>Responsible Staff:</b> Principal, Teachers, Consultant, Support Staff, Learning to Work Staff, Guidance Counselor <b>Implementation Timeline:</b> September 2008-June 30, 2009</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><b>Fair Student Funding for teachers, supports staff and guidance counselor</b></p>

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

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

**Student participation in weekly seminars.**

**Percentage of students who are participating in internships will increase.**

**Post-Secondary plan completed for graduating seniors.**

## SECTION VI: ACTION PLAN

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** All Core Academic Areas

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>By June, at least 50% of the students will have completed at least 10 credits in their yearly credit accumulation. This will be evidenced by the HSST report card.</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b><u>Strategies:</u> Continue to implement an academically balanced program. AIS services will be identified. Small group and individual student instruction for a variety of strategies including PM school. Continue to work to ensure that the interventions for students in Levels I and II are in place and consistent.</b></p> <p><b><u>Responsible Staff:</u> Principal, Teachers, Consultant, Support Staff, Learning to Work Staff, Guidance Counselor</b></p> <p><b><u>Implementation Timeline:</u> September 2008-June 30, 2009</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Fair Student Funding, Title I SWP, Title I Correct 9</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>5<sup>th</sup> Week Progress Report for Students</b> <b>HSST Report Card Every 10 Weeks</b> <b>Diploma Plus Progress Report Cards Every 10 Weeks</b> <b>Credit Accumulation at the end of every cycle</b> <b>PM school attendance of students</b></p>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** ELA and Math

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June, at least 80% of the 14 teachers will implement differentiated instruction in their classrooms and 100% of the ELA and Math teachers will attend focused professional development for teachers in ELA and Math as mandated for SINI I school. This will be evidenced by teachers’ sign-in sheets for the PD sessions and number of teachers implementing differentiation strategies in their classes.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b><u>Professional Development (ELA)</u></b>-Focused professional development to assist teachers of students who are economically disadvantaged. PD in differentiated ELA instruction as well as project-based learning strategies will be addressed so that ELA instruction can meet students’ individual academic needs. PD will be conducted in 14 3.5 hour sessions during the Professional Development time slated for Thursday afternoons.</p> <p><b><u>Professional Development (Math)</u></b>-Focused professional development to assist teachers of students who are economically disadvantaged. PD in differentiated Math instruction as well as project-based learning strategies will be addressed so that math instruction can meet students’ individual academic needs. PD will be conducted in 14 3.5 hour sessions during the Professional Development time slated for Thursday afternoons.</p> <p><b><u>Responsible Staff:</u></b> Principal, Teachers, Consultant</p> <p><b><u>Implementation Timeline:</u></b> September 2008-June 30, 2009</p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Title I Correct 9</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>5<sup>th</sup> Week Progress Report for Students</b>  <b>HSST Report Card Every 10 Weeks</b>  <b>Diploma Plus Progress Report Cards Every 10 Weeks</b>  <b>January and June Regents Results</b></p>

## **REQUIRED APPENDICES TO THE CEP FOR 2008-2009**

***Directions:*** All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

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

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS**

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

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2008-09 – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	10	10	0	0		0	0	0
10	10	10	0	0		0	0	0
11	10	10	0	0		0	0	0
12	10	10	0	0	50 (9-12) students in total	0	0	0

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

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

**UPDATED – OCTOBER 2008**

## Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<b>Services are provided Monday-Thursday for two hours(3pm-5pm) after school. The method of delivery is small group and one-to-one tutoring. The types of strategies that are focused on are comprehension, decoding and basic grammar drilling. In addition, homework help and ELA regent skills are reviewed.</b>
<b>Mathematics:</b>	<b>Services are provided Monday-Thursday for two hours(3pm-5pm) after school. The method of delivery is small group and one-to-one tutoring. The types of strategies that are focused on are comprehension, decoding and basic numeracy skills. In addition, homework help and Math regent skills are reviewed.</b>
<b>Science:</b>	
<b>Social Studies:</b>	
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>One-on-one counseling and small group counseling is provided.</b>
<b>At-risk Services Provided by the School Psychologist:</b>	
<b>At-risk Services Provided by the Social Worker:</b>	
<b>At-risk Health-related Services:</b>	

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

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2008-2009) LAP narrative to this CEP.

**Part B: CR Part 154 (A-4) Bilingual/ESL Program Description**

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Type of Program: \_\_\_ Bilingual \_\_\_X\_\_\_ ESL \_\_\_ Both      Number of LEP (ELL) Students Served in 2007-08: 6 \_\_\_\_\_  
(No more than 2 pages)

- I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:
  - A. Curricular: Briefly describe the school’s literacy, mathematics and other content area programs and explain ELLs’ participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).
  - B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.
- II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children’s education and to inform them about the state standards and assessments.
- III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.
- IV. Staff Development (2008-2009 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.
- V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.
- VI. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.



Providing Urban Learners Success in Education  
A Diploma Plus High School

Carol Wiggins, Principal

### **Language Allocation Policy 2008-2009**

Our Language Allocation Policy is a comprehensive, school-wide plan designed to address the needs of students who require additional support services as they progress toward academic proficiency in English. The members of the LAP team are: Carol Wiggins, Principal, Deandra Teague, Special Education Teacher, Margaret Bright Amores, English/Certified ESL Teacher, Jessica Hernandez-Speer, English/Certified ESL Teacher, Jazmin King, Guidance Counselor, Maritza Lastra, Parent Coordinator, Carolyn Dukes, Parent Member. P.U.L.S.E. uses a Freestanding ESL model to immerse students in the English Language with pull-out instruction to supplement class work. The freestanding program allows students to surround themselves with language. They are able to use prior knowledge to interact with new knowledge. Students work cooperatively with native speakers to share learning experiences. Small group pull-out instruction provides the opportunity for academic language scaffolding and Total Physical Response (TPR). Use of these strategies helps our students to meet and exceed state standards and assessments.

P.U.L.S.E. High School provides an opportunity for English Language Learners for students who have reached the intermediate level on the NYSESLAT. As a transfer school, all students have previously been tested using the LAB-R test and have received ESL services. We are able to use these test results in conjunction with their transcript and the initial entrance interview to help place students in a course of study that appropriately reflects their skills and accomplishments. The program of study is aligned with New York State's ESL and ELA curriculum and reflects the state's learning standards through instructional practices and proper use of acceptable learning materials such as texts. ELA/ESL classes are taught by 2 teachers certified in both ESL and ELA. Differentiated instruction allows students to work at their own pace, using their strengths, while becoming increasingly fluent. Content areas such as mathematics, science, and social studies are taught in English with materials to assist our English Language Learners. Materials include visual aids, music, and computer technology.

**UPDATED – OCTOBER 2008**

As a Diploma Plus school, emphasis is placed on project based learning. Students are able to complete their class requirements using assignments modified to meet their skills. They are able to collaborate with other students on group projects and presentations that reflect the material being learned in each class. All students receive two periods of English/ESL daily to facilitate deeper involvement in material and time for collaborative projects.

Our diverse student body consists of 204 students. Students come from all over the Bronx and are drawn from the large high schools after their freshman year. These students have not met with academic success in the traditional high schools and are taking this opportunity for a second chance. They have all chosen to be at P.U.L.S.E. High School and have gone through an interview process prior to acceptance.

According to the latest available data, the student body is 35.3% Black, 62.3% Hispanic, .01% White,.005% Asian/Pacific Islander, and .01% American Indian/Alaskan. Approximately 86.3% are economically disadvantaged and are eligible for free lunch. .06% of the students are English Language Learners with Spanish as the dominant language for most of the students. Of the 12 students identified as ELLs, all but one are General Education students. The ELL population make up 6% of the student population. The predominate language spoken is Spanish.

P.U.L.S.E. High School is dedicated to the development and growth of the student through technology. We have high expectations of all of our students. They will become managers and partners in their learning process. A P.U.L.S.E. graduate will be able to investigate, explore, research, write, study, and reflect within an integrated course of study in a rigorous academic environment.

It is P.U.L.S.E.'s expectation that students will meet and exceed the New York State Regents standards. P.U.L.S.E.'s student learning outcomes are based upon its commitment that technology enhances the curriculum. Our cooperative Freestanding ESL program addresses the needs of our students within the school building. Additional support efforts include:

**Standardized Assessments** that take into consideration student language proficiency. During examinations, both school and State Assessments, students are allowed the use of a dual language dictionary. Additional time is provided for students in accordance with state guidelines. In March or April the ESL Assessment Test (NYSESLAT) will be administered in accordance with the state timeline. The results of this exam will be used to assess ELL students' progress and to better assist them in the upcoming year.

**Collaborative Planning** between ESL teachers and those in other academic areas. English/ESL teachers work closely with academic teachers to infuse academics with ESL methodology and best practices.

**Academic Intervention and Support Services** re-enforce academic material. Pull-out workshops provide valuable support for students. P.M. School is available in all disciplines and ELL students are encouraged to take advantage of this program to improve their literacy skills throughout their academic courses.

**Guidance and Effective Parent Involvement Services** are provided by a bilingual counselor. Teacher conferences, school programs for parents, and newsletters are translated into Spanish to create an environment where both students and parents feel welcome and are able to actively participate.

**Special Needs/ELL-** All support and instructional programs available to ELL students and Special Education students are available to students identified as both ELL and Special Education. In addition to two periods of ESL/English instruction, these students work in the Skills Center for an additional two periods a day.

P.U.L.S.E. High School has non-graded classes. There are 2 certified ESL teachers and the ELL students are in one of their six English classes. We offer a freestanding ESL program. Since our classes are 80 minutes long, ELL services are provided in the classroom.

**Summation:**

P.U.L.S.E. High School has a comprehensive approach to providing English Language Learners with services to meet and exceed New York State Standards. The many components of the school (Parents, Students, and Faculty) work in tandem to ensure that these students' needs are met as they progress toward a high school diploma. We are committed to assuring that all of our students receive the quality instruction they need to successfully complete high school. P.U.L.S.E. High School is a collaboratively designed school that is dedicated to helping young people grow in competence and confidence—intellectually, socially, and emotionally in a safe, nurturing environment.

**Part C: CR Part 154 – Number of Teachers and Support Personnel for 2007-08**

**School Building:** Providing Urban Learners Success in Education [P.U.L.S.E.] High School **District 10**

**List the FTEs in your school in the Bilingual Education and ESL programs in the appropriate column.**

Number of Teachers 2007-2008				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**		Bilingual Program	ESL Program	
Bilingual Program	ESL Program	Bilingual Program	ESL Program			
N.A.	2	N.A.	00	00	0	2

\* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.) Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

\*\* Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

\*\*\* Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary.

**Part D: CR Part 154 – Sample Student Schedules**

Include schedules for students on three different levels in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a Bilingual/Dual Language program, also provide three sample schedules – one each for Beginning, Intermediate and Advanced English Proficiency levels based on the NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Arts and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

# SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

ESL Program Type:      Free-Standing    Push-in      Pull-out  
 Indicate Proficiency Level:    Beginning    Intermediate    Advanced

School District: \_\_\_\_\_

School Building: \_\_\_\_\_

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>2</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>3</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>4</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>5</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>6</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>7</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>8</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>9</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>10</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					

# SAMPLE STUDENT SCHEDULE 2008-09 (Bilingual)

Bilingual Program Type:     \_\_\_ TBE                   \_\_\_ Dual Language  
 Indicate Proficiency Level:   \_\_\_ Beginning       \_\_\_ Intermediate     \_\_\_ Advanced

School District: \_\_\_\_\_ School Building: \_\_\_\_\_

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>2</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>3</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>4</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>5</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>6</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>7</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>8</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>9</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>10</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					

**Part E: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2008-2009**

**Form TIII – A (1)(a) NON- APPLICABLE FOR P.U.L.S.E. HIGH SCHOOL [10X319]**

Grade Level(s) \_\_\_\_\_ Number of Students to be Served: \_\_\_\_\_ LEP \_\_\_\_\_ Non-LEP

Number of Teachers \_\_\_\_\_ Other Staff (Specify) \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

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

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**Professional Development Program** – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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**Form TIII – A (1)(b)**

**Title III LEP Program  
School Building Budget Summary**

<b>Allocation:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
Professional staff, per session, per diem (Note: schools must account for fringe benefits)		
Purchased services such as curriculum and staff development contracts		
Supplies and materials		
Travel		
Other		
<b>TOTAL</b>		

### APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

*Requirement under Chancellor's Regulations – for all schools*

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

#### **Part A: Needs Assessment Findings**

---

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

**In assessing the needs of P.U.L.S.E. High School, I first looked at the demographics of the school. With the school being 62.3% Hispanic, it was important that I meet with the parents. Before meeting with the parents, I prepared a survey which had them check off the language that they were most comfortable reading, writing and speaking in. I prepared the survey in both English and Spanish.**

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.  
**Our findings showed that over 50% of the parents need Spanish translation services. During the weekly staff meeting held as well as the SLT monthly meeting and Parent Council meeting, these findings were reported to the school community.**

#### **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.  
**All written communication pertaining to P.U.L.S.E. High School, its partners and affiliates are translated into Spanish. All school events, parent meetings, and school-wide programs are written in both English and Spanish. This service is done in-house 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.  
**Based upon the survey taken at a parent meeting, that included all parents, it was shown to us that over 50% of the parents need translation services. All school events, partnership events, parent meetings, and school-wide programs are interpreted in English and Spanish. This service is done in-house by school staff.**

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>.

**We will provide translation services for Spanish speaking parents for all written material as well as interpretation services for any oral communication in accordance with the Chancellor's regulations A-663.**

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

*All Title I schools must complete this appendix.*

### **Directions:**

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

### **Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

1. Enter the anticipated Title I allocation for the school for 2008-2009 \_\_\_ \$99,879.00
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program \$998.00
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified \$4,993.00
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year 100%
5. If the percentage of high quality teachers during 2007-2008 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

**Explanation:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.



Providing **U**rbain **L**earners **S**uccess in **E**ducation  
A Diploma Plus High School

Carol Wiggins, Principal

### **The Parent Involvement Policy**

P.U.L.S.E. High School agrees to implement the following statutory requirements:

- Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child's learning;
    - that parents are encouraged to be actively involved in their child's education at school;
    - that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.

- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

P.U.L.S.E. High School will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: (List actions.)

1. P.U.L.S.E. High School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)
2. P.U.L.S.E. High School will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)
3. P.U.L.S.E. High School will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other program: School Wide Programs. The activities are the PTA and the Parent Council.
4. P.U.L.S.E. High School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies through the use of surveys. The Principal will be responsible for the surveys which will be evaluated by the School Leadership Team.
5. P.U.L.S.E. High School will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - i. the State's academic content standards
    - ii. the State's student academic achievement standards
    - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)

- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by becoming a laptop school SY 2008-2009 where every student will be issued a computer upon entry into the building and it will be ported at night.
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal 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 in how to implement and coordinate parent programs and build ties between parents and schools, by holding monthly parent workshops and meetings.
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
- e. The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of 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. A monthly calendar will be sent to each parent, monthly meetings will be held for parents, curriculum nights, and awards ceremonies.

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by The P.U.L.S.E. School Leadership Team. This policy was adopted by P.U.L.S.E. High School on June 6, 2008 and will be in effect for the period of School Year 2008-2009. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 30, 2008.

## **2. School-Parent Compact - Attach a copy of the school's Parent Involvement Policy.**

***Explanation:*** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.



Providing **U**rbain **L**earners **S**uccess in **E**ducation  
A Diploma Plus High School

Carol Wiggins, Principal

### **The School-Parent Compact**

P.U.L.S.E. High School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2008-09.

#### School Responsibilities

P.U.L.S.E. High School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held at the end of each of the 4 cycles of School Year 2008-2009.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Report cards will be issued at the end of each cycle to the students and mailed to the parents.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Staff is available during the school day and by appointment after the school day to consult with parents.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Parent may volunteer and participate in the school at anytime. They may observe classroom activities at anytime.

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6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

### Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.

- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

- Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child’s learning;
    - that parents are encouraged to be actively involved in their child’s education at school;
    - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
    - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

█ P.U.L.S.E. High School will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: (List actions.)

6. P.U.L.S.E. High School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)

7. P.U.L.S.E. High School will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)
8. P.U.L.S.E. High School will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other program: School Wide Programs. The activities are the PTA and the Parent Council.
9. P.U.L.S.E. High School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies through the use of surveys. The Principal will be responsible for the surveys which will be evaluated by the School Leadership Team.
10. P.U.L.S.E. High School will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - iv. the State's academic content standards
    - v. the State's student academic achievement standards
    - vi. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
  - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by becoming a laptop school SY 2006-2007 where every student will be issued a computer upon entry into the building and it will ported at night.
  - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal 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 in how to implement and coordinate parent programs and build ties between parents and schools, by holding monthly parent workshops and meetings.

- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
- e. The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of 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. A monthly calendar will be sent to each parent, monthly meetings will be held for parents, curriculum nights, and awards ceremonies.

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by The P.U.L.S.E. School Leadership Team. This policy was adopted by P.U.L.S.E. High School on June 6, 2006 and will be in effect for the period of School Year 2006-2007. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 30, 2006.

### **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

**The comprehensive needs assessment of the entire school is located on pages 5 and 6 of this CEP.**

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
  - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
  - Help provide an enriched and accelerated curriculum.
  - Meet the educational needs of historically underserved populations.
  - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

- included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

### The SWP Plan

Our rigorous educational curriculum emanates from the mission of the school. P.U.L.S.E. is a high-achieving learning environment where teachers engage students in complex problem solving and exploring ideas and issues, and classroom activities draw on student's culture, experiences, and knowledge. The scope and sequences of courses is grounded in the belief that student learn by doing and that meaningful and effective instruction must be varied, authentic, integrated and student-centered. Students will have choices in the learning process and their work will be clearly linked to some product, exhibition or performance. Another of our unique features is the scheduling of classes. Each student takes 4 80-minute block classes per day and one 30-minute advisory class. Each school semester will have four ten-week cycles. At the end of every cycle, a student can earn one credit per class. Students will be able to complete core (English, Math, Social Studies, and Science) classes in one cycle. The 80-minute blocks will allow for sustained inquiry during class time. This extended learning experience by providing flexibility for projects. In addition, students have room in their schedules for elective classes and an internship experience.

The literacy and numeracy challenges at P.U.L.S.E. are addressed by the staffing decisions that support the students. We have added an additional math teacher that specifically works with students who are lower functioning in the area of math. He works with the students in a small group setting to address numeracy issues. Writing is done in every subject area. Each year a theme and a focus question are woven into the curriculum. The curriculum uses a thematic unit approach to teach academic skills aligned with the New York State Standards. Writing is taught as a process and students think, write, revise and publish. Revision takes place in cooperative learning groups with students reading work aloud, hearing constructive criticism from teachers and fellow students and through journal responses. This creates a school culture that increases academic success and student confidence. This has produced positive results on Regents exams.

The learning experiences we provide at P.U.L.S.E. High School engage students in tasks, which give them choices and allows them to access content material from a specific, individualized perspective.

3. Instruction by highly qualified staff.

The teachers at P.U.L.S.E. are all certified in their respective content areas. **All teachers within the same discipline have common planning time. This allows for the sharing of best practices as well as keeping abreast of current trends within their areas of expertise. Educational journals as well as current academic materials are accessible to all teachers.**

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards. **Weekly staff development occurs for all P.U.L.S.E. High School teachers and support staff which is consistently aligned with the NYS and NYC standards.**

5. Strategies to attract high-quality highly qualified teachers to high-need schools. **P.U.L.S.E. High School participates in all DOE recruitment activities including the Teaching Fellows Program. We also participate in the SBO model which allows teachers to interview applicants to improve the selection process.**
6. Strategies to increase parental involvement through means such as family literacy services. **The Parent Coordinator works closely with the Parents and the Principal to ensure that all services that parents request and require are provided. The Parent Coordinator holds daily phone calls with parents and monthly meetings to keep in tune of the services that parent are in need of.**
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs. **Not Applicable**

Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

**There are weekly meetings with the teaching staff that provide continual monitoring and assessment of student progress. In addition the following components are put in place:**

**5<sup>th</sup> Week Progress Report for Students**

**HSST Report Card Every 10 Weeks**

**Diploma Plus Progress Report Cards Every 10 Weeks**

**Credit Accumulation at the end of every cycle**

**PM school attendance of students**

8. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

**ELA PM school is provided Monday-Thursday for two hours(3pm-5pm) after school. The method of delivery is small group and one-to-one tutoring. The types of strategies that are focused on are comprehension, decoding and basic grammar drilling. In addition, homework help and ELA regent skills are reviewed.**

**Math PM school is provided Monday-Thursday for two hours(3pm-5pm) after school. The method of delivery is small group and one-to-one tutoring. The types of strategies that are focused on are comprehension, decoding and basic numeracy skills. In addition, homework help and Math regent skills are reviewed.**

9. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job

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training. Our LTW program works integrally with the Guidance Counselor, Parent Coordinator and the Principal to ensure that these services, workshops and programs are available to the parents, students and staff of P.U.L.S.E. High School.

#### **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

##### **Not Applicable for P.U.L.S.E. High School (10X319)**

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

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

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

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)**

*This appendix must be completed by all Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools (PFR), NCLB Restructured, Schools, Schools Requiring Academic Progress (SRAP), and SURR schools that have also been identified as SINI or SRAP.*

**NCLB/SED Status:** SINI Year I **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All School Improvement Schools (SINI and SRAP)**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

**1. Professional Development (ELA)**-Focused professional development to assist teachers of students who are economically disadvantaged. PD in differentiated ELA instruction as well as project-based learning strategies will be addressed so that ELA instruction can meet students' individual academic needs. PD will be conducted in 14 3.5 hour sessions during the Professional Development time slated for Thursday mornings.

**2. Professional Development (Math)**-Focused professional development to assist teachers of students who are economically disadvantaged. PD in differentiated Math instruction as well as project-based learning strategies will be addressed so that math instruction can meet students' individual academic needs. PD will be conducted in 14 3.5 hour sessions during the Professional Development time slated for Thursday afternoons.

3. The **4 days of Document and Materials Development is an additional 4 days professional development** for teachers that will accomplish the following: (1) cross-discipline study skills protocol for reviewing notes, studying for exams and writing essays. (2) Exercises that align study and research protocols to individual learning styles.

3. **Study/Learning Skills and Regents Recitation PM School** -Implementation of a Study/Learning Skills and Regents Recitation extended day school program, to be conducted from September 9-December 23, 2008 targeting all students in grades 9-12. This design is a model with a two-fold purpose that works in tandem. It is dedicated to Regents preparation through test taking skills, strategies and reinforcement and understanding of subject content concepts and it supports intervention in basic literacy skills.

#### **English Language Arts**

This class will present topics including how the essay is scored, guidelines for writing the essay, analysis of the essay, understanding essay topics, successful organizational schemas for writing the essay and preparing for the reading section of the regents exam. Actual questions from most recent examinations will be used to help students prepare for the Regents.

#### **Math A**

This class will present math in an intuitive, integrated manner with emphasis on problem-solving.

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<sup>1</sup> School Under Registration Review (SURR)

## **Study/Learning Skills Courses & Descriptions**

### **ELA Study/Learning Skills Class**

This Study/Learning Skills class is paired with the ELA Regents Recitation Class. Diploma Plus ELA competencies will be addressed. Strategies for improved comprehension, writing literary response, using past learning, expanding vocabulary, using reference materials, and improving word attack skills, and developing independent reading habits will be addressed. Actual questions from most recent examinations will be used to help students prepare to take the ELA Regents.

### **Math A Study/Learning Skills Class**

This Study/Learning Skills class is paired with the Math A Regents Recitation Class. Diploma Plus Math competencies will be addressed.

Grant funds will provide for teacher, supervisor and support staff per session and the purchase of supplementary instructional materials for student use during the extended day program.

**Please refer to Section 4 of the CEP for the description of the school's finding of the ELA and Math issued that caused the school to be SINI.**

## **Part B: For Title I Schools that Have Been Identified for School Improvement (SINI)**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.

(a) Provide the following information: 2008-09 anticipated Title I allocation = \$\_65000.00 10% of Title I allocation = \$\$6500.00.

*(b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.*

The fund for PD for teachers will accomplish the following: (1) cross-discipline study skills protocol for reviewing notes, studying for exams and writing essays. (2)

Exercises that align study and research protocols to individual learning styles.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development. I have 100% high-qualified teachers.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand. Letters in both Spanish and English were sent out to parents informing them of our SINI Year I status.

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR).**  
**NOT APPLICABLE FOR P.U.L.S.E. HIGH SCHOOL [10X319]**

*All SURR schools must complete this appendix.*

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

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

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

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

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM  
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

*All schools must complete this appendix.*

**Background**

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

**Directions:** All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

***1A. English Language Arts***

**Background**

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed

within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

### ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum (SEC)*<sup>2</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

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<sup>2</sup> To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum (SEC)*. Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

**School-wide professional development for the 2005-2006 academic year was focused on aligning curriculum to New York state standards. At that time we completed an extensive review of the courses we were teaching and how the various lessons and activities aligned with state standards. To date we have continued the practice of aligning our courses with not only the New York state standards but also the Diploma Plus Competency based model of instruction, which ensures that our students are meeting standards and are aware of the specific areas in which they need to improve.**

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable   X Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

**Based upon the professional development completed previously, school-wide curriculum is based upon the New York State standards. This is reflected in the high academic achievement of our students on the Regents examinations, which are also aligned with the state standards**

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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**1B. Mathematics**

**Background**

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New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

### Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

**School-wide professional development for the 2005-2006 academic year was focused on aligning curriculum to New York state standards. At that time we completed an extensive review of the courses we were teaching and how the various lessons and activities aligned with state standards. To date we have continued the practice of aligning our courses with not only the New York state standards but also the Diploma Plus Competency based model of instruction, which ensures that our students are meeting standards and are aware of the specific areas in which they need to improve.**

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable   X Not Applicable



















