



**PROVIDING URBAN LEARNERS SUCCESS IN EDUCATION  
(P.U.L.S.E.) HIGH SCHOOL**

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

**SCHOOL: 10X319**

**ADDRESS: 560 E 179<sup>TH</sup> ST. BRONX, NY 10457**

**TELEPHONE: (718) 294-0230**

**FAX: (718) 901-5928**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 10x319      **SCHOOL NAME:** Providing Urban Learners Success in Education (P.U.L.S.E.) High School

**SCHOOL ADDRESS:** 560 E. 179<sup>th</sup> St. Bronx, NY 10457

**SCHOOL TELEPHONE:** (718) 294-0230      **FAX:** (718) 901-5928

**SCHOOL CONTACT PERSON:** Carol D. Wiggins      **EMAIL ADDRESS:** [Cwigg3@school.s.nyc.gov](mailto:Cwigg3@school.s.nyc.gov)

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Margaret Bright Amores

**PRINCIPAL:** Carol D. Wiggins

**UFT CHAPTER LEADER:** Lisa Chapman

**PARENTS' ASSOCIATION PRESIDENT:** Liliana Gonzalez

**STUDENT REPRESENTATIVE:** Julio Guzman, Krystal Rodriguez, Chelsey Martinez  
*(Required for high schools)*

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 10      **CHILDREN FIRST NETWORK (CFN):** 107

**NETWORK LEADER:** Nancy Scala

**SUPERINTENDENT:** Elena Papaliberios

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

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
<b>Carol D. Wiggins</b>	*Principal or Designee	
Lisa Chapman	*UFT Chapter Chairperson or Designee	
Liliana Gonzalez	*PA/PTA President or Designated Co-President	
DeShonna Rushin	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
<b>Maritza Lastra</b>	DC 37 Representative, if applicable	
Julio Guzman Krystal Rodriguez Chelsey Martinez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Nadene McPherson Lee	CBO Representative, if applicable	
Margaret Bright Amores	School Leadership Team Chairperson	
	Member/	

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

\* Core (mandatory) SLT members.

### **SECTION III: SCHOOL PROFILE**

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

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

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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 (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

<b>SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT</b>					
<b>School Name:</b>	Providing Urban Learners Success in Education (P.U.L.S.E.) High School				
<b>District:</b>	10	<b>DBN #:</b>	10x319	<b>School BEDS Code:</b>	321000011319

<b>DEMOGRAPHICS</b>									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0				TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	<b>Student Stability: % of Enrollment</b>					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		73.1	69.1	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		65.6	71.1	87.9		
Grade 8	0	0	0						
Grade 9	38	81	17	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	27	69	87	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	33	39	74		1	12	TBD		
Grade 12	27	11	30						
Ungraded	0	0	0	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	125	200	208		1	1	0		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	1	0	0						
No. in Collaborative Team Teaching (CTT) Classes	0	0	11	Principal Suspensions	0	0	TBD		
Number all others	3	16	14	Superintendent Suspensions	1	1	TBD		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	N/A	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	0	12	14	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	0	0	4	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	11	12	TBD
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	5	4	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	0	0	TBD
	30	61	TBD				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	0.0	1.0	0.5	Percent more than two years teaching in this school	81.8	83.3	TBD
Black or African American	41.6	35.0	36.5	Percent more than five years teaching anywhere	72.7	100.0	TBD
Hispanic or Latino	55.2	62.5	62.0				
Asian or Native Hawaiian/Other Pacific Isl.	2.4	0.5	0.0	Percent Masters Degree or higher	100.0	100.0	TBD
White	0.8	1.0	1.0	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	88.9	TBD
Multi-racial							
<b>Male</b>	35.2	39.5	35.6				
<b>Female</b>	64.8	60.5	64.4				

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

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

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

<b>Individual Subject/Area Outcomes</b>	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	X
	Math:		Math:	√
	Science:		Grad. Rate:	√

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

<b>Student Groups</b>	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>				X	√	√	56
<b>Ethnicity</b>							
American Indian or Alaska Native				-	-		
Black or African American				-	-	-	
Hispanic or Latino				√	√	-	
Asian or Native Hawaiian/Other Pacific Islander							
White				-	-		
Multiracial							
<b>Other Groups</b>							
Students with Disabilities				-	-	-	
Limited English Proficient				-	-	-	
Economically Disadvantaged				-	-		
<b>Student groups making AYP in each subject</b>				1	2	1	

**Key: AYP Status**

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

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

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>		<b>Overall Evaluation:</b>	NR
<b>Overall Score</b>		<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## SECTION IV: NEEDS ASSESSMENT

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

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

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

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 2009-2010 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 hired an additional ELA teacher to allow us to have smaller classes and provide the students with more individualized instruction. We also hired an F-status teacher with a History background to help students connect their literacy skills to the History Curriculum.

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 is 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.

### **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 six 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 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

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

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### **Goal 1:**

To improve ELA Regents achievement at the 65% or above level by 3%.

Last year, 33 of the 59 students who took the ELA Regent (January and June sessions) scored at 65% or above (55.9%). By June 2011, (58.9%) of students will score at 65% or above on the ELA Regent (January, June and August sessions).

### **Goal 2:**

Increase participation in college readiness activities for students.

80% of all students will participate in one or more post-secondary readiness activities.

### **Goal 3:**

Increase our attendance rate by 2%.

Last year our attendance rate was 60.7%. By June 2011, our year end attendance rate will be 62.7%.

**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** English Language Arts

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve ELA Regents achievement at the 65% or above level by 3%.</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>Last year, 33 of the 59 students who took the ELA Regent (January and June sessions) scored at 65% or above (55.9%). By June 2011, (58.9%) of students will score at 65% or above on the ELA Regent (January, June and August sessions).</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Scheduling- Continue to program the students for 80 minute period instructional time, in all discipline areas including ELA and Mathematics. This arrangement is coupled with the 10 week cycle instructional programming will allows individual student's academic deficiencies to be addressed in an efficient manner. Staffing-Continue the programming of teachers' preps to accommodate common planning time and have allocated funds for students to attend city-wide training sessions. Meet with teachers on a regular basis for professional development focusing on Diploma Plus Model and the continued implementation of the Project Based Learning Model. Use of Data- Continue using the data from report cards, teacher made assessments and the Regents examination, to monitor student progress. Continue to have staff use the data to inform instruction. Continue to use the developed progress report to reflect students' achievement as it relates to the Diploma Plus Competencies. Continue to review students' progress with teachers and support staff during the 5<sup>th</sup> and 10<sup>th</sup> week of the 10 week cycle using a rubric model mechanism system to identify the student and the areas where they are not performing at or above satisfactory leveling order to provide proper interventions.</p>

<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Regents Results passage rates	
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**Subject/Area (where relevant):** \_\_\_\_\_

<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	Increase participation in college readiness activities for students.	
<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>	80% of all students will participate in one or more post-secondary readiness activities.	
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i>	Continue to utilize the support systems including Campus Fridays @ Bronx Community College, The Learning To Work Initiative @ P.U.L.S.E. High School. Continue to provide SAT Preparation, College Tours, College Fairs and continue to provide a post-secondary readiness plan for all senior students.	
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Active participation in Campus Friday Initiative based upon attendance sheets. Learning To Work Internship placements based upon monthly reports. SAT Prep Course as per attendance sheets. College Tour Attendance Sheets, College Fair Attendance Sheets, Artifact reflective writing journals kept by students.	

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase our attendance rate by 2%.</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>During the 2009-2010 school year our attendance rate was 60.7%. We will increase our overall attendance rate by 2% to 62.7% by June 2011.</p>	
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Hire a full-time attendance teacher to complete the attendance team, daily phone calls to parents regarding lateness or absence, attendance incentives</p>	
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Weekly attendance rates</p>	





## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<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 (2010-2011) Language Allocation Policy to this CEP.

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

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

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

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

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

**Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction

program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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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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**Section III. Title III Budget**

School: \_\_\_\_\_ BEDS Code: \_\_\_\_\_

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	(e.g., \$9,978)	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>
<b>Travel</b>		
<b>Other</b>		
<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**

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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% 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**

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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

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	212695	38058	250753
2. Enter the anticipated 1% set-aside for Parent Involvement:	2126.95	380.58	2507.53
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	10634.75	*	
4. Enter the anticipated 10% set-aside for Professional Development:	21269.50	*	

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

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

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

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

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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



### 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(b) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement policy 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 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 out 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 parent play and 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 organization 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:

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 ESEA.
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.
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, and 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 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 effective parental involvement, and to revise, if necessary (and with the involvement of the 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 school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and 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 alternative assessments, the requirement of Part A, how to monitor their child's progress, and how to work with educators.
  - 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 2010-2011 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 Youngster, 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. High 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 2010-2011. The school will distribute this policy to parents of participating Title I, Part A children on or before September 30, 2010.



Providing Urban Learners Success in Education  
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) (for 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 2010-2011.

#### 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 2010-2011.
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 the 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: Parents may volunteer and participate in the school at any time. They may observe classroom activities at any time.
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 annual meeting to inform parents of the school's participation in 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 request of parents with disabilities, and to the extent practicable, in a language the 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 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 our 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

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

### Section I: Schoolwide Program (SWP) Required Components

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

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

**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:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the 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.
    - o 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 Students, and Science) classes in one cycle. The 80-minute blicks 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**

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

**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**

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

**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.**

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

**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.**

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

### ***Explanation/Background:***

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those

services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	Page #(s)
		Yes	No	N/A			
Title I, Part A (Basic)	Federal	✓			212,695	✓	11, 12, 19, 20, 33, 35, 39, 40, 42
Title I, Part A (ARRA)	Federal	✓			38,058	✓	11, 12, 19, 20, 33, 35, 39, 40, 42
Title II, Part A	Federal			✓			
Title III, Part A	Federal			✓			
Title IV	Federal			✓			
IDEA	Federal	✓			77,921	✓	19, 20, 35, 42
Tax Levy	Local	✓			1,295,855	✓	11, 12, 19, 20, 33, 34, 35, 39, 40, 42

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

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

##### 1. Use program resources to help participating children meet the State standards.

**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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 IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

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

**NCLB/SED Status:** Corrective Action year 1      **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.  
**As a transfer school, we only accept students who have completed at least one year of high school. Most of our students have completed more than that. As a result, we often have a student for a matter of months before they come up on our accountability reports. This is simply not enough time to adequately prepare a student who has not been attending school or who has not met with academic success in the previous school years. Our records for students who have been attending our school for more than one school year show that our students do quite well in ELA and simply needed time to work with our teachers in a different environment in order to be successful.**
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

**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.

**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 2010- June 2011 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**

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School Under Registration Review (SURR)

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.

#### **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.

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

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

**The 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.

**Through open classroom exchange, all teachers are able to monitor, evaluate, and provide constructive (and non-threatening) feedback to their peers, which will allow everyone to improve their skills. Untenured teachers will have many opportunities to observe other teachers at all stages of their careers. Regular weekly professional development allows all teachers to share and learn from best practices.**

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 Corrective Action Year 1 status.**

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

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

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

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

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)  
**Currently, we have five students in Temporary Housing.**
2. Please describe the services you are planning to provide to the STH population.  
**Students are provided breakfast and lunch each day. They are able to take advantage of P. M. School Monday-Thursday from 3:00pm-5:00pm, which provides tutoring and credit recovery. They may also use the school resources during this time. Our Learning to Work program provides counseling by a licensed social work as well as paid internship experience. The guidance counselor is available for counseling as well.**

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.



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

*This appendix will not be required for 2010-2011.*

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Providing Urban Learners Success In Education High					
<b>District:</b>	10	<b>DBN:</b>	10X319	<b>School</b>		321000011319

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0				NR
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 4	0	0	0		73.1	69.1	67.5
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 8	0	0	0		65.6	87.9	86.7
Grade 9	81	17	15				
Grade 10	69	87	52				
Grade 11	39	74	81	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 12	11	30	56		1	12	2
Ungraded	0	0	0				
Total	200	208	204	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					1	1	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	0	11	13	Superintendent Suspensions	1	1	4
Number all others	16	14	21				

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

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	11	12	13
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	5	4	3
# receiving ESL services only	12	14	TBD				
# ELLs with IEPs	0	4	TBD				

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

Number of Educational Paraprofessionals	0	0	0
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Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	30	61	136	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	81.8	83.3	69.2
				% more than 5 years teaching anywhere	72.7	100.0	100.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	100.0	100.0	100.0
American Indian or Alaska Native	1.0	0.5	0.5	% core classes taught by "highly qualified" teachers	100.0	88.9	88.9
Black or African American	35.0	36.5	44.6				
Hispanic or Latino	62.5	62.0	53.9				
Asian or Native Hawaiian/Other Pacific	0.5	0.0	0.0				
White	1.0	1.0	1.0				
<b>Male</b>	39.5	35.6	40.2				
<b>Female</b>	60.5	64.4	59.8				

#### 2009-10 TITLE I STATUS

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

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

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

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

#### Individual Subject/Area AYP Outcomes:

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

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>				X	v	v	56
<b>Ethnicity</b>							

American Indian or Alaska Native				-	-	
Black or African American				-	-	-
Hispanic or Latino				v	v	-
Asian or Native Hawaiian/Other Pacific Islander						
White				-	-	
Multiracial						
Students with Disabilities				-	-	-
Limited English Proficient				-	-	-
Economically Disadvantaged				-	-	
<b>Student groups making</b>				<b>1</b>	<b>2</b>	<b>1</b>

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>	
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>	NR
<b>Overall Score:</b>	66.2	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment:	15	Quality Statement 2: Plan and Set Goals	
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	14.9	Quality Statement 4: Align Capacity Building to Goals	
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	
Student Progress:	34.8		
<i>(Comprises 60% of the</i>			
Additional Credit:	1.5		

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

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>Nancy Scala</b>	District <b>10</b>	School Number <b>319</b>	School Name <b>P.U.L.S.E. High Scho</b>
Principal <b>Carol D. Wiggins</b>		Assistant Principal <b>type here</b>	
Coach <b>type here</b>		Coach <b>type here</b>	
Teacher/Subject Area <b>Margaret Amores/ ESL</b>		Guidance Counselor <b>Andri Perez</b>	
Teacher/Subject Area <b>Jessica Hernandez-Speer/ ESL</b>		Parent <b>type here</b>	
Teacher/Subject Area <b>type here</b>		Parent Coordinator <b>Maritza Lastra</b>	
Related Service Provider <b>Heather Beck/SPED</b>		Other <b>type here</b>	
Network Leader <b>type here</b>		Other <b>type here</b>	

### B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	<b>2</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>200</b>	Total Number of ELLs	<b>13</b>	ELLs as Share of Total Student Population (%)	<b>6.50%</b>
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## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here Part II

1. As a transfer school, all of our students have completed at least one year of high school in an NYC high school. In the event that we have a student transferring from a private school, our testing coordinator, Ms. Margaret Amores (licensed ESL teacher) would administer the Home Language Survey and if necessary, the LAB-R. She would show the video outlining the options ELLs and ask them to complete the Parent Choice Form. Students would then be placed in classes according to what they need in order to graduate. The bilingual Parent Coordinator, Ms. Maritza Lastra, would assist in communicating with the parents and ensuring that they understand the options for their child. In April/May of each year, the testing coordinator, Ms. Margaret Amores, who is ESL certified, conducts the NYSESLAT with all eligible students. Ms. Jessica Hernandez-Speer, who is also ESL certified, assists in the process of testing and grading the NYSESLAT. Students are tested during their daily ESL class. If a student is absent on a testing day, they will have the opportunity to complete that section at another date during the testing period.

2. Because we are a transfer school, new ESL admits are, as of yet, not something we have had. If a student were to come in, their parent(s) would be shown the NYC video which outlines the three program choices on the day that they come to register their child. A conversation to clear up any confusion would take place at that time and the parent would complete a Program Selection form. If necessary, DOE interpretation services would be used to facilitate this conversation. This would be completed by the Ms. Margaret Amores, testing coordinator and ESL licensed teacher, and Ms. Martiza Lastra, bilingual Parent Coordinator.

3. Entitlement letters are mailed to students' homes in October. Program Selection forms would be completed by parents when they come to enroll their child. All materials are stored by the testing coordinator, Ms. Margaret Amores, in a binder specified for ESL students.

4. At this time we only have a Freestanding ESL program. If numbers permitted, we would plan a Bilingual Program and review the Program Selection forms to place students. Currently, all of our ELLs speak Spanish, which is widely spoken by the staff, including the testing coordinator. If we enrolled a student whose native language was not Spanish and was not a language spoken by another staff member, we would use the DOE's translation/interpretation service to appropriately communicate with the student and their family. At this time we have staff members who speak Spanish, French, Farsi, Wolof, Twi, and Ga.

5. In the history of the school (six years) we have not enrolled an ELL who is new to the system and therefore have not had Parent Surveys or Program Selection forms. All of our students have been in Freestanding ESL programs previously and have continued with ESL at P.U.L.S.E. Given that they have been in this program for many years, it would not assist the students to change their program at this time.

6. A study of our parents' original Parent Choice indicates that parents often selected Bilingual. Given the small number of ELLs that we have (13 in grades 9-12), we do not have the numbers to create a Bilingual program. Therefore, we feel that an ESL program best serves our small population.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

K  1  2  3  4  5   
6  7  8  9  10  11  12

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

### ELL Program Breakdown

	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>										0	1	1	1	3
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	1	1	1	3

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	15	<b>Newcomers (ELLs receiving service 0-3 years)</b>		<b>Special Education</b>	4
<b>SIFE</b>	2	<b>ELLs receiving service 4-6 years</b>		<b>Long-Term (completed 6 years)</b>	15

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
<b>TBE</b>										0
<b>Dual Language</b>										0
<b>ESL</b>							15	2	4	15
<b>Total</b>	0	0	0	0	0	0	15	2	4	15

Number of ELLs in a TBE program who are in alternate placement: 0

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)  
K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish											2	9	4	15
Chinese														0
Russian														0
Bengali														0

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>2</b>	<b>9</b>	<b>4</b>	<b>15</b>									

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

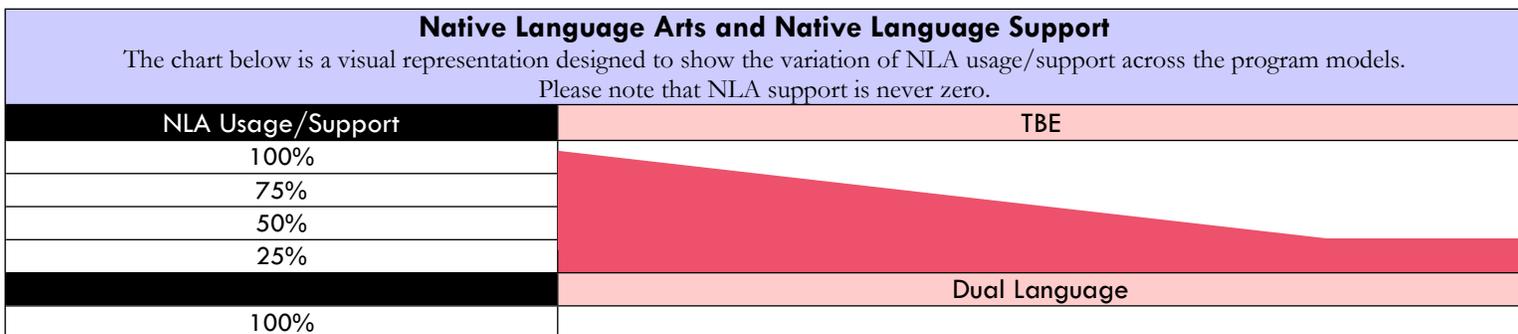
Paste response to questions 1-4 here Part IV

1. Students in our ESL program are mixed in heterogeneous, ungraded classes. They take their classes with native speakers to share learning experiences. Differentiated instruction allows teachers in all content areas to work with small groups of students to improve their skills. ELLs and former ELLs benefit from being able to work on their skills together with native speakers, who are also able to learn language skills from the ELLs.
2. All classes at P.U.L.S.E. High School are 80 minutes in length, which provides a total of 400 minutes of ESL instruction weekly. In addition, during our 30 minute study skills groups, ELLs are placed with an ESL instructor to work on skills that will assist them on their various assignments for their content classes. This provides an extra 150 minutes of instruction each week for a total of 550 minutes each week.
3. All content area classes are taught in English with supplemental materials to assist our ELLs. Group work is used extensively, which encourages students to interact with each other and allows students to participate at their current skill level. Other assignments are differentiated to allow students to progress at their own pace. Small group activities provide 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.
4. Instruction for ELL Subgroups

- a. SIFE in high school are intellectually able comprehend the assignments but have difficulty completing them because of gaps in their education. Small group instruction allows instructors to more easily identify these gaps and provide further instruction/scaffolding to fill in the holes. Students meet daily with an ELL study skills group and are receive further assistance in completing these assignments as well as learning how to seek out information that they might be missing.
- b. Currently we do not have any newcomers. If we were to have newcomers in the future, they would be placed in classes with another ELL student “buddy”. This partnership allows a newcomer to have a specific person to go to for questions about academic and social issues. This helps to pave the way to a smoother transition to life and school in New York. They would have the mandated time in ESL classes. Teachers in content areas would provide alternative assignments, based upon the linguistic skills of the student as well as additional time to complete assignments. They would be offered the option of taking mandated exams in English or their native language. The Testing Coordinator would test students at the end of the year to comply with NCLB requirements.
- c. Currently we do not have any ELLs receiving service for 4-6 years. If we were to have them in the future, they would be placed in the mandated ESL classes as well as content area classes. Teachers in content areas would provide alternative assignments, based upon the linguistic skills of the student as well as additional time to complete assignments. They would be offered the option of taking mandated exams in English or their native language. The Testing Coordinator would test students at the end of the year to comply with NCLB requirements.
- d. Long-Term ELL students receive more than the mandated number of minutes of ESL instruction. In content areas differentiated instruction allows students to have alternative assignments, based upon their linguistic skills and are given additional time to complete exams and assignments. They are offered the option of taking mandated exams in English or their native language. Each year they are given the NYSESLAT.
- e. ELLs with Special Needs are served by both the ESL and SPED teachers. They have a Literacy Skills class taught by a SPED teacher with ESL push-in. They meet daily in Resource Room, to improve skills in all areas. In content area classes, they are provided alternative assignments, based upon their linguistic and academic skills and are offered additional time to complete assignments and exams. They are offered the option of taking mandated exams in English or their native language. Each year they are given the NYSESLAT.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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

### B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

5. ELLs are offered tutoring after school in ELA and Math, which provides them the opportunity to ask questions on an individual basis, strengthen their skills and to recover credits that they may be missing. Regents preparation activities are also offered after school in all of the content areas. ELLs may also take advantage of EducateOnline, a program which assists students in literacy and numeracy skills. All programs are offered in English.
6. Students who reach proficiency on the NYSESLAT are able to still take advantage of many of the aids for ELLs. All materials used with ELLs are in the classrooms and are available for former ELLs. They may use dictionaries during classes. Many of our staff members are bilingual and are able to continue providing support in the native language. During testing they are allowed the same accommodations that current ELLs are.
7. At this time, we are not planning any new programs for the upcoming school year.
8. None of our programs for ELLs will be discontinued.
9. ELLs are eligible to participate in all activities. Our Learning to Work program, which provides paid internships, counseling, and assistance in attending college works with ELLs. P.M. School, which provides tutoring, Regents preparation, individualized instruction and

credit recovery, is available to all ELLs. These programs are explained during the initial interview, during classes, during school-wide town hall meetings, and by the counselor to individual students. All students take part in the Campus Friday program in which we travel as a school to Bronx Community College and take classes using their facilities. ELLs participate in these programs in similar percentages as non-ELLs.

10. ELLs have access to bilingual Spanish-English dictionaries. Materials for some content areas are available in translation. Many of our teachers and support staff members speak Spanish and are able to assist in native language translation/interpretation when necessary.

11. All students take Spanish (the only Native Language of our students). Furthermore, it is the native language of many of our staff members, who are able to explain concepts in the native language when necessary. Classrooms have bilingual dictionaries and some materials, such as textbooks, worksheets, and websites, are available in translation.

12. Services and resources correspond to ELLs ages and grade levels. Our students are 17-21 years old and we use materials intended for high school students.

13. All students are interviewed prior to acceptance. Part of this interview, which involves both the student and at least one parent, includes a short orientation to the school and its programs.

14. All students are offered Spanish.

### C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

1. Our professional development plan includes a focus on the literacy needs of all of our student subgroups, including ELLs. Consultants from various fields meet with the teaching staff to share techniques for working with ELLs in all of the content areas. All teaching staff take part in these workshops. The Guidance Counselor and Parent Coordinator receive professional development at network or ISC sponsored trainings. Currently we do not have an Assistant Principal, Paraprofessional, Psychologist, Occupational/Physical or Speech Therapist.

2. As a transfer high school, our students have already attended at least one year of high school prior to acceptance to our school. Our focus is in transitioning them into college or another post-secondary opportunity. Our association with Bronx Community College provides all students, including ELLs, the opportunity to visit a college campus weekly and begin to understand the college class model. Student visit other campuses and receive assistance in completing applications and financial aid forms from both the guidance counselor and the Learning to Work staff. Parents and students are invited to attend workshops to understand the college application process as well as the expectations once attending a college.

3. Each year, part of our professional development plan includes workshops about working with ELLs which more than meets the hours required by Jose P. In addition, teachers have the option to attend QTEL training to further their knowledge. Records of this training will be stored in each teacher's file.

### E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here

1. All parents are invited to Parent-Teacher Conferences, PTA meetings, workshops, and student performances. Information regarding these events is mailed to parents in English and Spanish. Interpretation is available to all parents at all events.
2. We have a partnership with Wildcat Corporation, which houses a Learning to Work program in our building, which provides services to all parents and students. Translation and interpretation is available. We also have a partnership with Bronx Community College, which provides academic services, which are open to all parents and students.
3. The needs of the parents are evaluated via phone calls and mailed surveys. When possible, we speak to parents in person. This information is compiled by the parent coordinator, who attempts to find or create programs that meet those needs. She is bilingual and able provide translation and interpretation services when necessary.
4. Our parent activities are created based upon requests made by the parents. Whenever a new need arises, we look for or create an activity to help the parents. The parent coordinator is instrumental in reaching out the parents via mail, phone and in person when parents come to school in determining what needs parents have. She is bilingual and able to provide translation and interpretation services as necessary.

# Part V: Assessment Analysis

## A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)											1	1		2
Intermediate(I)												6	1	7
Advanced (A)											1	2	3	6
Total	0	0	0	0	0	0	0	0	0	0	2	9	4	15

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	11		4	
Math <u>Algebra</u>	6		6	

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Math <u>A</u>	4		3	
Biology				
Chemistry				
Earth Science				
Living Environment	10		5	
Physics				
Global History and Geography	13		2	
US History and Government	7		0	
Foreign Language	3		3	
Other <u>Geometry</u>	1		0	
Other <u>Phy Settin</u>	4		1	
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?

teacher, and Ms. Heather Beck, SPED teacher.

4a. All of our students have opted to take their Regents exams in English. They prefer this because they have been taking the classes in English and feel more comfortable with the material in the language that they were studying. Our ELLs tend to struggle with the Regents exams that require them to write essays. On the math and science Regents, they excel. Most of our current ELLs have been at P.U.L.S.E. for less than a year and attempted Regents exams, for which they were not prepared, at their previous schools. During this academic year, we will focus on the skills and content necessary for them to succeed. In the past, this has resulted in Regents scores for ELLs being comparable to those of former ELLs and native English speakers. This analysis was conducted by Ms. Margaret Amores, testing coordinator and ESL teacher, Ms. Jessica Hernandez-Speer, ESL teacher, and Ms. Heather Beck, SPED teacher.

b. At this time we are not using the ELL Periodic Assessment. Our students will need to pass the Regents, just like a native speaker; therefore, they complete the same Periodic Assessments as the native speakers.

c. Many of our ELLs did not complete Periodic Assessments previously. Once we complete our own testing, we will be able to work with this data to make changes and improvements to our program. Native Language is not a part of the Periodic Assessment process.

5. Not Applicable.

6. Our ELLs pass Regents exams, graduate, and go to college at rates that equal or exceed the native speakers. They become productive members of society.

### Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		

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