



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:**

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):

10/X/319

PRINCIPAL: DR. CAROL D. WIGGINS

EMAIL: [CWIGGIN3@SCHOOLS.NYC.GOV](mailto:CWIGGIN3@SCHOOLS.NYC.GOV)

SUPERINTENDENT: MS. ELAINE LINDSEY

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Dr. Carol D. Wiggins	*Principal or Designee	
Mr. Ira Liebowitz	*UFT Chapter Leader or Designee	
Ms. Lilliana Gonzalez	*PA/PTA President or Designated Co-President	
Ms. Maritza Lastra	DC 37 Representative, if applicable	
Mr. Gregory DeJesus Ms. Krystal Rodriguez	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Ms. Nadene Lee, Director, Learning-To-Work Program Wildcat Services Corporation	CBO Representative, if applicable	
Ms. Manyla Spencer	Member/ Teacher Chairperson	
Ms. Lizzie Scott	Member/ Parent	
Ms. Myra Marrero	Member/ Parent	
Ms. Gracie Ferguson	Member/ Parent	
	Member/	
	Member/	
	Member/	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
**50% of the total student body will be able to create an argument utilizing Common Core Learning Standards (CCLS) strategies.**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.  
**P.U.L.S.E. High School did not meet AYP in the subject area of English Language Arts.**

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

#### **a) Strategies/Activities**

**Scheduling:** Continue to program the students with 80 minute period of instructional time, in all disciplined areas including ELA. The arrangement is coupled with 10-week instructional programming which will allow individual student's academic deficiencies to be addressed in a depth orientated manner. **Staffing:** Continue the programming of teachers' preps to accommodate common planning time and have allocated funds for staff to attend city-wide training sessions as well as in-house trainings. Meet with teachers on a regular basis for professional development focusing on the continued implementation for the Project Based Learning and Problematising models. The network will continue to provide professional staff development focusing on CCLS strategies.

#### **b) Key Personnel and Other Resources**

Principal, Teachers, CFN, Support Staff, Learning-to-Work Staff, Guidance Counselor

#### **c) Teacher Decision Making and Evaluation of Strategies/Activities**

**Use of Data:** Continue using the data from report cards, teacher created assessments, quality reviews, and regents' examinations to monitor students' progress. Continue to have staff use the data to drive instruction. Continued to use the developed progress report to reflect student achievement as it relates to competencies based upon the NYS Learning Standards and required CCLS standards. Continue to review student's progress with teachers and support staff during the 5<sup>th</sup> and the 10<sup>th</sup> week of the 10-week cycle using a rubric model mechanism system to identify the student and the area(s) they are not performing at or above satisfactory leveling in order to provide proper interventions.

#### **d) Timeline for Implementation**

September 2012- June 26, 2013

### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.  
**P.U.L.S.E. High School is a 10-week cycle school. If a student is having trouble with the classroom. The parent is notified via telephone immediately. At the 5<sup>th</sup> week of the cycle, a formal letter is sent to the parent/guardian if the student is not meeting the expectations of the class and a meeting is set up between the student, teacher, and the parent. There is an open door policy at P.U.L.S.E. High School therefore, parents are always welcomed at any time to come into the school and meet with any school employee. Parents also are invited and encouraged to participate in Parent-Teacher**

**Conferences to discuss the progress of their student.**

**Budget and resources alignment**

- Indicate your school's Title I status: X School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
 Tax Levy     Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**Through Federal, State, local services and programs supported under NCLB, P.U.L.S.E. High School will continue to offer extended day activities 4 days per week after school where students are able to receive homework help, small group and individualized tutoring in the following content area classes: ELA, Math, Social Studies, and Science.**

## ANNUAL GOAL #2 AND ACTION PLAN

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

### **Annual Goal #2**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
**95% of all students will participate in one or more post-secondary readiness activities.**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.  
**The identified need that generated this goal is to improve the graduation rate of P.U.L.S.E. High School.**

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

#### **a) Strategies/Activities**

Continue to utilize the support systems including The Campus Friday Initiative held at Bronx Community College and the Learning-to-Work (LTW) Initiative held at P.U.L.S.E. High School. The LTW program has been infused into the academic day, 39 minutes per day, 4 days per week, Advisory classes are held. LTW staff will provide workshops on various values clarification and related issues. On Fridays, for 3 hours, students are broken up into groups and Job Readiness and College Readiness Skills and other related job skills are taught by the LTW staff. In addition, part-time internships are available to all students who are interested and are maintaining satisfactory academic performance. Work related seminars are held weekly for these students. Continue to provide SAT Preparation classes, college tours, participate in college fairs and continue to provide a post-secondary readiness plan for all senior students.

#### **b) Key Personnel**

Principal, Teachers, Consultant, Support Staff, Learning-to-Work Staff, Staff at Bronx Community College, and Guidance Counselor.

#### **c) Teacher Decision Making and Evaluation of Strategies/Activities**

Continue using the data from report cards, teacher created assessments, quality reviews, and LTW reports to monitor students' progress. Continue to have staff use the data to drive activities and instruction. Continued to use the developed progress report to reflect student achievement as it relates to competencies based upon the NYS Learning Standards and required CCLS standards. Continue to review student's progress with teachers and support staff during the 5<sup>th</sup> and the 10<sup>th</sup> week of the 10-week cycle using a rubric model mechanism system to identify the student and the area(s) they are not performing at or above satisfactory leveling in order to provide proper interventions.

#### **d) Timeline for Implementation**

September 2012- June 26, 2013

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.  
**Parents/Guardians will play an active role in our Campus Friday Program. Parents are able to volunteer their time and participate in Campus Friday activities. The LTW program is housed at P.U.L.S.E. High School and hold many events are workshops which are tailored to the needs of P.U.L.S.E. High School's parents/guardians.**

**Budget and resources alignment**

- Indicate your school's Title I status: X  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
X Tax Levy X Title I \_\_\_\_\_ Title IIA \_\_\_\_\_ Title III \_\_\_\_\_ Grants \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).  
**Federal, State, and programs under NCLB help to fund our Campus Friday Initiative.**

### ANNUAL GOAL #3 AND ACTION PLAN

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

#### **Annual Goal #3**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
**To improve school-wide attendance by 2%.**

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.  
**Research continues to show that if a student comes to school on a regular basis his/her chances of passing classes as well as graduating from said school. This rationale for this goal is to improve school-wide attendance rates.**

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
  - a) **Strategies/Activities**  
Under the leadership of the Attendance Teacher, designee of the Principal, the attendance teacher will assist in the process of increasing school-wide attendance using the following strategies and activities: 1) Work with the Guidance Counselor on the 407's and also assist her with the planning interview forms. 2) Continue to generate letters for absences and lateness to be used by the attendance staff to keep parents informed. 3) Continue home visits to excessively absent students. 4) Daily address the problems and/or issues that inhibit students from attending school on a regular basis through individual meetings with students. 5) Continue student attendance daily tracking recording via attendance rosters and telephone intervention to students and parents. (i.e., morning wake-up calls, daily absence and lateness calls) 6) Attendance teacher will chair the internal school attendance committee which meets weekly to discuss attendance issues and develop approaches to improve attendance and to monitor the attendance program. 7) Continue to develop attendance incentive programs to recognize and encourage excellent and improved attendance. 8) Parent meetings (individual and group) to discuss student's attendance issues.
  - b) **Key Personnel**  
Principal, Attendance Teacher, Content Area Teachers, Support Staff, Learning-to-Work Staff, and Guidance Counselor.
  - c) **Teacher Decision Making and Evaluation of Strategies/Activities**
    - a) Review data that aggregates the problems and/or issues that inhibit students from attending school on a regular basis through individual meetings with students.
    - b) Evaluate data of student attendance daily tracking recording via attendance rosters and telephone intervention to students and parents. (i.e., morning wake-up calls, daily absence and lateness calls)
    - c) Attendance teacher will chair the internal school attendance committee which meets weekly to discuss and evaluate attendance issues and develop approaches to improve attendance and to monitor the attendance program.

#### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.  
**Working with parents/guardians as partners to ensure that their student gets to school in a timely fashion. The school and CBO will provide incentives to parents and students for active participation in our attendance program. Parents/Guardians are called daily for lateness and absence**

of their student(s).

**Budget and resources alignment**

- Indicate your school's Title I status: X  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
X Tax Levy X Title I \_\_\_\_\_ Title IIA \_\_\_\_\_ Title III \_\_\_\_\_ Grants X Other

If other is selected describe here: Learning-to-Work Budget

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).  
**Federal, State, and local programs supported by NCLB help to fund our attendance program.**

### **ANNUAL GOAL #4 AND ACTION PLAN**

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

#### **Annual Goal #4**

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

#### **Comprehensive needs assessment**

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

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

#### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

#### **Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

\_\_\_\_\_ Tax Levy    \_\_\_\_\_ Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

#### **Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

### **ANNUAL GOAL #5 AND ACTION PLAN**

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

#### **Annual Goal #5**

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

#### **Comprehensive needs assessment**

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

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - e) strategies/activities that encompass the needs of identified student subgroups,
  - a) key personnel and other resources used to implement these strategies/activities,
  - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - c) timeline for implementation.

#### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

#### **Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

\_\_\_\_\_ Tax Levy    \_\_\_\_\_ Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

#### **Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Literacy Fridays Interactive Writing	Small group	Every Friday during the school day during each student's English class.
	PM (After) School [Homework help, readings, interactive writing]	Small group and one-to-one tutoring	Monday-Thursdays from 3pm-5pm.
Mathematics	Literacy Fridays Interactive Writing	Small group	Every Friday during the school day during each student's Math class.
	PM (After) School [Homework help, readings, interactive writing]	Small group and one-to-one tutoring	Monday-Thursdays from 3pm-5pm.
Science	Literacy Fridays Interactive Writing	Small group	Every Friday during the school day during each student's Science class.
	PM (After) School [Homework help, readings, interactive writing]	Small group and one-to-one tutoring	Monday-Thursdays from 3pm-5pm.
Social Studies	Literacy Fridays Interactive Writing	Small group	Every Friday during the school day during each student's History class.
	PM (After) School [Homework help,	Small group and one-to-one tutoring	Monday-Thursdays

	readings, interactive writing]		from 3pm-5pm.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Group and Individual Counseling for SPED students  Individual Counseling	Small Group and One-to-One as stated on the IEP  Provided by on-site CBO Social Worker	During the school day by appointment  During the day and after-school on an as needed basis as per students' needs.

**HIGHLY QUALIFIED TEACHERS (HQT)**

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

This is not applicable. All of the teachers at P.U.L.S.E. High School are highly qualified.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

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

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

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

**I. School Responsibilities**

*Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:*

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Nancy Scala</b>	District <b>10</b>	Borough <b>Bronx</b>	School Number <b>319</b>
School Name <b>Providing Urban Learners Success in Educ</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Carol D. Wiggins</b>	Assistant Principal <b>type here</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Margaret Bright Amores</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>Heather Beck/SPED</b>	Parent <b>Lillian Gonzalez</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Maritza Lastra</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<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 education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>200</b>	Total Number of ELLs	<b>11</b>	ELLs as share of total student population (%)	<b>5.50%</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

1. As a transfer school, all of our students have completed at least one year of high school in an NYC high school, and therefore have already had their ELL status verified. In the event that we have a student transferring from a private school, our testing coordinator, who is ESL certified, would administer the Home Language Survey during the admission process, 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. In April/May of each year, the testing coordinator, who is ESL certified, conducts the NYSESLAT with all eligible students. She uses the RNMR report in ATS to verify that all eligible students are tested. Each day, one section of the exam is completed and tracked on a chart. After all 4 sections are administered, students who have missed a section are tested until the end of 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.
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. Entitlement letters are maintained by the testing coordinator, who is ESL certified.
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.
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. Because all of our students have been enrolled in ESL programs previously, we have to assume that this was the parents' choice and that this is in alignment with the parents' requests.

## 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

**This school offers (check all that apply):**

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<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>										1	1	0	1	3
<b>Total</b>	0	0	0	0	0	0	0	0	0	1	1	0	1	3

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	11	Newcomers (ELLs receiving service 0-3 years)	0	Special Education	3
SIFE	1	ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	10

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL				1		1	10	1	2	11
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>10</b>	<b>1</b>	<b>2</b>	<b>11</b>

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

**C. Home Language Breakdown and ELL Programs**

**Transitional Bilingual Education**

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

Dual Language (ELLs/EPs) K-8																					
Number of ELLs by Grade in Each Language Group																					
	K		1		2		3		4		5		6		7		8		TOTAL		
	EL	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>	<b>0</b>																				

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	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>	<b>0</b>										

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										1	2	0	8	11
Chinese														0
Russian														0
Bengali														0
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>1</b>	<b>2</b>	<b>0</b>	<b>8</b>	<b>11</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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic

## A. Programming and Scheduling Information

content areas and accelerate English language development?

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here

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. This exceeds the minimum number of minutes required each week for both Beginning and Intermediate ELLs. Advanced ELLs take an ESL/ELA class for 80 minutes per day, which is divided into two sections: One for ESL (200 minutes) and one for ELA (200 minutes). They also remain in the 30 minute study skills group with an ESL instructor.

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. Students are required to complete the same language requirements as all other students. At this time, we only offer Spanish, which is also the first language of all of our ELLs.

5. 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.

## A. Programming and Scheduling Information

- 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.
6. The ESL and SPED teachers work together to create opportunities for these students to succeed. They have modified assignments, use of a bilingual dictionary, and internet resources in their home language.
7. 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.

### Courses Taught in Languages Other than English ⓘ

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

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

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

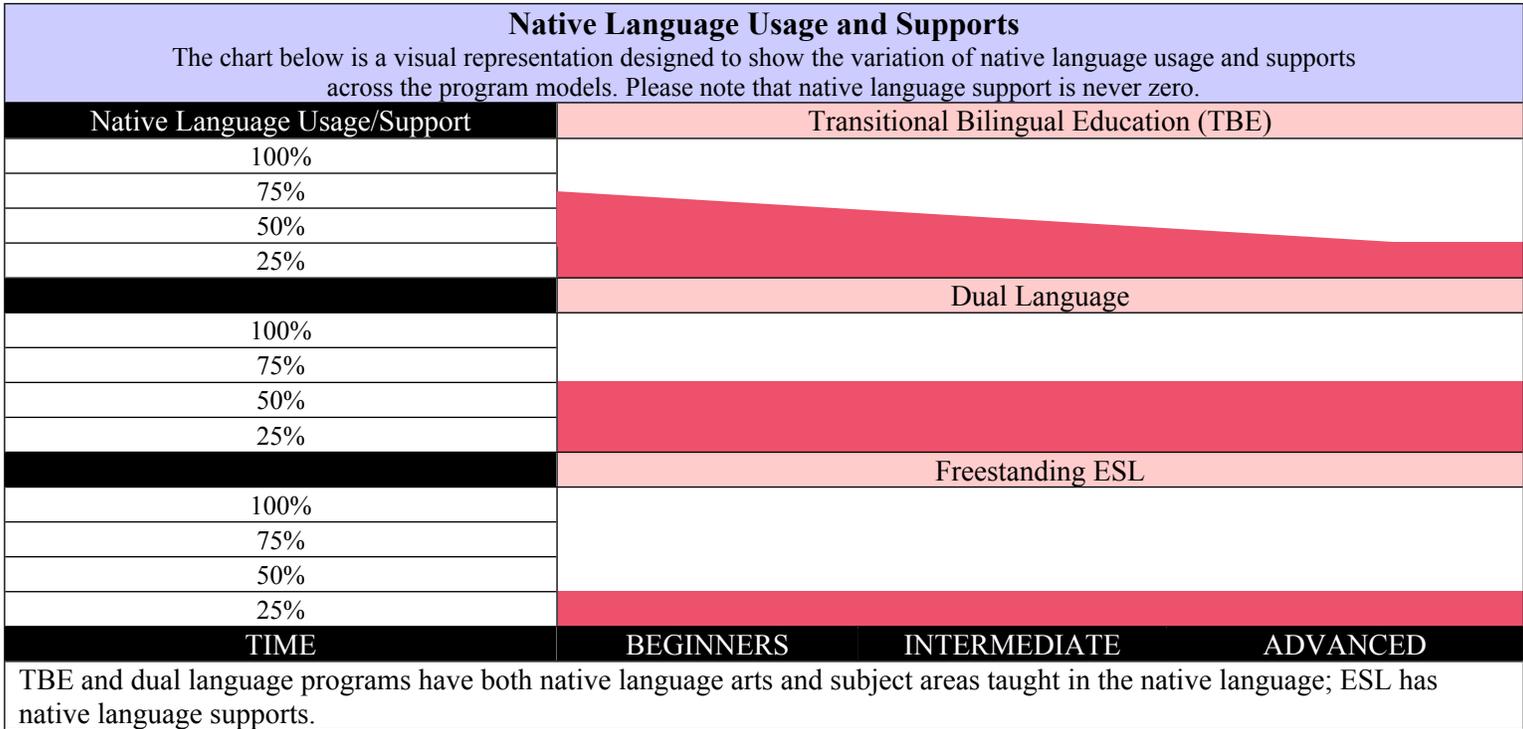
### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<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



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

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

Paste response to questions 8-17 here

8. ELLs are offered tutoring after school, 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 ELA, math, social studies, and science. ELLs may also take advantage of One-on-One Tutoring, a program which assists students in literacy and numeracy skills. All of these classes are provided in English.
9. 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. Students are given extended time and the use of a bilingual dictionary during testing.
10. At this time, we are not planning any new programs for the upcoming school year.
11. None of our programs for ELLs will be discontinued.
12. 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.
13. 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.
14. 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 are available in translation.
15. 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.
16. 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.
17. 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.
2. 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.

## 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 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.
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.

# 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
Intermediate(I)											1		7	8
Advanced (A)											1		1	2
Total	0	0	0	0	0	0	0	0	0	1	2	0	8	11

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual 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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	6		1	
Integrated Algebra	6		4	
Geometry	2		0	
Algebra 2/Trigonometry				
Math <u>A</u>	1		1	
Biology				
Chemistry				
Earth Science	3		1	
Living Environment	7		5	
Physics				
Global History and Geography	9		2	
US History and Government	5		3	
Foreign Language	2		2	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

Paste response to questions 1-6 here

1. This does not apply as we are a high school.
2. Our students struggle with reading and writing more than listening and speaking. There is usually one proficiency level difference. This is true across grades.
3. Because we noticed that students struggle more with reading and writing, which are vital to passing the ELA and History exams, we created a class of students who need to take both the ELA and Global exams and will take them as a cohort. The teachers will align their curricula so as to provide continuity in instruction and re-enforce skills.
- 4a. Across the board our ELLs are more proficient in speaking and listening as opposed to reading and writing. They opt to take all of their exams in English so a comparison can not be made. It is noteworthy that they first succeed in the math and science exams before they succeed in ELA and the history exams.
- 4b. We do not use the ELL Periodic Assessments.
- 4c. Most of our students did not attend school regularly in the previous school year and therefore often have not taken Periodic Assessments. This year will be the first year that many of them take those assessments, which we will then be able to use to assist them better.
5. This does not apply as we do not have a dual language program.
6. Our ELLs graduate and go to college at similar rates as our general education students. Therefore, we consider our program a success.

### 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

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)

School Name: \_\_\_\_\_

School DBN: \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 10x319      **School Name:** Providing Urban Learners Success in

**Cluster:** CFN      **Network:** 107

**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 62.3% Hispanic, it was important that I meet with the parents. Before meeting with the parents, I prepared a survey which had them check off the language that they were most comfortable reading, writing and speaking in. I prepared the survey in both English and Spanish. Materials to the parents are mailed in both English and Spanish (English on one side and Spanish on the other) to all parents.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

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.