



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PROVIDING URBAN LEARNERS SUCCESS IN EDUCATION [P.U.L.S.E.
]HIGH SCHOOL

DBN (i.e. 01M001): 10X319

Principal: DR. CAROL D. WIGGINS

Principal Email: CWIGGIN3@SCHOOLS.NYC.GOV

Superintendent: MS. ELAINE LINDSEY

Network Leader: MS. NANCY SCALA

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

100% of the students will experience at least two CCLS aligned argument writing units in each of their ELA, SS, and Science classes by June 2014. Argument writing will improve in quality and the improvement will be measured by meeting the grade level requirement.

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.

We are a transfer high school and almost all of our students come to us with significant academic deficits especially in ELA. The common component that bonds across each content area.

Instructional Strategies/Activities

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

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

Scheduling:

Continue to program the students with 80 minute period of instructional time, in all disciplines. 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 problematizing models. The network will continue to provide professional staff development focusing on CCLS strategies and the assistance in helping teachers plan and assess argumentation writing skills.

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

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

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

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.

Continue 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 5th and the 10- 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 and completion including start and end dates

1. September 2013- June 26, 2014

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

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, individualized tutoring and Saturday school in the following content area classes: ELA, Math, Social Studies, and Science. These extended day activities will be structured to support argument writing.

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).

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 5th 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. Parents may come to the school at anytime to discuss their student's progress.

Budget and Resource Alignment

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

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.

Title I

Goal and Action Plan #2

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

Annual Goal #2

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

95% of all students will participate in one or more post-secondary readiness activities, leading to greater student readiness for college.

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

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

Strategies/Activities

Continue to utilize the Campus Friday Initiative held at Bronx Community College.

Continue the Learning-to-Work (LTW) Initiative held at P.U.L.S.E. High School where LTW staff provide workshops on various values clarification and related issues.. The LTW program has been infused into the academic day, 39 minutes per day, 4 days per week. 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.

Continue to offer 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. Advisory classes are held daily. Advisory serves as an effective check-in process around progress towards meeting all goals.

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 and other resources used to implement each strategy/activity

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

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

Continue using the data from report cards, teacher created assessments, quality reviews, and LTW reports to monitor students' progress toward graduation.

Continue to have staff use achievement data and college readiness indicators to drive activities and instruction.

Continued to use the PULSE progress report for student achievement and readiness competencies - which are based upon the NYS Learning Standards and required CCLS standards- to drive conversations with students and set goals during advisories.

Continue to review student's progress with teachers and support staff during the 5th and the 10th week of the 10-week cycle using a rubric to identify the student in problematic and the area(s). Provide interventions targeting these areas during the AIS periods.

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

1. September 2013- June 26, 2014

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

1. Federal, State, and programs fund our Campus Friday 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).

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.

Budget and Resource Alignment

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

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

Title I

Goal and Action Plan #3

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

Annual Goal #3

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

To improve school-wide attendance for SY 2013-14 by 1%

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. The overall school attendance at the end of SY 2012-13 was 76.4%

Instructional Strategies/Activities

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

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

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 and other resources used to implement each strategy/activity

1. Principal, Attendance Teacher, Content Area Teachers, Support Staff, Learning-to-Work Staff, and Guidance Counselor.

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

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.

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

September 2013 - June 26, 2014

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

Federal, State, and local programs help to fund our 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).

Working with parents/guardians as partners to ensure that their student get 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

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

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

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

1.

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

1.

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

1.

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

1.

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

1.

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).

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

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

A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

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).

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	1.Literacy Fridays Interactive Writing 2.PM (After) School [Homework help, readings, interactive writing 3.Saturday Academy	1. Small Group 2. Small Group and one-to-one Tutoring 3. Small Group	1.Every Friday during the school day during each student’s English class. 2.Monday-Thursdays from 3pm-5pm. 3. Selected Saturdays from 9am-1pm.
Mathematics	1.Literacy Fridays Interactive Writing 2.PM (After) School [Homework help, readings, interactive writing 3.Saturday Academy	1. Small Group 2. Small Group and one-to-one Tutoring 3. Small Group	1.Every Friday during the school day during each student’s English class. 2.Monday-Thursdays from 3pm-5pm. 3. Selected Saturdays from 9am-1pm. 1.Every Friday during the school day during each student’s English class. 2.Monday-Thursdays from 3pm-5pm. 3. Selected Saturdays from 9am-1pm.
Science	1.Literacy Fridays Interactive Writing 2.PM (After) School [Homework help, readings, interactive writing 3.Saturday Academy	1. Small Group 2. Small Group and one-to-one Tutoring 3. Small Group	1.Every Friday during the school day during each student’s English class. 2.Monday-Thursdays from 3pm-5pm. 3. Selected Saturdays from 9am-1pm.
Social Studies	1.Literacy Fridays Interactive Writing 2.PM (After) School [Homework help,	1. Small Group 2. Small Group and one-to-one Tutoring 3. Small Group	1.Every Friday during the school day during each student’s English class. 2.Monday-Thursdays from 3pm-

	readings, interactive writing 3.Saturday Academy		5pm. 3. Selected Saturdays from 9am-1pm.
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.

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

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
All teachers at PULSE are fully licensed and teach in their subject areas; new teachers are recruited via NYC DOE job fairs or through professional recommendations.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
The focus will continue to be on providing activities that are rigorous, job-embedded, on-going and sustainable, student centered, geared toward career readiness and data driven. With regards to CCS and the performance data the following professional development needs were: reading skill and strategies, writing skills and strategies, sentence skill, problem solving and number sense. Continued professional development on reading and analyzing informational texts and writing opinions and arguments in response. In addition, strategies and activities integrating and implementing of the CCS with the infusion of Danielson Framework will be regularly addressed.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Through Federal, State, local services and local programs P.U.L.S.E. High School will continue to offer extended day activities 4 days per week after school where all students are able to receive homework help, small group, individualized tutoring and Saturday school in the following content area classes: ELA, Math, Social Studies, and Science.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
Not applicable

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers use student achievement as a constant barometer in their decision making process of selection of appropriate multiple assessment measures. Student achievement is consistently monitored through a variety of formative assessments including programs such as ARIS and Regents results. These programs give teachers the opportunity for immediate student feedback as well as the ability to analyze and evaluate assessment scores based on areas of strengths and weaknesses. In turn, a portion of professional development trains teachers to develop lessons based on assessment data. As teachers utilize assessment data, they make connections and respond to trends in student learning. This use of strategic monitoring has enabled and continues to enable teachers to target instruction to students' strengths and weaknesses.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
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**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP) Template

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 1st 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
MAY 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 1st 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.

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 10	Borough Bronx	School Number 319
School Name Providing Urban Learners Success in Ed.		

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

Principal Dr. Carol D. Wiggins	Assistant Principal None
Coach type here	Coach type here
ESL Teacher Ms. Josephine Collado	Guidance Counselor Ms. Kathleen Atwell
Teacher/Subject Area Mr. Edward Menghi/ English	Parent Ms. Lizzie Scott
Teacher/Subject Area	Parent Coordinator Ms. Maritza Lastra
Related Service Provider Ms. Heather Beck	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	225	Total number of ELLs	13	ELLs as share of total student population (%)	5.78%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In										1	5	5	3	14
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	1	5	5	3	14

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	2	Newcomers (ELLs receiving service 0-3 years)	0	ELL Students with Disabilities	3
SIFE	0	ELLs receiving service 4-6 years	5	Long-Term (completed 6+ years)	9

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL				5		1	9		2	14
Total	0	0	0	5	0	1	9	0	2	14

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
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	5	5	2	13
Chinese														0
Russian														0
Bengali													1	1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	1	5	5	3	14

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0												
	I													1
	A													
	P											3	4	1
READING/ WRITING	B													1
	I											1	2	
	A											2	2	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 (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									0

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
This does not apply as we are a high school.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
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. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
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.
4. For each program, answer the following:
 - a. 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?
 - a. 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 cannot be made. It is noteworthy that they first succeed in the math and science exams before they succeed in ELA and the history exams.
 - b. We do not use the ELL Periodic Assessments.
 - c. Most of our students did not attend school regularly in their previous school year and therefore, students often have not taken Periodic Assessments. This year will be the first year that many of them take those assessments. We will be able to use to assist them better.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
This does not apply as we are a high school.
6. How do you make sure that a child's second language development is considered in instructional decisions?
P.U.L.S.E. High School uses a comprehensive approach to our ELL program. Through early identification of students, collaborative planning and preparation, guidance support services, content area courses infused with ESL methodologies, our school is working diligently in assisting all students and drives instructional decisions.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

This does not apply as we do not have a dual language program.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Our ELLs graduate and go to college at similar rates as our general education students. Therefore, we consider our program a success. The assessment tools used is their progress academically in their content area classes as well as standardized state exams scores. In addition, we do look at ELLs meeting AYP.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
As a transfer school, all of our students have completed at least one year of high school in a 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 of ELLs and ask them to complete the Parent Choice Form. This would be completed within 10 school days. Students would then be placed in classes according to what they need in order to graduate.
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.
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)/guardians would be shown the NYC video which outlines the three program choices on the day 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. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
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 returned by the students, collected by the ESL testing coordinator maintained and stored in a locked filing cabinet in the testing coordinator's office, who is ESL certified.
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.
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 but one of our students 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/interpretations service to appropriately communicate with the student and their family.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
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.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
In the history of the school (ten years) we have not enrolled an ELL who is new to the system and therefore, have not have 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.

Part V: ELL Programming

A. Programming and Scheduling Information

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

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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. 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)?

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 skill groups, ELLs are placed with 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. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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 help our students to meet and exceed state standards and assessments and the Common Core Learning Standards.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.

- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Instruction for ELL Subgroups

a. SIFE in high school are intellectually able to 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 receiving 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 taking mandated exams in English or their native language. Each year they are given the NYSESLAT.

e. Students 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.

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

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 NYSELLAT.

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

P.U.L.S.E. High School employs 80 minute block class scheduling and a heterogeneous non-graded class setting which enable all students to achieve their goals (IEP and instructional goals) and attain English proficiency with the least restrictive environment.

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:			

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

Social Studies:				
Math:				
Science:				

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

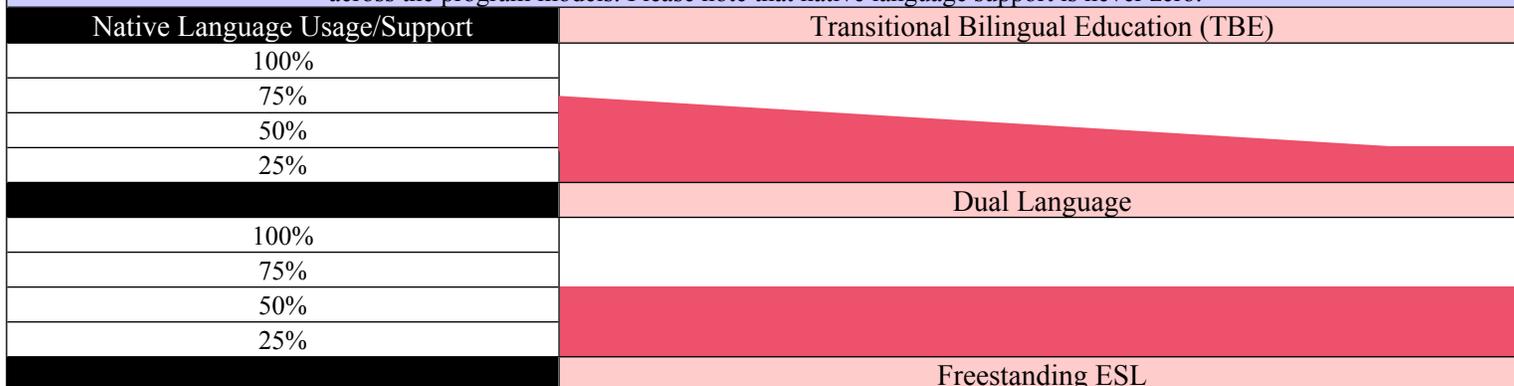
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

ELLs are offered tutoring after school, which provides them the opportunity to ask questions on an individual bases, strengthen their skills and to recover credits that they may be missing. Regents preparation acativities 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. Allof these classes are provided in English.

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

Our program is effective in our ELLs meeting both content and language development. The freestanding program allows students to surround themselves with language. They are able to use prior knowledge to interact with new knowledge. Students work cooperatively with native speakers to share learning experiences.

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

No new programs will be considered for the upcoming school year.

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

At this time, we are not planning any new programs for the upcoming school year.:

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

All students including ELLs are eligible to participate in all activities. All students are afforded equal access with Academic Intervention Services both during the regular schoold day as well as PM school program. Our Learning to Work program, which provides paid interships, counseling, and assistance in attending college works with ELLs. P.M. School, which provides tutoring, Regents preparation, individualized instruction and and credit recovery, is available to all ELLs. Their progress academically as well as on standrdized state exams will be monitored for accountability and early academic intervention. All students are afforded equal access to all programs.

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

ELLs have access to biligual Spanish-English dictionaries. Materials for some content areas area available in translation. Many of our teachers and support staff memebers speak Speanish and are able to assist in naitve language translation/interpretation shen necessary.

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

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 concpets in the native language when necessary. Classrooms have bilingual dictionaries and some materials are available in translation.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

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

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

All students are inteviewed 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.

18. What language electives are offered to ELLs?

All students are offered Spanish.

19. For schools with dual language programs:

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

This does not apply as we do not have a dual language program.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
 1. Our professional development plan includes a focus on the literacy needs of all of our student subgroups, including ELLs. Consultants from various field meet with the teaching staff to share techniques for working with ELLs in all of the content areas.
 2. Teachers are offered weekly PD along with general education and SPED teachers and strategies are developed and supported in the engagement in the Common Core Learning Standards.
 3. 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.
 4. Each year, part of our professional development plan includes workshops about working with ELLs which more than meets the hours required. In addition, teachers have the option to attend QTEL training to further their knowledge. Records for PD's are maintained on file in the Principal's office. This includes: the agenda of PD and the sign-in sheet.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. All parents are invited to Parent-teacher Conferences, PTA meetings, workshops, and student performances. Information regarding these events is mailed in English and Spanish. Interpretation is available to all parents for all events.
 2. We have a partnership with Wildcat Corporation, which houses a Learning to Work program in our building. This program 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.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

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

School DBN: 10X319

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Carol D. Wiggins	Principal		12/5/13
N.A.	Assistant Principal		12/5/13
Ms. Maritza Lastra	Parent Coordinator		12/5/13
Ms. Josephine Collado	ESL Teacher		12/5/13
Ms. Lizzie Scott	Parent		12/5/13
Mr. Edward Menghi/ELA	Teacher/Subject Area		12/5/13
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Ms. Katheleen Atwell	Guidance Counselor		12/5/13
	Network Leader		1/1/01
Ms. Heather Beck	Other <u>Related Service</u>		12/5/13
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **10X319** School Name: **P.U.L.S.E. High School**

Cluster: **01** 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

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 over 60% Hispanic, it was important that I met with the parents. Before the meeting with the parents, I prepared a survey which had them check off the language that they were most comfortable reading, writing and speaking. I prepared the survey in both English and Spanish. Materials to the parents were mailed in both languages (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 needed Spanish translation services. These findings were shown during the weekly staff meetings held as well as the SLT and Parent Council meetings. These findings were reported to the school community.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

All written communication pertaining to P.U.L.S.E. High School, its partners, and affiliates are translated into Spanish. All school events, parent meetings, and school-wide programs are written in both English and Spanish. This service is done in-house by school staff.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Based upon the survey taken at a parent meeting that included all parents, it was shown to us that over 50% of the parents need translation services. All school events, partnership events, parent meetings, and school-wide programs are interpreted in English and Spanish. This service is done in-house by school staff.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

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