

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**

**10X319**

**School Name:**

**PROVIDING URBAN LEARNERS SUCCESS IN EDUCATION HIGH SCHOOL**

**Principal:**

**CAROL WIGGINS**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: P.U.L.S.E. High School School Number (DBN): 10X319  
Grades Served: 9-12  
School Address: 560 East 179<sup>th</sup> Street Bronx, NY 10457  
Phone Number: 718-294-0230 Fax: 718-901-5928  
School Contact Person: Dr. Carol D. Wiggins Email Address: CWIGGIN3@schools.nyc.gov  
Principal: Dr. Carol D. Wiggins  
UFT Chapter Leader: Edward Menghi  
Parents' Association President: Myra Marrero  
SLT Chairperson: Heather Beck  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Donna Pooler  
Student Representative(s): Abdul Rahim  
Itzelle Reyes

**District Information**

District: 10 Superintendent: Ms. Lashawn Robinson  
Superintendent's Office Address: 1150 East New York Avenue, Room 304, Brooklyn, NY 11212  
Superintendent's Email Address: LROBINSON5@SCHOOLS.NYC.GOV  
Phone Number: 718-778-7305 x3035 Fax: 718-

**Borough Field Support Center (BFSC)**

BFSC: Bronx Director: Mr. Jose Ruiz  
Director's Office Address: 1230 Zerega Avenue Bronx, N.Y. 10462

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JRUIZ2@SCHOOLS.NYC.GOV

Director's Email Address:

718-828-7776

718-828-3113

Phone Number:

Fax:

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed 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 (Blue Ink)
Dr. Carol D. Wiggins	*Principal or Designee	
Edward Menghi	*UFT Chapter Leader or Designee	
Myra Marrero	*PA/PTA President or Designated Co-President	
Ms. Maritza Lastra	DC 37 Representative (staff), if applicable	
Ms. Donna Pooler	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Abdul Rahim	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Itzelle Reyes	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Heather Beck	Staff/Chairperson	
Ms. Valerie Allen	Parent/Vice President, PA/PTA	
Ms. Wanda Ramos	Parent/Treasurer, PA/PTA	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

#### Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

1. The mission of P.U.L.S.E. High School is to meet the academic needs of our students with in-depth understanding of concepts and skills. We believe it is important to structure their learning and their environment appropriately, so that their academic and social experiences are relevant and meaningful to their lives. We persist in our belief that every student has the ability to grow by connecting with others, with their work and with the world. We believe our purpose is to prepare our students for a better self, a better community, a better world and better future.

P.U.L.S.E. is a "last option" for many high school students struggling, academically, socially and emotionally. Currently our school has no established credit and/or Regents test requirements for entry. This means a student may enter P.U.L.S.E. with "0" credits and "0" Regents exams. Currently, we are the only transfer school in the city that offers this option.

Nevertheless, we require all potential students to participate in an interview process. Students and their parent/guardian are expected to attend the interview together. For the interview, we analyze the students' transcript, last year's attendance record, and last report card. From our analysis, we are able to make queries about a student's readiness for the P.U.L.S.E. experience. During the interview, we examine the student's verbal and nonverbal responses as well as his/her interactions with the accompanying parent/guardian. We ask specific questions about a child's past academic experiences and extra-curricular activities to determine whether P.U.L.S.E. will be a good fit for the student. We do not exclude students with IEPs from the process. A student with an IEP (Individualized Education Plan) may participate in the interview process and has an equal chance of placement, provided our environment meets the stipulations noted on his/her IEP and we have space available in the program. Currently our Students with Disabilities (Special Needs) participate in all general education activities, and they are not "labeled" in any way. They are made aware of their options for support, and as they successfully develop their skills through the support of our caring professionals, they may elect to refuse certain supports and/or accommodations for activities. Nevertheless, the supports are provided, especially during state assessments to ensure every student receives optimal opportunities for success.

PULSE High School is a 10-week cycle school. If a student is having trouble within the classroom, the parent/guardian 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 to facilitate a dialogue between the student and teacher as well as the teacher and parent/guardian. There is an open-door policy at PULSE High School. Therefore, parents/guardians are always welcomed at any time to come into the school and to meet with any school employee. Parents/Guardians are invited and encouraged to participate in Parent Teacher Conferences and all parent events to discuss the progress of their student.

P.U.L.S.E.'s partnerships with Fedcap (LTW, Connect2Career and TTA), through the on-site Parent and Attendance Coordinators, foster ongoing outreach to parents and families regarding daily attendance as well as students' academic and professional performance. Our partnership offers current P.U.L.S.E. students professional and academic services such as resume development and interviewing skills workshops, job placement through paid internships, on-the-job development through weekly seminars, college application and financial aid services, college entrance test prep and tutoring services.

Learning to Work (LTW) provides advocacy for P.U.L.S.E.'s student body. Each student is assigned to a LTW advocate. Throughout a student's time at P.U.L.S.E., he/she may communicate with his/her advocate for academic, professional, social and/or emotional purposes. Currently, there are 65 students enrolled in the internship component of the LTW

program and 50 students in the Transition to Adulthood program. TTA tracks the progress and milestones for juniors and seniors, and follows them beyond graduation for a period of two years. The data for the 2014 LTW cohort indicate that 25 of the 75 students were placed in full-time employment, a 33.3% full-time placement record.

P.U.L.S.E. and Fedcap staff members participate collectively in case conferencing, (each student has a Fedcap advocate), peer mediation and other preventive and interventional measures as needed. P.U.L.S.E. and Fedcap conduct a retention-incentivized plan (RIP) to tract student performance. Since February, we have tracked 40 students. Four (4) of the 40 students (10%) met the milestone while five (5) more students (12.5%) are on their way to meeting the milestone.

P.U.L.S.E.'s Campus Friday Initiative through Bronx Community College (B.C.C.) provides workshops that primarily foster social and emotional development as well as pre-college and career counseling provided by the B.C.C. administrators. P.U.L.S.E.'s partnership with B.C.C. provides a unique opportunity for many P.U.L.S.E. students to become a part of the American Dream . Many of our students will be the first high-school graduates in their families and the first family member to attend a post-secondary academic institution that offers an academic degree. Since B.C.C. is located within the community, it is a shining beacon of hope for many students who never knew they could overcome their academic challenges through focus, hard work, and determination as well as the support of caring adults and peers.

P.U.L.S.E.'s partnership with the NYC Young Men's Initiative, "the nation's most comprehensive municipal strategy tackling the disparities faced by young men of color," continues to support the transformation, growth and refinement of urban youth in crises. Currently, its advocacy has been bolstered by its alignment with the White House's "My Brother's Keeper" initiative, and our males have demonstrated significant gains in their academic, social and emotional growth from participating in its related activities and incentives.

2. Almost all of our students come to us with significant academic deficits, especially in ELA; as a result, they struggle to meet the state requirements for the Global History and United States History exams because they are required to read and to comprehend several short passages as well as write short responses and essays. The read and writing requirements for these Regents exams become particularly challenging for our ELLs (former and current) and our SWDs.

3.

### **Supportive Environment (Most Progress)**

PULSE's learning community is developed based on three tenets: trust, responsibility and respect. The school creates a family environment and shows students that we care about their lives, their families, their communities and their futures.

### **Collaborative Teachers (Most Progress)**

Teacher teams consistently engage in professional collaborations. They have developed a great rapport and respect for their professional practice, individually and collectively, and they have the opportunities to develop professionally. The teacher teams have strengthened the teachers' instructional practice.

### **Effective School Leadership (Most Progress)**

The principal nurtures the professional growth of teachers and staff. Teachers and staff have a lot of input in decisions. If they have an idea, they must explain it to the principal and show how the idea benefits the students. Teachers and staff are allowed to try out new things, and they are provided with instructional and social-emotional supports as they solve problems together. They are able to make decisions and to try new things. Most of all, they are able to learn from their outcomes.

### **Trust (Most Progress)**

The members of our team have an equal voice in the decision-making process. They are strategically positioned at P.U.L.S.E. as “assessors of students’ problems, managers of services, providers of direct academic and support services, and advocates for students. Everyone feels valued and everyone is committed to improving student outcomes as well as to prepare students for current and successes.

### **Rigorous Instruction (Area of Focus)**

PULSE’s curricula focus on argumentation as well as various instructional shifts (not identified in the CEP 2014-2015). These instructional shifts include text-based answers, academic vocabulary and writing from sources. Classroom tasks promote rigorous habits since teachers use Webb’s Depth of Knowledge to evaluate their tasks so that learners enhance their critical thinking skills. Students are given various supports for higher-order tasks such as chunking text, and graphic organizers to organize their thoughts for a literary analysis. All teachers use the SEE method – Statement, Evidence, Explanation - across content areas to develop their claims. PULSE teachers will increase the opportunities for high levels of student ownership and student thinking.

### **Strong Family-Community Ties (Area of Focus)**

PULSE High School has an open-door policy. Therefore, parents/guardians are always welcomed at any time to come into the school and to meet with any school employee. Parents/Guardians are invited and encouraged to participate in Parent Teacher Conferences, Parent Association meetings, and all other parent/school events to discuss the progress of their student. Parents are pleased with the support they receive from the school: they feel the school keeps them informed about everything. They see the school as a family, and they would recommend this school to other parents. PULSE would like to strengthen the partnerships with families and FedCap (CBO).

## 10X319 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	226	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	6	# Music	1	# Drama	N/A
# Foreign Language	4	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	79.7%	% Attendance Rate			80.6%
% Free Lunch	82.4%	% Reduced Lunch			4.0%
% Limited English Proficient	6.6%	% Students with Disabilities			18.9%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.9%	% Black or African American			38.8%
% Hispanic or Latino	58.6%	% Asian or Native Hawaiian/Pacific Islander			0.9%
% White	0.9%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	10.34	# of Assistant Principals (2014-15)			N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			N/A
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			25.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)			4.15
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	45.8%	Mathematics Performance at levels 3 & 4			72.0%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5A – Framework for Great Schools Element – Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

#### QR Report 2014-2015:

- P.U.L.S.E.’s curricula focus is argumentation across all disciplines. The curricula are aligned to the CCLS and emphasize three instructional shifts: text-based answers, academic vocabulary and writing from sources.
- P.U.L.S.E. teachers use Depth of Knowledge (Level 2 and Level 3 questions) when constructing their learning tasks. The depth of knowledge-worded learning tasks deepen higher-order thinking skills for all students including English Language Learners and Students with Disabilities.
- P.U.L.S.E. teachers provide various supports for diverse learners  
(S.E.E. - Statement, Evidence and Explanation)  
Chunking text from the document and the use of graphic organizers

#### **January 2015 Regents (Global and United States History):**

- Team grading by the English Language Arts and and Social Studies teachers allowed teachers teams to conduct an analysis of student performance trends looking at the thematic and document-based essays. The trends indicated
  - (1) Students did not develop their claims sufficiently by providing an explanation for their evidence (Global and US).
  - (2) Students did not correctly identify the argument and claims (US)

#### **Teacher Team Analysis of Regents Performance Trends:**

- Students who did not receive a passing score on the English Language Arts, Global History, or United States History were most likely:
  - (1) Receiving a partial score for short responses due to limited /no explanation.
  - (2) Receiving a lower score for essay development due to limited / no evidence.
  - (3) Receiving a lower score for multiple choice responses due to limited or no acquisition of domain specific and academic vocabulary in question stems and answer choices.

**Priority Needs:**

- Improve the quality of argument writing through by reinforcing the S.E.E. method across disciplines

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**Specific:**

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 2016. Argument writing will improve in quality through the use of the S.E.E. method. Students will incorporate academic vocabulary in their argument writing.

**Measurable:**

50% of all students will achieve a score of 3 or more using the S.E.E. rubric by the ending of their second CCLS in any of the following disciplines: ELA, Global History and Government, United States History and Government, Living Environment, and General Science/Chemistry. By January 25, 2015, 30% of all students will achieve a score of 2 or more using the S.E.E. rubric in at least one of their classes

**Achievable:**

Students are programmed in four cycles throughout the year.

Students receive a diagnostic assessment at the beginning of each cycle as well as mid-cycle and end-of-cycle assessments.

Teachers will be able to collect student writing during these assessment windows to determine student progress.

Teachers will analyze student work looking for performance trends: use of SEE method and academic vocabulary

Teachers will be able to determine student progress toward meeting our goal at the end of Cycle 2 after analyzing students work samples from the assessments using the S.E.E. rubric.

**Relevant:**

Based on the CCLS, students must be able to develop argument writing from at least two angles.

(1) They must be able to look at evidence from a text, connect the details from the evidence and make a claim

(2) They must be able to look at a claim and determine what types of evidence they will need and determine how they will connect the details of the evidence and develop a claim based on the evidences.

We must give students ample time to fully understand how to construct S.E.E. paragraphs (from at least two angles) as well as how to identify their own thought processes as they develop their approaches to argument writing. In addition, students need time to understand academic vocabulary and to learn how to incorporate them in their writing.

**Time-bound:**

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Gradual Release of Responsibility for Vocabulary, Pearson and Gallagher, 2003 and Building Academic Vocabulary, Marzano &amp; Pickering, 2005</p> <ul style="list-style-type: none"> <li>• Activate schema (prior knowledge)</li> <li>• Use anecdotes that involve the key word(s).</li> <li>• Identify key words (identify multiple meanings if relevant)</li> <li>• Use graphic organizers to process and to retain academic vocabulary</li> <li>• Have students draw a picture or graphic representation of the word.</li> <li>• Create activities that allow the students to engage with the word through writing, discussion and games; pair the word with similar or opposite words to develop critical thinking.</li> </ul>	<p>General Ed ELLs SWDs</p>	<p>September 2015 – June 28, 2016</p>	<p>Teachers and Principal</p>
<p>Teaching Argument Writing to ELLs, Ferlazzo and Hull-Sypnieski, 2014; Literacy Strategies for Grades 4-12</p> <ul style="list-style-type: none"> <li>• <b>S.E.E.</b> (Writing a Thesis <b>Statement</b> , Embedding <b>Evidence</b> , <b>Explaining</b> / <b>Expanding on</b> the Evidence)</li> </ul>	<p>General Ed ELLs SWDs</p>	<p>Sept. 2015 – June 28, 2016</p>	<p>Teachers and Principal</p>

<ul style="list-style-type: none"> <li>• Activate schema (prior knowledge)</li> <li>• Use issues relevant to students' lives</li> <li>• Clearly identify and explain key vocabulary.</li> <li>• Provide sufficient practice for students to understand and to embrace the concept/skill.</li> <li>• Teach higher-order thinking skills using Depth of Knowledge and Bloom's Taxonomy (revised).</li> </ul>			

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

**Scheduling:**

- Continue to program the students with 80 minute period of instructional time, in all disciplines.
- Continue to program students in 10-week instructional cycles which will allow individual student's academic deficiencies to be addressed in a depth-oriented manner.

**Staffing:**

- Continue the programming of teachers' preps to accommodate common planning time
- Continue to allocated funds for staff to attend city-wide training sessions as well as in-house trainings.
- Continue to meet with teachers on a regular basis for professional development focusing on the use of data to drive instruction
- Continue to meet with teachers to discuss their professional growth in the development and delivering of instructional and social-emotional support to drive student achievement.

**Part 4b.** Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

**Analysis of Student Performance Trends**

- Student argument writing assessments will be administered and collected at the end of Cycle 2 on January 25, 2016
- Teacher teams will look at student work samples using the S.E.E. rubric and the Common Core instructional shifts to identify patterns consistent across student writing samples. Teachers will use the SEE rubric to determine if at least 30% of our students received a score of "3" or more.
- Teachers will use the results from the analysis of student work to determine our "next steps" in meeting our goal (50% of our students scoring "3" or higher on the S.E.E. rubric).

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5B – Framework for Great Schools Element – Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
  - Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
- P.U.L.S.E. has the highest attendance rate of all transfer schools in New York City (80.6%)
  - For SY 2014-15, P.U.L.S.E. had no suspensions.
  - P.U.L.S.E. wants all students to clearly understand the link between attendance and student achievement as a part of their post-secondary readiness.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

#### **Specific:**

- School-wide attendance for SY 2015-16 will increase by 1%

#### **Measurable:**

- Students sign in for school daily
- Teachers take attendance for all classes
- Parents sign a log when they pick up their children before dismissal.
- Attendance department enters the school’s daily attendance online.
- Teachers submit their attendance grids for scanning weekly.

#### **Achievable:**

- If students increase their attendance on a weekly basis by one day, their yearly attendance will increase by 22%.
- If students increase their attendance on monthly basis by two days, their yearly attendance will increase by 11%.
- If students increase their attendance on a monthly basis by one day, their yearly attendance will increase by 5.5%.

**Relevant:**

- Good attendance offers opportunities for teaching to occur.
- Grading policies measure true student achievement and reinforce the culture for learning.

**Time-bound:**

- September 2015 – June 30, 2016

**Part 3 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"><li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li><li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li><li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li></ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
<p>Policies and Practices Affecting Students , Danielson, 2002</p> <ul style="list-style-type: none"><li>• Staff, parents and students will create a uniform attendance and grading policy.</li><li>• Staff, parents and students will use the Danielson rubric to evaluate its effectiveness (Rubric for Policies and Practices Affecting Students)</li></ul> <p>• <b>Cycle 1:</b> At the beginning of Cycle 1, PULSE will follow the attendance and grading policy in effect at the end of June, 2015. During Cycle 1, all students will participate in town halls and small group discussions in a daily character education class regarding the attendance and grading policy as well as other matters related to their social and emotional development. By the end of Cycle 1, students will assist in determining how these open discussions have affected their attitude to attendance and the learning environment. At the end of Cycle 1, students will complete a survey about how the school's efforts (character education class, teacher and staff phone calls, and school-based conferences have affected their overall attendance. The Attendance Coordinator</p>	General Ed  SWDs  ELLs  LTAs	September 2015-  June 28, 2016	Teachers, principal, non-instructional staff + CBO staff

<p>will provide an attendance report from Cycle 1 as well so that the staff may make comparisons between the students' expressed thoughts on the survey and their actual attendance record.</p> <ul style="list-style-type: none"> <li>• <b>Cycle 2:</b> At the beginning of Cycle 2, the staff will continue its efforts to increase student attendance through town halls, regents prep rallies, teacher and staff phone calls as well as school-based conferences. In addition, students will assess the school's current attendance and grading policy in their advisories and provide feedback to the staff regarding changes we should consider for Cycle 3 .</li> <li>• <b>Cycle 3:</b> Students will follow the attendance and grading policy revised during Cycle 2 in their advisories. Students will continue to participate in small group discussions in their daily character education classes, and they will provide relevant feedback regarding how the revised policy is affecting their progress as well through surveys, reflections and discussions. At the end of Cycle 3, students will make recommendations in their character education classes and advisories regarding revisions that we may consider for Cycle 4</li> <li>• <b>Cycle 4:</b> Students will follow the final revised policy.</li> <li>• Parents will be given opportunities to offer their input during PA meetings, during Attendance and Grading Policy workshops and during Parent-Teacher conferences.</li> </ul>			

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Teachers, Principal, non-instructional staff, CBOs.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<b>Student Performance Trends</b>

1. Staff will review attendance and scholarship reports at the end of Cycle 1. On November 20, 2015, staff will review student surveys completed at the end of the character education classes scheduled in Cycle 1.
2. The Staff, along with the Attendance Coordinator, will look at student attendance for September and October, 2015 to determine if at least 25% of our students increased their attendance by at least one day per month (5.5%).
3. Using these results, the staff will identify patterns and trends across grade levels and subgroups (ELL, SWD to determine our focus for outreach in school-based conferencing for Cycle 2.
4. Staff will repeat Step #1 - #3 at the end of Cycle 2, 3 and 4 respectively

Staff will assess the impact of the character education classes (given in Cycle 1 and Cycle 3 to all students) at the end of Cycle 2 and Cycle 4 with respect to student attendance and student academic performance.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5C – Framework for Great Schools Element – Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### **Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

#### **QR 2014-2015:**

- Teachers teaming resulted in strengthening teachers’ instructional capacity, as well as created opportunities for sharing best practices.
- Teachers have a “voice.” They work with the principal to make instructional decisions; they feel valued by their peers and principal.
- Teacher team meetings are leading to professional growth individually and collectively.
- Teachers need more time to revise units and lesson plans, to develop and evaluate common assessments , and to analyze student performance trends.

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

#### **Specific:**

80% of teachers will Increase the frequency of data-driven analysis during teacher team meetings

#### **Measurable:**

- Teachers will identify students with scores (62-65) and determine learning plans to improve student performance during Weeks #3, #5, and #7 of each cycle. Teachers will pay particular attention to Potential Seniors, SWDs, and ELLs.
- Teachers will meet with students and CBO representatives (Student Advocates) to create a learning plan for students to improve their performance.
- Teachers will meet in teams for lesson study to determine appropriate unit plans for Regents Prep cycles (Cycle 2 and Cycle 4).
- Teachers will conduct CTT Regents Labs (teaching units created during lesson study) on Fridays during Cycle 2 and Cycle 4

- Teachers will collect data on student performance throughout Cycle 2 and Cycle 4 to determine student progress and growth (diagnostic, midterm and final).
- Teachers will assess student progress and identify “next steps” to improve student performance during Cycle 2 and Cycle 4.
- Teachers, students and CBO representatives will participate in Regents Prep Rallies during Cycles 2 and 4.
- Teachers, students and CBO representatives will participate in an opening and a closing motivation on Regents Prep Fridays during Cycle 2 and Cycle 4.
- Teachers will participate in an external professional development activity for professional growth.

**Achievable:**

- Students who are within 2-3% of the passing grade (65%) are able to complete a minimum of 3-5 assignments to improve their academic performance. This is normally achievable during four-seven school days (a week and a half).
- Teachers will determine the most pertinent and feasible assignments (from a list of missing assignments) for the student to complete in a timely manner.
- Teachers have been revising Regents-based unit plans during their professional learning time on Fridays. These plans will be used during the CTT Regents Labs.
- Regents Prep Rallies will be conducted during Town Halls held on Regents Fridays during Cycle 2 and Cycle 4. (two times during a cycle)
- Opening and closing motivations will be conducted at the beginning and at the ending of Regents Fridays.

**Relevant:**

- The Regents Friday Schedule and teacher assignments for teaching and case conferencing increase the willingness and capability of classroom teachers to address the instructional needs of individual at-risk students.
- Employing teachers and CBO representatives for case conferencing utilizes the expertise available within the school and the community to identify students in need of intervention and to develop customized approaches within the learning community that will address each student’s concerns.
- Professional Learning for teacher teams and CBO Representatives is directed to meet the training needs of the personnel addressing the current needs of the students so as to ensure that every student succeeds.
- Motivation is linked to culture, and when students are motivated they become engaged in the learning environment. The Prep Rallies and Opening/Closing Motivations are norms to establish inclusion and to develop a positive attitude.

**Time-bound:**

September 2015 – June 2016

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p><i>Process Model of Student-Based Professional Development, Duke, 1993</i></p> <p><i>A Framework for Culturally Responsive Teaching, Wlodkowski and Ginsburg, 1995</i></p> <ul style="list-style-type: none"> <li>• Cycle 1 and Cycle 4: Teachers and CBO Representatives will meet to assess our current needs and to determine “next steps” for Cycle 2 and Cycle 4.</li> <li>• Cycle 2 and Cycle 4: Teachers and CBO representatives will conduct cycles of learning based on the lesson study conducted during the cycles and to assess student progress during the Regents cycles.</li> </ul>	<p>All students  Potential Seniors  SWDs  ELLs</p>	<p>September 2015 –June 2016</p>	<p>Teachers, principal, non-instructional staff + CBO staff</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Tax Levy, Title I, Title I SWP</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- Regents Results, January 2016
- Cycle 2 Scholarship Report, January 2016
- On January 29, 2016, teachers will look at the data from the January 2016 Regents results and compare these results to the data from the June 2015 Regents to determine if there was at least a 5% increase across disciplines.
- Teachers will examine student scores for short answers and essay responses to determine how students performed based on our instructional focus. For ELA and SS, teachers will be looking at how many students scored "3" or better for their written responses.
- Teachers will determine if at least 25% of our students scored "3" or better for the written responses.
- Teachers will examine Cycle 2 Scholarship report on January 25, 2016 and compare it to prior scholarship reports to determine if the number of credits earned by students increased by at least 5%.
- Teachers will use the results of the data analysis or the Regents and the cycle to determine our focus for lesson study and revision in Cycles 3 and 4.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5D – Framework for Great Schools Element – Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### **Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

#### **QR 2014-2015:**

- [The principal communicates her instructional expectations to teachers through professional learning sessions such as parent engagement, classroom environment, instructional shifts, and the CCLS. Teachers are held accountable for the instructional expectations through informal and formal observations when they receive written reports that include “next steps.”
- Parent and student reflections indicate a higher level of student engagement when students receive higher levels of ownership and student thinking.

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

#### **Specific:**

100% of teachers will increase the opportunities for high levels of student ownership and student thinking;  
50% of non-teaching staff members will reflect on their role in increasing student achievement.

#### **Measurable:**

100% of the teachers will revise at least 2 unit plans and corresponding lessons to indicate higher levels of student ownership and student thinking. Teachers will select one unit plan from either Cycle 1 or Cycle 2 and one unit plan from either Cycle 3 or Cycle 4; 50% of non-teaching staff will complete an initial, interim and final reflection regarding their roles’ impact on student achievement.

#### **Achievable:**

- On Fridays, teachers have an 80-minute block for training. Teachers may use one of the blocks on a monthly basis to focus on revising 2 unit plans and its corresponding lessons with the support of their peers.
- In addition, some teachers have common planning periods daily. Therefore, some teachers may be able to use at least 40 minutes of their common planning time weekly to revise 2 unit plans and their corresponding lessons.

**Realistic:**

- Reflection is the key component that moves teacher practice forward and successfully impacts student achievement (Hal and Simeral, 2015)
- Students are impacted by all staff: instructional and non-instructional (Danielson, 2002)

**Time-bound:**

- September 2015 - July 28, 2016

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teach, Reflect, Learn: Building Your Capacity for Success in the Classroom , Hall &amp; Simeral, 2015)</p> <p><b><u>Strategies for Reflection (5 Access points):</u></b></p>	<p>Teachers and students</p>	<p>September 2015- June 30, 2016</p>	<p>Teachers and staff</p>

1. Individually 2. Looking at students 3. Collaborating with a teammate 4. Working with a coach 5. Partnering with an administrator  • Teachers will determine their access points  • Teachers will create a schedule based on their access points for weekly and/or monthly reflections and revisions.  • Teachers will update the principal regarding their progress and adjust their access points accordingly.  • Teachers will share their updates and progress with their teams.			

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Teachers, non-instructional staff and principal										
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. At the end of Cycle 2, January 25, 2016, 50% of all teachers will provide their reflections from the lesson study and revisions they conducted with their teacher teams and 25% of non-teaching staff will prepare their initial reflections. The principal will discuss student and parent feedback forms regarding instructional and non-instructional staff’s role in increasing student performance. The principal will discuss the analysis of student performance trends from Cycle 1 and Cycle 2 so that teachers may determine the impact of their pedagogical choices so far as as determine next steps for Cycles 3 and 4.
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**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5E – Framework for Great Schools Element – Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
  - Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
- As a transfer school with over-aged and under-credited students, we are faced with the challenge that most of our students are leading adult lives while still in high-school. Our students are caretakers for young children and elderly family members and they are breadwinners for households, oftentimes holding full-time positions while attending high-school. (Retention Incentivized Plan reports done in conjunction with I-Log Reports; Teacher phone logs; Case Conferencing Logs).
- Though currently we have the highest attendance for transfer schools (80.6%), our staff members will be working to emphasize student awareness of the correlation between attendance and student performance.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

#### Specific:

80% of teachers will increase the variety and frequency of teacher contact with parents and families. They will be supported by Pupil Personnel Services and FedCap (CBO).

#### Measurable:

50% of all teachers will provide at least one form of outreach for students who demonstrate any one or more of the following concerns during a ten-week cycle prior to requesting a case conferencing, mediation or principal conference:

1. Attendance (lateness/absence)
2. Behavior (Social/Emotional)
3. Academic
4. Teacher Professional Assessment (as deemed necessary)

50% of all teachers will provide at least two forms of outreach for students who demonstrate any one or more of the following concerns repeatedly during a ten-week cycle.

1. Attendance (lateness/absence)

2. Behavior (Social/Emotional)

3. Academic

4. Teacher Professional Assessment (as deemed necessary)

**Achievable:**

- On Fridays, teachers have a 40-minute block for Parent Engagement activities immediately following the school day.
- During this time, teachers may make telephone calls, send e-mails or prepare postcards for mailing.
- Teachers are provided with access to office phones on the 2<sup>nd</sup> and 4<sup>th</sup> floors and each teacher has access to iPads, Macbook Pros and desktop computers.
- Attendance Coordinator and CBO-based Social Workers track and report student who are chronically absent.

**Relevant:**

- Teachers are the most qualified to assess the level of support or participation they (the teacher) may be able to garner from a parent to support the instructional growth of students in their classes.

**Time-bound:**

September 2015 – June 28, 2016

**Part 3 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"><li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li><li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li><li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li></ul>	<b>Target Group(s) <i>Who will be targeted?</i></b>	<b>Timeline <i>What is the start and end date?</i></b>	<b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b>
Bringing Attendance Home Toolkit, Attendance Works	New and Returning Students	Sept, 2015 – November 1, 2015	Teachers, non-teaching staff, CBO staff and principal.

<p>Rethinking Parent Involvement , ( Vandegrift &amp; Green, 1992 )</p> <ul style="list-style-type: none"> <li>• Define the layers of parent support/ involvement and determine the best course of action for individual students.</li> <li>• Updating student and family contact information</li> <li>• Ask students for their current contact information</li> <li>• Update records accordingly</li> <li>• Share update information frequently with colleagues</li> <li>• Follow-up with students who are reluctant to provide current contact information.</li> <li>• Conduct Parent Workshops frequently regarding attendance and diploma requirements in English and in Spanish.</li> </ul>		<p>February 1, 2015 – April 1, 2015</p>	
<p>The Benefits of Parent Partnerships, The Teacher as Advocate , Ridnour, 2011</p> <ul style="list-style-type: none"> <li>• Teachers will maintain contact logs for parent and family outreach on a weekly basis.</li> <li>• Teachers will provide the principal with a copy of their logs twice per month.</li> <li>• The principal will use the data during monthly meetings.</li> <li>• Teachers will update parents on attendance and missing assignments during communications.</li> <li>• Teachers will instruct parents to come in and meet with the principal and guidance department regarding a students’ graduation status, i.e. credits and Regents.</li> </ul>	<p>General Ed ELLs SWDs Potential Seniors Males</p>	<p>September, 2015 – June 28, 2016</p>	<p>Teachers, non-teaching staff, CBO staff and principal.</p>
<ul style="list-style-type: none"> <li>•</li> </ul>			

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Teachers, Parent Coordinator, Attendance Coordinator, CBO-based social Workers, Guidance Counselor, Principal.</p>

<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By January 29, 2016, 25% of all teachers will participate in at least one form of outreach:

1. Attendance (lateness/absence)
2. Behavior (Social/Emotional)
3. Academic
4. Teacher Professional Assessment (as deemed necessary)

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 6: Academic Intervention Services (AIS)

*(Required for All Schools)*

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	<ol style="list-style-type: none"> <li>1. IEP stipulations</li> <li>2. Classroom observations</li> <li>3. Formative and summative assessments</li> <li>4. Parent and/or student requests</li> </ol>	<ol style="list-style-type: none"> <li>1. P.M. School, After-School Homework help, readings, interactive writing.</li> <li>2. Saturday Academy</li> </ol>	<ol style="list-style-type: none"> <li>1. Small group and one-to-one tutoring</li> <li>2. Small group</li> </ol>	<ol style="list-style-type: none"> <li>1. Monday – Thursdays from 3pm-5pm</li> <li>2. Selected Saturdays from 9am-1pm</li> </ol>
<b>Mathematics</b>	<ol style="list-style-type: none"> <li>1. IEP stipulations</li> <li>2. Classroom observations</li> <li>3. Formative and summative assessments</li> <li>4. Parent and/or student requests</li> </ol>	<ol style="list-style-type: none"> <li>1. P.M. School, After-School Homework help, readings, interactive writing.</li> <li>2. Saturday Academy</li> </ol>	<ol style="list-style-type: none"> <li>1. Small group and one-to-one tutoring</li> <li>2. Small group</li> </ol>	<ol style="list-style-type: none"> <li>Monday –Thursdays from 3pm-5pm</li> <li>2. Selected Saturdays from 9am-1pm</li> </ol>
<b>Science</b>	<ol style="list-style-type: none"> <li>1. IEP stipulations</li> <li>2. Classroom observations</li> <li>3. Formative and summative assessments</li> <li>4. Parent and/or student requests</li> </ol>	<ol style="list-style-type: none"> <li>1. P.M. School, After-School Homework help, readings, interactive writing.</li> <li>2. Saturday Academy</li> </ol>	<ol style="list-style-type: none"> <li>1. Small group and one-to-one tutoring</li> <li>2. Small group</li> </ol>	<ol style="list-style-type: none"> <li>Monday –Thursdays from 3pm-5pm</li> <li>2. Selected Saturdays from 9am-1pm</li> </ol>
<b>Social Studies</b>	<ol style="list-style-type: none"> <li>1. IEP stipulations</li> </ol>	<ol style="list-style-type: none"> <li>1. P.M. School, After-School Homework</li> </ol>	<ol style="list-style-type: none"> <li>1. Small group and one-to-one tutoring</li> </ol>	<ol style="list-style-type: none"> <li>Monday –Thursdays from 3pm-5pm</li> </ol>

	<p>2. Classroom observations</p> <p>3. Formative and summative assessments</p> <p>4. Parent and/or student requests</p>	<p>help, readings, interactive writing.</p> <p>2. Saturday Academy</p>	<p>2. Small group</p>	<p>2. Selected Saturdays from 9am-1pm</p>
<p><b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>As per IEP; as per students' needs</p>	<p>Group and individual counseling for SPED students</p> <p>Individual counseling</p>	<p>1. Small Group and one-to-one counseling as stated one the IEP provided by on-site CBO Social Worker</p>	<p>1. During the school day by appointment</p> <p>2. During the day and after school</p> <p>3. On an as needed basis; as per student need</p>

## Section 7: Title I Program Information

### Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

### Part 1: Title I Status

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

### Part 2: All Title I Schools

#### 2a. 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 are highly qualified

#### 2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, 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 the CCSS and the performance data the following professional development needs are being met: reading and 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 the CCSS with the infusion of Danielson Framework will be regularly addressed.

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

#### 3b. 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).

**Part 4: SWP Schools Only**

**4a. 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.).

**4b. 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.

All decisions at P.U.L.S.E. are made through a process of collaborative problem solving. Every teacher is involved in the decision-making process. 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 the 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 strategic monitoring has enabled and continues to enable teachers to target instruction to students' strengths and weaknesses.

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			<b>Column A</b> Verify with an (X)	<b>Column B</b> Section Reference(s)
Title I Part A (Basic)	Federal	166,454.00		
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		

Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,835,799.00		

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

### **Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)** ***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current 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 the school. **P.U.L.S.E.**, 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 the school and the families. The 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 the school community. **P.U.L.S.E.** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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, School Quality 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;

The 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;
- 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 (SPC) Template**

**P.U.L.S.E.**, 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 on assessments.

#### **I. School Responsibilities:**

Provide high quality curriculum and instruction consistent with Common Core 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 with 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 (ESE) 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 to 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.

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>10</b>	Borough <b>Bronx</b>	School Number <b>319</b>
School Name <b>PULSE High School</b>		

### 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 ENL teacher, and one parent.

Principal <b>Dr. Carol D. Wiggins</b>	Assistant Principal <b>type here</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Ms. Jessica Hernandez-Speer</b>	School Counselor <b>Ms. Kathleen Atwell</b>
Teacher/Subject Area <b>Mr. Edward Menghi</b>	Parent <b>Ms. Myra Marrero</b>
Teacher/Subject Area <b>English</b>	Parent Coordinator <b>Ms. Maritza Lastra</b>
Related-Service Provider <b>Ms. Heather Beck</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>Ms. LaShawn Robinson</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL 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/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

### D. Student Demographics

Total number of students in school (excluding pre-K)	231	Total number of ELLs	23	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

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

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	23	<b>Newcomers</b> (ELLs receiving service 0-3 years)	3	<b>ELL Students with Disabilities</b>	4
<b>SIFE</b>	5	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	5	<b>Long-Term</b> (ELLs receiving service 7 or more years)	15

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	0									0
<b>DL</b>	0									0
<b>ENL</b>	3	2		5	1		15	2	4	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

**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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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**Freestanding English as a New Language**

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

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*NYSITELL FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)														0
<b>Emerging</b> (Low Intermediate)														0
<b>Transitioning</b> (High Intermediate)														0
<b>Expanding</b> (Advanced)											1	1		0
<b>Commanding</b> (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**FORMER ELLS BASED ON REVISED EXITING CRITERIA**

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

**FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total										1	2	1	1	0

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					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA			4	
Integrated Algebra/CC Algebra			5	
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment			5	
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography			2	
Geography				
US History and Government			1	
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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:**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
**This does not apply for we are a high school.**
- What is revealed by the data patterns across performance levels (on the NYSITELL 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.**
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
**Because we have 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.**
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?

**Across the board, our ELLs are more proficient in speaking and listening as opposed to reading and writing. They opt out 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.**
- Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]  
**This does not apply as we apply as we are a high school.**
- How do you make sure that a student's new language development is considered in instructional decisions?

The ELL teacher continually assesses the students' various language learning modalities, (i.e. listening, speaking, reading, writing, and gears lessons accordingly using differentiated instructional strategies. All content teachers teach in such a way that they are building the students' English language skills. All teachers who teach ELLs are aware of the students' status as ELL and what the students' native languages are. We provide dictionaries during regular class instruction. In addition, we provide extended time and other testing accommodations.

7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. How are EPs performing on State and other 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).

Our ELLs graduate and go to college at similar rates as our general education students. Therefore, we consider our program to be a success. The assessment tools used is their progress academically in their content area classes as well as standardized state exam 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.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

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 order to identify our ELL students, we administer the Home Language Identification Survey (HLIS) upon registration. This is done by Ms. H. Speer a licensed ESL teacher. The HLIS is given by Ms. H. Speer on that same day to ensure that the entire intake process is completed within 10 days of the student's first arriving at the school. The ESL teacher will also inform the Parent Coordinator that the HLIS has been given out. The Parent Coordinator will then follow up with the parent as this process is completed. Based on the parent response, the student will be given the NYSITELL by the ESL teacher. The process includes an oral interview in English as well as the native language if necessary. We also administer the NYSELAT every spring. 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 for ELLs to parents 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 NYSELAT to 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. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

PULSE High School does not receive any students over the counter during the school year. Because we are a transfer school students already come to us identified as SIFE therefore, we do not administer a SIFE questionnaire. Should a student come to us classified as SIFE, the ESL teacher/Coordinator reviews the transcript upon the student entering the school. The review is not only done by the ESL teacher/coordinator but by the members of the guidance and intake team who identifies targeted services needed. They inform the programmer so that supports can be provided to the students.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

PULSE is a transfer school therefore, it is not the students' first high school. All information comes from the prior high school(s) students attended. We do not have any newly enrolled students with IEPs. Our LPT includes, A SPED Coordinator, SPED Teacher, and ELA Teacher.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Enrollment letters are mailed to students' homes in October. Program selection forms would be completed by parents when they first come to enroll their child. Entitlement letters are maintained by the testing coordinator, who is ESL certified. To ensure that the parents understand all three program choices, we outline these options in great detail during our oral interviews as well as the letters sent home. Parents are also shown the DOE video to help them understand their choices. Ms. H. Speer, our ESL Teacher, is in charge of

sending parents the correct letter. If there is a survey missing for a student, the ESL teacher/coordinator contacts the student's previous schools to locate the documents. Another parent survey and program selection form is mailed home if the previous completed survey cannot be located.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents are informed that they have a right to appeal ELL status within 45 days of enrollment through both a phone call home from our parent coordinator, as well as a letter in both Spanish and English sent home and given to the child. If the student's ELL status is appealed, the school's LPT will follow the re-identification process to determine the proper placement. All correspondence and testing would remain in the student's cumulative folder. During our Parent Orientation Meeting, parents are informed of their rights and receive the proper letters (in their native language if necessary) before the NYSTITELL and after the test is administered. Ms. H. Speer, our ESL teacher, is the contact person. Letters and all correspondence are filed and maintained in a locked file cabinet by Ms. H. Speer, our teacher and testing coordinator, who is ESL certified.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Because we are a transfer school, new ESL admits are, as of yet, something we haven't had. If a student were to come in their parents/guardians would be shown the NYC video which outlines the 3 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.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

We have not enrolled ELLs who are new to the system, therefore we have not administered Parent Surveys or Program selection forms. We are a transfer school. If we were to administer these forms entitlement letters would be mailed to student's homes in October and program selection forms would be completed by parents when they come to enroll their child. Entitlement letters would be 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. During the Parent Orientation Meeting, parents are informed of their rights. Ms. H. Speer, our ESL teacher, is in charge of this.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Ms. H. Speer, ESL Coordinator, the Parent Coordinator, and Dr. Carol Wiggins, the Principal, work collaboratively to ensure that compliance matters are met. Since we have a small ENL population, the ESL teacher/coordinator and parent coordinator keep records of who has returned the survey, and reaches out to those who did not return the survey.

9. Describe how your school ensures that placement parent notification letters are distributed.

Ms. H. Speer, ESL Coordinator and teacher, ensures that the appropriate letters are distributed to all students to bring home to their parents. We send a letter home in both English and Spanish (or any other languages necessary) to parents informing them of their child's placement. Copies of these letters are kept on file.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

ELL documentation for each student is maintained by a certified ESL teacher and is kept in a locked cabinet as well as updated in STARS. The update in STARS is done by the programmer.

11. 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 the spring, eligible students (as per ATS reports) will be given the NYSESLAT exam as required by the state. Ms. H. Speer, BESIS/ESL coordinator, and teacher administers the reading, writing, and listening parts of NYSESLAT during the ESL class. Ms. H. Speer also administers the speaking parts at different times during the school day. ESL placement for students in the fall will be determined by the NYSESLAT scores students received in the Spring before.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Ms. H. Speer, ESL coordinator and teacher sends all the necessary letters home to the parents in the parents' preferred language. As the students achieve at higher levels on the NYSESLAT test, we continue to communicate with families informing them of what their student's level means, and how they will continue to be supported. This is done by the parent coordinator and ESL teacher by sending home letters in both English and Spanish as well as a phone call to the parents/guardians by the ESL teacher.

13. 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? 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 as per Aspiria Consent Decree? Describe specific steps underway. (Refer to question six).

In the history of the school's 12 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 program previously and have continued with

ESL at PULSE. Given that, they have been in this program for many years. It would not assist the students to change their program at this time. Nobody has ever requested to be transferred to another school where a bilingual program might be offered.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
  - a. Freestanding ENL program.  
At PULSE we have a freestanding ESL program. Students in our freestanding 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 and native speakers, we are also able to learn language skills from the ELLs. Entitle ELLs and former ELLs are programmed for ESL classes according to language proficiency. All students receive ESL receive 80 minutes of ESL in tandem with their English class one period a day, 5 days per week. Integrated ENL is offered in ELA classes, with the ENL teacher pushing in one period a day, five days per week, regardless of student proficiency level.
  - b. TBE program. *If applicable.*  
NA
  - c. DL program. *If applicable.*  
NA
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?  
All classes at PULSE HS are 80 minutes in length, which provides a total of 400 minutes of ESL instruction weekly to all ENL students regardless of student proficiency level. Integrated ENL is offered in ELA classes, with the ENL teacher pushing in one period a day, five days a week regardless of student proficiency level. This exceeds the minimum number of minutes required each week for both Beginning and Intermediate ELLs.
3. Describe how core content is delivered in each program model. 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 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). Usage 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 home languages throughout the year?  
Students are required to complete the same language requirements as all other students. The first language of all of our ELLs is Spanish.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
ESL methodology is used to promote the development of all the language modalities in the ESL classes through different types of activities. Questions are scaffolded according to the students' language proficiency levels. Teacher previews content material from social studies and English to identify material that may be considered too challenging for ELL students. The material is subsequently presented in different formats. Vocabulary is pre-taught overtly. Difficult language structures are amplified to promote critical thinking while facilitating language acquisition. Class discussion emphasizes all students participating to practice listening and speaking with one another. ESL class texts include audio and video recordings that require ELLs to practice their listening skills. The ESL teacher designs summative assessments to evaluate the speaking and listening modalities based on the speaking and listening assessments from the ELL Periodic Assessment and the NYSESLAT.
6. How do you differentiate instruction for each of the following ELL subgroups?
  - a. SIFE

- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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. SIFE students receive 1 period of push-in ESL daily. They are paired with advanced level ELLs in various content area classes as a way of providing peer-to-peer support in addition to support provided by the teacher. The ESL teacher currently has a collection of graphic novels of texts currently part of the ELA curriculum to support instruction in ELA.

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 would allow 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 Test Coordinator would test students at the end of the year to comply with NCLB requirements.

ELLs are placed in 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.

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 to take mandated exams in English or their native language. They have the use of glossaries and dictionaries in their native language. Each year they are given the NYSELAT. The ESL teacher tracks the progress made by ELLs who have reached proficiency on the NYSELAT, providing academic support when needed.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

The school will continue to monitor the student's progress, with the ENL teacher meeting with the student each quarter. The ENL teacher will also push-in to at least one of the student's classes even when they have passed out of ENL. All ELLs are programmed before the school year starts.

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal must review the Re-identification Process decision to ensure that the student's academic progress has been adversely affected by the determination. The principal will consult with the ENL teacher, the parent/guardian, and the student. If the principal, based on the recommendation of the ENL teacher, and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal will provide additional support services. If the principal's decision is to reverse the ELL status, he will consult with the superintendent or her designee. Final decision notification be in writing in both English or Spanish to the parent, guardian, within 10 school calendar days.

8. 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 push-in in SPED and ELA classes. 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 NYSELAT.

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

PULSE High School employs 80 minutes 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.

Chart

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note “other approved services” does not apply to New York City at this time.

Chart

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

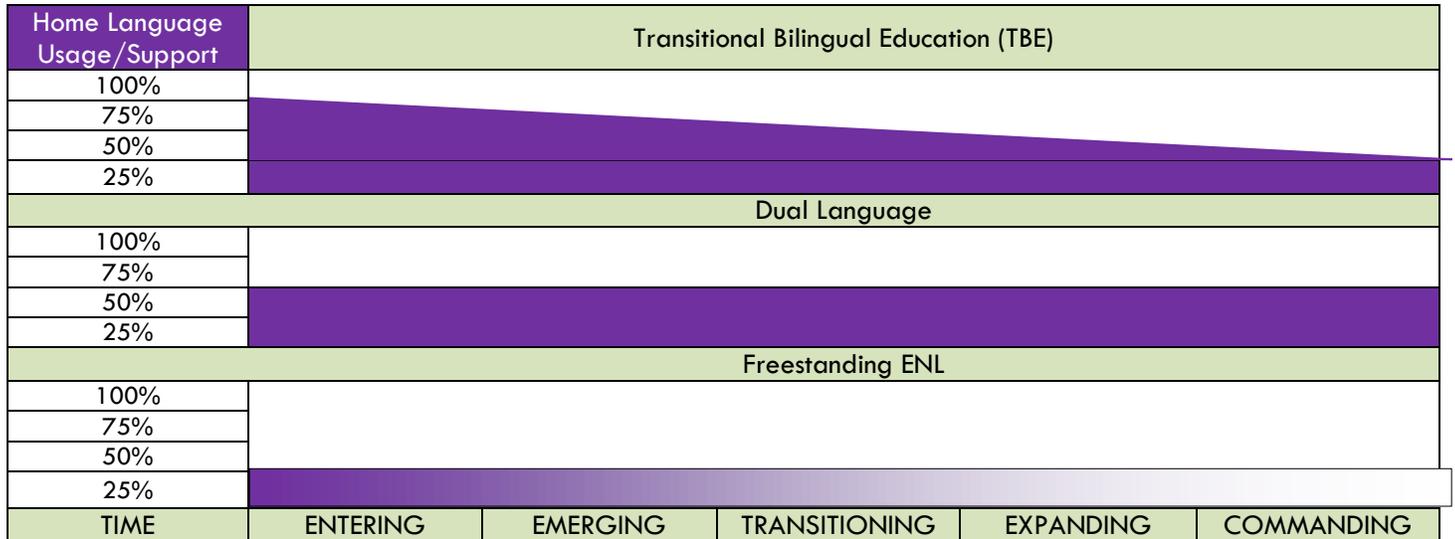


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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 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. Aot of these classes are provided in English.
11. 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. All teachers are made aware that they are ELL teachers through continous professional development activities which involve differentiated instruction pedagogy.
12. What new programs or improvements will be considered for the upcoming school year?  
No new programs will be considered for the upcoming school eyar.
13. What programs/services for ELLs will be discontinued and why?  
Paste response to question here:
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
ELLs are eligible to participate in all activities. Our Learning to Work Program, whihc provides paid internships, counseling, and assistance in attending college works with ELLs. PM School, which provides tutoring, Regents preparation, individualized instruction and credit recovery, is available to all ELLs.
15. What instructional materials, including technology, are used to support ELLs? Include core 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 members speak Spanish and are able to assist in native language translation/interpretation when necessary.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
PULSE High School always provides translation when needed. Native language support is made through our teaching staff throuh independent reading books in the teacher's classroom lbraries. Over 60% of the entire PULSE High School staff is fluent (reading, writing, speaking) in Spanish the dominate home lanuage at our school. The LAP team has begun discussion to prepare for a time when the school has ELLs whose native language is not Spanish.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
All services are provided to all ELLs through ESL teacher and guidance counselor. We make sure to provide services that are developmentally appropriate for our students who are ages 17-21 years old and in grades 9-12.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
The school conducts open houses for all students who wish to transfer to our school in September and October and May-August. The ESL teacher and aprent coordinator are present at the open houses to answer questions ELLs and their families may have about wht type of programming is available. ELLs who are admitted in the middle of the school year are paired with ELLs who are familiar with the school. These students help new ELLs navigate the school. ELLs meet regularly with the ESL teacher and guidance cousnelor who keeps track fo their integration into the school.
19. What language electives are offered to ELLs?  
All the elective classes are available to all ELL students.
20. For schools with dual language programs:
- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - In which language(s) is each core content area taught?
  - How is each language separated for instruction?
  - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here: N/A because we do not have a bilinual program at our school.

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
Our PD plan includes a focus on the literacy needs of all of our student sub groups including ELLs. We attend in-house training as well as PD offered by the DOE. PD sessions take place weekly. A broadstroke of the following focus topics are:  
Building Academic Vocabulary  
Engaging and Supporting English Language Learners in Classroom Discussion  
Scaffolding Reading of Complex Texts for English Language Learners  
Using Student Data to Inform Adjustments that Address the Needs of English Language Learners  
  
Professional development is facilitated by the PD team which includes instructional team teachers as well as other ESL specialists from the DOE. Professional learning sessions take place on Fridays during our schoolwide PD time. Teachers work with facilitators in small groups with needs identified through analysis of observation and student work data.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
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 in to all classes, including ENL standalone classes as well as Integrated ENL classes. The activities will include planning to provide students with multiple entry points and differentiated acativies and assessments, in order to better meet the ENL student needs.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
N.A. PULSE is a transfer high school.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.  
Each year part of our PD 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. The school holds PD during department meeting every week. For all meetings, the PD Lead Teacher will keep all agend and attendance records, and ENL teacher the teacher herslef keeps all information in regards to the professional development sessions.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?  
All parents are invited to Family Nights and Parent Teacher Conferences, PA meetings and workshops, and student performances. Invitation and information regarding these events is mailed in both English and Spanish. Interpretation and translation is provided to all parents for all events. During DOE scheduled parent-teacher conferences, the ENL teacher sets up individual parent meeting as check-ins throughout the year. At these meetings, the NYSESLAT is discussed, as well as the student's progress in both his/her ENL core subject area classes. Translators are provided as needed. There is an annual meeting held for ELL parents at the beginning of every school year.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.  
Records are kept for all meetings, outreach information in a lock file cabinet maintained by Ms. H. Speer, ENL Teacher/Coordinator.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.  
All parents are invited to Family Nights and Parent Teacher Conferences, PA meetings, workshops, and student performances. Invitations and information regarding all events are mailed in the parents' preferred native language. Translation services are provided at all school events. There is an annual meeting held for ELL parents at the beginning of the year. Parent Coordinator is fully accessible to all ELL parents and she encourages parent involvement.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
We have a partnership with FEDCAP and Transition to Adulthood CBOS. These programs provide services to all parents and students. Translation and interpretation is available to all parents. We also have a partnership with Bronx Community College which provides academic services which are open to all parents and students.
5. How do you evaluate the needs of the parents?  
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.
6. How do your parental involvement activities address the needs of the parents?  
Our parent activities are created based upon requests made by the parents. Whenever the need arises we look for or create an activity to help the parents. We are looking into hosting a parent night for ENL parents to gather more information on their needs. These sessions will be organized by the parent coordinator and outreach will be done in both English and Spanish.

### D. Additional Information

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

Paste response here:

## Part VI: LAP Assurances

School Name: <u>PU</u>		School DBN: <u>10X319</u>	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Carol D. Wiggins	Principal		10/19/15
N.A.	Assistant Principal		1/1/01
Ms. Maritza Lastra	Parent Coordinator		10/19/15
Ms. Jessica Hernandez-Speer	ENL/Bilingual Teacher		10/19/15
Ms. Myra Marrero	Parent		10/19/15
Mr. Edward Menghi	Teacher/Subject Area		10/19/15
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Ms. Kathleen Atwell	School Counselor		10/19/15
Ms. LaShawn Robinson	Superintendent		10/19/15
	Borough Field Support Center Staff Member		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01



## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **10X319** School Name: **PULSE H.S**  
Superintendent: **Pare**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

PULSE High School uses parent-reported and student-reported data to assess the language needs of our community. This data is accessed online through ATS. ATS data is updated by collecting biographical data on the school blue card and entered in ATS. Information is also assessed when the student biographical reports are printed out through ATS. We use the information from the home language survey when determining the language that is spoken at home. We use the RAPL list generated from ATS to assure that the school is accurate in knowing the families' preferred language of our student population.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The parents' preferred languages for both written and oral communication are Spanish and English. Over 60% of the parents at PULSE High School need translation services from Spanish to English. Spanish is the only preferred language for communication aside from English.

## Part B: Creating a Communications Calendar

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Lunch forms in September, 5 week progress reports (every 5 weeks for (4) 10 week cycles), School newsletters, information regarding school policies, upcoming school events , after-school program information, annual school letter

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Student/Parent Interviews (Sept-October , February-March, and June-August), Curriculum Night (September), Parent Association Meetings (monthly) College Planning (October 2015), Parent Teacher Conferences (November 2016 and Spring 2016), Parent Night (October) Senior Meeting for Parents (February, March, April 2016)

## Part C: Providing Language Assistance Services

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Prior to each parent event, communication will be sent out to parents/guardians with RSVP if they will require translation services. This is to ensure that staff is in place to provide this service.

Purchase electronic translators, bilingual dictionaries and dictionaries for learners of the english language.

Use internal staff to translate all parent-teacher and orientation materials.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Purchase services like "The Big Word" to provide translation/interpretation services.

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## Part D: Training Staff on Policies and Procedures

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

At the beginning of the school year a list will be generated of staff to assess their oral and written language skill sets if the staff person speaks a language other than English. A master list will be generated throughout the school community so that the appropriate person can be utilized when communicating with parents who need translation services.

Establish a central location in the main office (i.e. dictionaries, electronic translation devices) so staff can be utilized if needed to effectively communicate with parents.

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## Part E: Providing Notice of Language Assistance Services

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Notification requirements will be identified prior to the first week of school. A calendar will be generated to ensure notifications are distributed in a timely fashion. All students will receive the calendar at the beginning of the school year and a handout will be given to the parents at the first parent meeting of the school year.

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## Part F: Monitoring and Quality Control

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

The data will be driven from the School Survey which will help the parents stay informed by providing the necessary services.