Department of Education

Dennis M. Walcott, Chancellor

2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL NAME : CHRISTOPHER AVENUE COMMUNITY SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): **23K401**

PRINCIPAL: LISA BIGNALL-BRICE EMAIL: LBIGNALLBRICE@SCHOOLS.NYC.GOV

SUPERINTENDENT: MR. AINSLIE CUMBERBATCH

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Lisa Bignall-Brice	*Principal or Designee	
Paula Richardson	*UFT Chapter Leader or Designee	
Michelle Cherry	*PA/PTA President or Designated Co-President	
Christina Roundtree	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	

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

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

By June 2012, 75% of students will demonstrate one reading level gain in reading accuracy as evidenced by Writing and Reading Assessment Profile - W.R.A.P. data.

Comprehensive needs assessment

In September 2011, baseline reading level data was collected for students in Grades 1 and 2 using the Writing and Reading Assessment Profile (W.R.A.P.).

Instructional strategies/activities

- **The implementation of Reading Reform and Fundations will be utilized to build students' skills and knowledge in phonemic awareness, phonics, and reading.**
- **Grade level teacher teams will meet weekly to analyze student data (Reading Reform, Fundations, W.R.A.P.) and inform next steps for teaching and learning.**
- **Benchmark assessments in reading will be conducted 3 times throughout the year.**
- **Students performing at the lowest 1/3 as per assessment data will receive targeted instruction during the extended day period.**

Strategies to increase parental involvement

- **Parents/guardians will be informed of their child's literacy achievement and school wide expectation for achievement during parent/teacher conferences or during scheduled meetings with teachers and/or administration.**
- **Parent workshops will highlight strategies to use at home to increase student achievement in reading.**

Strategies for attracting Highly Qualified Teachers (HQT)

Professional development will be offered throughout the school year by consultants and administration to support literacy programs and assessments (Reading Reform, Fundations, W.R.A.P.).

Budget and resources alignment

Title 1 Funding – Reading Reform professional development
Tax Levy OTPS – Assessment kits, Literacy curricular materials
ARRA RTTT New School Supplement – Staffing (A.P.)

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

By June 2012, 100% of teachers will receive feedback on at least 4 informal and 2 formal observations to increase the rigor and effectiveness of their instructional practice based on Charlotte Danielson's Framework for Teaching.

Comprehensive needs assessment

The school is participating in a pilot for the New Teacher Evaluation Initiative as per the Citywide Instructional Expectations.

Instructional strategies/activities

- **All teachers will have a minimum of 6 observations (5 partial, 1 full) using selected components of Charlotte Danielson's Framework for Teaching.**
- **Administrators will provide verbal and written feedback on teacher practice as it related to Charlotte Danielson's Framework for Teaching.**
- **Teachers will conduct self-assessments on selected components of a research-based rubric.**
- **Individual professional development plans will be created for teachers based on the Danielson Teaching Framework with identified next steps for each observation.**
- **Observation data will be used to inform next steps for improving teacher effectiveness.**

Strategies to increase parental involvement

The Citywide Instructional Expectations will be shared at parent workshops to inform parents on how teachers are being evaluated.

Strategies for attracting Highly Qualified Teachers (HQT)

As part of the pilot for the New Teacher Evaluation Initiative, teachers will receive support from Talent Management Coaches and professional development will be provided by administration.

Budget and resources alignment

FSF and RTTT funds will be used to provide per-diem and per session services as needed.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3 **All students will be engaged in at least one literacy and one mathematics task aligned to the Common Core Learning Standards.**
Comprehensive needs assessment **The Citywide Instructional Expectations require all NYC schools to implement one literacy and one mathematics performance task as a precursor to the 2014 NYS standardized assessment.**
Instructional strategies/activities • **Teacher teams will align the school wide instructional programs in literacy and mathematics (Journeys Literacy and Envisions Mathematics) to the CCLS during weekly common planning times.** • **Grade level teacher teams will create one unit in literacy and mathematics for spring implementation of the CCLS performance tasks.** • **Teacher teams will select one student work product that is aligned to the CCLS to include in students' data binders.**
Strategies to increase parental involvement **Parent workshops focused on the CCLS and Citywide Instructional Expectations will be offered three times throughout the school year.**
Strategies for attracting Highly Qualified Teachers (HQT) **Beginning in August 2011, professional development sessions focused on the Common Core Learning Standards will be provided for pedagogical staff and ongoing throughout the year.**
Budget and resources alignment • **FSF – classroom teachers** • **Title 1 – professional development**

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

Attendance monitoring procedures will be implemented through a comprehensive system of communication with families to approach the citywide attendance expectation of 95%.

Comprehensive needs assessment

From September 2011 to November 2011 the average attendance has been 85%.

Instructional strategies/activities

- **Daily ATS reports generated by school aide/school secretary.**
- **Daily calls for lateness/absence made by school aide.**
- **Principal contacts and confers with students and parents/guardians of students with patterns of absence.**
- **Monthly attendance certificates given to classes with 100% attendance.**
- **Attendance data posted in main entrance.**
- **Protocols in place to communicate with students with repeated absences.**
- **Attendance teacher conducts home visits.**
- **School Messenger following up on attendance/lateness with home phone calls and emails.**

Strategies to increase parental involvement

- **Attendance recognition awards given at PTA meetings.**
- **Parent workshops focused on home/school connections.**

Strategies for attracting Highly Qualified Teachers (HQT)

- **Staff recognition for attendance.**
- **Class recognition for 100% attendance.**

Service and program coordination

School Messenger program

Budget and resources alignment

Tax Levy OTPs- School Messenger program
Tax Levy FSF – School Aide

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K			N/A	N/A	0	0	0	0
1	43	43	N/A	N/A	0	0	0	0
2	51	51	N/A	N/A	0	0	0	0
3			N/A	N/A				
4								
5								
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	**Reading Reform and Fundations programs will be used for targeted small group instruction and during extended day periods .**
Mathematics	**Envisions Mathematics will be used for extended, targeted small group instruction.**
Science	
Social Studies	
At-risk Services provided by the Guidance Counselor	
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	
At-risk Health-related Services	

DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP)

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP)

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information ⓘ

Cluster Leader/Network Leader Jose Ruiz/Petrina Palazzo	District 23	Borough Brooklyn	School Number 401
School Name The Christopher Avenue Community School			

B. Language Allocation Policy Team Composition ⓘ

Principal Lisa N. Bignall-Brice	Assistant Principal Latina Lewis
Coach type here	Coach type here
ESL Teacher Ms. Kuznetsova	Guidance Counselor type here
Teacher/Subject Area	Parent type here
Teacher/Subject Area type here	Parent Coordinator Ms. Loveday
Related Service Provider type here	Other type here
Network Leader	Other type here

C. Teacher Qualifications ⓘ

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	166	Total Number of ELLs	6	ELLs as share of total student population (%)	3.61%

Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

The Christopher Avenue Community School 23K401, serves the population of 166 students grade Prek, K, 1st and 2nd grade from culturally diverse backgrounds. 6 Students are English lanuage learners (ELL's) 5 of them with Spanish as the dominant language. 1 Student came from Isreal, her language is Hebrew. The students are served by a certified ELS teacher. All parents of the newcommers fill out the HLIS form in their native language, ESL teacher conducts and initial screening administrating the HLIS. An informal interview is provided by ESL teacher and Assistant Principal with the help of 1 Ms. Charles a spanish speaking teacher. TheESL teacher and the Social Worker are responsible for conducting the initial screening and administrating the HLIS. The ESL teacher administers LABR for new comers according to the HLIS results and informal interview. Spanish speaking children who do not pass LABR are given spanish lab test. In april and may all ELL students have NYSESLAT test consisting of listening, speaking, reading and writing parts. All parents of the new commers who did not pass LABR receive entitlement letter and invitation to a parent orientation meeting. At the meeting the ESL teacher and Parent Coordinator show the parent a CD about their rights to choose a program for their child (Transistional Bilingual, Dual Language, Free Standing ESL) and advantages of each program. Parents have a chance to see the video in their native languae. Spanish speaking teacher helps ESL teacher to talk to the parent. ESL teacher explains to the parent that they have right to choose any of these programs. Even thought the school cannot open bilingual class for now, it will be opened as soon as there are 15 kids speaking the same language in 1 grade or 2 grades in row. The parents will be notified with a letter form the school and a phone call when the class has opened. The parent has the right to transfer the child to another school with Bilingual or Dual language class. ESL teacher is ready to give information about such schools. Ususally the parent fills out the parent survery and program selection form at the orientation meeting. All these procedures take place during 10 days from the date the child is registered in school.

The ESL techer, Mrs. Kuznetsova is responsible for distribution entitlement letters. Parent survey and program selection forms are given out during the parent orientation meeting. The parents fill them out and sign after they watch the video and talk to the ESL teacher and parent coordinator. All originals are maintained in the students cummulative folder. The copies are saved in the binder in the ESL tecahers room. The ESL tecaher distributes parent letters (placement and continued entitlement letters). The list of the students whose parents were sent the letters are maintained in the binder in the ESL teachers room. SInce PS 401 is a new school there are no "trends" that have been observed. School staff will review the parent survey and program selection forms the ESL tecaher found that 100% of the ELL's parents prefer an ESL program for their children.

The students whose parent prefer ESL service for their child are placed into the class and receive pull out ESL services.

Our school is a new school, this is why we cannot show the trend in program choices. The program model offered in The Christopher Avenue Community School 23K401 alignes with parent request. In fall 2011 100% of new commers parents prefered free standing ESL programs for their children.

An informal interview, orientation meeting are provided by ESL teacher. Spanish speaking pararofessionals and social worker provide translational services for Spanish speaking parents. All documentation (HLIS, all parent letters, surveys, video) are provided in Spanish and English. PS 401 is a new school that opened Septmeber 2011. The NYSESLAT was not provided yet. To ensure all ELL's will will take the NYSESLAT the ESL teacher, Ms. Kuznetsova will check ATS reports, LAB-R-NYSESLAT exam history report, the NYSESLAT combined modality report and the BESIS report. The ESL teacher will provide all four parts of NYSESLAT (speaking,

listening, reading and writing)

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K ❄ 1 ❄ 2 ❄ 3 ⭘ 4 ⭘ 5 ⭘ 6 ⭘ 7 ⭘ 8 ⭘ 9 ⭘ 10 ⭘ 11 ⭘ 12 ⭘

This school offers (check all that apply):

Transitional bilingual education program	Yes ⭘	No ❄	If yes, indicate language(s):
Dual language program	Yes ⭘	No ❄	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
Dual Language										0
ESL	6									6
Total	6	0	0	0	0	0	0	0	0	6
Number of ELLs in a TBE program who are in alternate placement:										

C. Home Language Breakdown and ELL Programs

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

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	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		**10**		**11**		**12**		**TOTAL**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ Hispanic/Latino: Native American: ___ White (Non-Hispanic/Latino): ___ Other:	

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**TOTAL**
Spanish	2	2	1											5
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1											1
TOTAL	2	2	2	0	0	0	0	0	0	0	0	0	0	6

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
    a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
    b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
    a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
    a. Describe your instructional plan for SIFE.
    b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
    c. Describe your plan for ELLs receiving service 4 to 6 years.
    d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

There are 6 ESL students in PS 401. They belong to grades K, 1, 2 and have different levels of proficency.
The organization model for ESL is pull out. All ELL's belong to 1 group 2 Kindergarten, 1 first grader and 2 second graders have beginning level of proficency and receive 360 minutes of ESL every week. (Four 90 Minute Blocks) 1 First Grader has advanced level of proficiency and recieves 180 minutes a week of ESL(45 minutes 4 times a week) The ESL teacher uses different instructional materials.
1-Avenues (levels A,B,C)
2-Phonics books for ESL
3-ESL activities for every month
4-Amazing English (level A,B)
The Esl teacher conduct meetings with classroom teacher who has ESL students in their classroom.
The ESL teacher delivers math, science and language arts in ESL lesson. The etacher uses the textbooks Avenues, Amazing English and Phonics books for ESL. All of these books contain content area activities in Math, Science, Language Arts and Social Studies. The ESL teacher uses maps andcalendar activities.
The students who didn't pass the LAB-R are given LAB test in Spanish. The test provided by the ESL teacher with the help of a Spanish speajing para-professional.
There are no SIFE in K401, The Christopher Ave Community School. The ESL teacher uses a combination of approaches and strategies namely CALLA, TPR, children literature along with content based instruction.
The students are grouped on mixed proficiency level and the more advanced students are able to assist and support the newcommers. The newcomers are included into the group with other children. The ESL teacher differentiates instruction using visuals, body language and modeling to achieve progress for newcomers.

There is 1 ELL SPED student in PS401. The student is included in the group with Gen. Ed K/1 students. The student speaks fluent English. He couldn't pass the NYSESLAT because of reading and writing limitations. The ESL tecaher works with this student using phonics books for ESL tecahing letters and sounds, conducts meetings with classroom teacher to find out the difficulties the student has in the classroom.
The Christopher Avenue Community School, PS 401, offers 37.5 mi utes of extended time. The service for the ELLS are included in this program which gives help in english language and mathematics.
PS 401 is a new school from Pre-K -2. We do not have students who reached proficiency on the NYSESLAT. As a new school we are monitoring the success of the programs that were implemented this year to determine what changes we have to make, if any, for next year. The only program that has been implemented thus far is the 37.5 extended time. As the budget is being monitored we are looking at the various options to implement more support programs for ELL students.

Courses Taught in Languages Other than English ⓘ				
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include: • classes that are taught in English using books in the native language • heritage classes • foreign language (LOTE) classes				
Class/Content Area	**Language(s) of Instruction**		**Class/Content Area**	**Language(s) of Instruction**
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	

B. Programming and Scheduling Information--Continued

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

The Christopher Ave Community School, K401, offers 37 1/2 minutes extended time service. ELL's are included in this program which gives help in Language Arts and Mathematics.
The Christopher Ave Community School gives native language support to ELL's. The ESL teacher has many dictionaries, post it cards in English and Spanish. The instructional material that is used to support ELL's are Avenues, ESL activitites for each month, Amazing English (Part A & B, Phonics for ESL, English and Spanish dictionaries and pictures with titles in English and Spanish. Native language library collection is in process.
There are Spanish/English dictionaries with titled pictures in the ESL room.
PS 401 is a Pre K - 2 school. There is one group of 7 students. The ESL teacher differentiates instruction using different resources and outcomes incorporating different methodologies for the varied learning styles.

PS 401 is a new school. We opened in September. The plan for newcomers is in process.
Presently we do not offere language for ELL's.
Parent Coordinator, school secretary and Common branch and SPED teachers have 7.5 hours of ESL training scheduled throughout the school year.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

ESL teacher attends Professional Development workshops and trainings. The school receives information about conferences, workshops, technical support meetings. ESL teacher can register online using PD opportunities for educators of ELLS
Staff development is an ongoing process. All new coming teachers receive mandatory training in ESL methodology and testing

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ESL teacher attends Professional Development workshops and trainings. The school receives information about conferences, workshops, technical support meetings. ESL teacher can register online using PD opportunities for educators of ELLS
Staff development is an ongoing process. All new coming teachers receive mandatory training in ESL methodology and testing accomodations, policy and assessment tools for working with ESL.
Classroom teachers receive information about ESL identification and placement.
PS 401 is a new school. The students are form grades Pre-K to 2. We do not have students who transit from one school level to another. As a new school the hope is for the ESL teacher to work collaboratively with the network to provide professional development support to meet the professional needs of teachers and instructional need of students.

E. Parental Involvement

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

As mentioned about, Parents of ELL students are provided with a Parent Orientation Meeting. During the winter and spring Parent Teacher conferences the parents of ELL students are strongly encouraged to visit the ESL room. The ESL teacher also walks to each classroom of the students she/he services to remind the parents to come to the ESL room. The parents have the opportunity to communicate their concerns with the ESL teacher and review their child's folder to get a better understanding of their child's achievments and needs. Translational students are provided by school staff.

The school provides monthly workshops, monthly PTA meetings and academic trainingd for parents. Notices and surveys are sent to parents in English Spanish. We use feedbalc from the parent surveys to provide workshops according to their needs. All translation services are provided by school paraprofessional and teachers.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

NYS ELA					
Grade	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Total**
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

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

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

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

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

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

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

The Christopher Avenue Community School, 23K401 uses W.R.A.P assessment for students in grade K- 2 including ELL students.One Kindergarten student and one first grade student have zero literacy skills in English and in Spanish. One Kindergarten student has 22 points

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

Part VI: LAP Assurances

School Name: _____		**School DBN:**	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lisa N.Bignall-Brice	Principal		1/1/01
Latina Lewis	Assistant Principal		1/1/01
Ms.Loveday	Parent Coordinator		1/1/01
Alla Kuznetsova	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

CEP Appendix 7

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 401 **School Name:** Christopher Avenue Community School

Cluster: 6 **Network:** 606

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

Part A: Needs Assessment Findings

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

The following are ways that are used to assess the school's written and oral translation interpretation needs :
• Home language data is reviewed using ATS
• Parents are interviewed

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

After analyzing our HLS, it was determined that the majority of our families at the Christopher Avenue Community School either speak English or Spanish. We identified the fact that we have a small group of Spanish speaking parents in our school who are not fluent enough in English to understand any of the written documentation that is sent. Findings are reported at PTA and staff meetings. A translator is usually made available at PTA meetings, during parent teacher conferences as well as to make calls to students homes when needed. Notices and letter that are sent home are translated so that our parents are aware of the events that occur in the school.

Part B: Strategies and Activities

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

Written translation services for Spanish-speaking families are provided. Letters and monthly school calendars are printed with the English version on one side and the Spanish version on the other. The written translation services are provided by school staff as well as the Department of Education.

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

Our goal at the Christopher Avenue Community School is to reach and meet the needs of all our parents. We therefore expect to provide oral interpretation services not only during ELL meetings, but also during parent teacher conferences. It is our hope to eliminate any barriers caused by language. As a result, we plan to use teachers and educational assistants to assist with any and all translation needs.

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

The Christopher Avenue Community School intends to provide our parents in need of translation services, flyers, notices, permisssion slips, consent forms, letters and school calendars in English and spanish. We expect these forms of communication will be completed by staff and/or trained interpreters. Notice of the availability of translation service will be posted in a visible area within the general office and at the security desk of the school. The school has recently purchased School Messenger, which will notify parents of school events and closings.