MOSAIC PREPARATORY ACADEMY
M375

2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 04M375
ADDRESS: 141 EAST 111TH STREET, NYC 10029
TELEPHONE: 212-722-3109
FAX: 212-722-3167

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: M375 **SCHOOL NAME:** Mosaic Preparatory Academy

SCHOOL ADDRESS: 141 East 111th Street

SCHOOL TELEPHONE: 201-722-3109 **FAX:** 212-722-3167

SCHOOL CONTACT PERSON: Lisette Caesar **EMAIL ADDRESS:** lcaesar@schools.nyc.gov

POSITION/TITLE	PRINT/TYPE NAME
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	
PRINCIPAL:	Lisette Caesar
UFT CHAPTER LEADER:	Darryl Browne
PARENTS' ASSOCIATION PRESIDENT:	Rose Jimenez
STUDENT REPRESENTATIVE: *(Required for high schools)*	

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 4 **SSO NAME:** Network 3

SSO NETWORK LEADER: Ms. Petrina Palazzo

SUPERINTENDENT: Ms. Luz Cortazzo

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Lisette Caesar	*Principal/Faculty	
Darryl Browne	*UFT Chapter Chairperson/Faculty	
Rose Jimenez	*PA/PTA Co-President/Parent	
Andrew Smalls	Title I Parent Representative	
Natalie Diaz	DC 37 Representative	
Anne Marie Auwinger	Member/Teacher	
Argerie Ayers	Member/Teacher	
Christine Silva	Member/Parent	
Shaundell Riddick	Member/Parent	
Nicole Jones	Member/Parent	
Miriam Gonzalez	Member/Parent	

Signatures of the members of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

OUR MISSION

Mosaic Preparatory Academy opened its doors to scholars for the first time on September 2, 2008. Located in the heart of East Harlem, Mosaic is a PreK-5 public college preparatory school surrounded by New York City housing projects, low-income tenement buildings, and local small businesses. There is a steady increase in the number of recent immigrants to the United States living in our learning community. Many of the families have low incomes. These factors pose a great challenge to our learning community as we strive to relentlessly meet the needs of this special population of parents and scholars. Currently, Mosaic serves 298 scholars, 43 of which are English Language Learners and 80 who are classified as Students with Disabilities.

In its second year The Mosaic Preparatory Academy continues on its journey to provide all scholars with the distinct belief that college is within their reach. Through a rigorous, interdisciplinary curriculum and an enriching environment, scholars will develop the academic, social, emotional and communication skills necessary to excel in a global society.

Upon graduation, many scholars will leave Mosaic being both bilingual and bi-literate through participation in our dual language program. Professors help scholars develop the whole child through the use of a rich curriculum-based portfolio that demonstrates understandings in the various disciplines including English Language Arts, Spanish Language Arts, Mathematics, Science, Social Studies, Visual Arts, Music, Technology and more.

At Mosaic, we recognize that the school must expand beyond the traditional definitions of teaching and learning in order to meet the diverse needs of the students and families of our community. Therefore, we have partnered with various institutions so as to afford our scholars the opportunity to further nurture their academic, social, and emotional growth. For example, our scholars in grades PreK-2 participate in various year-long activities with music to incorporate music into the literacy curriculum, and The Asphalt Green Swimming program teaches our scholars the techniques for becoming advent swimmers but and feel proud of one's accomplishment. In the upper grades (3-5), our scholars participate in Robotics, Track and Field, Basketball, Karate, Yoga, and Dance. Renzulli is used to enhance learning during school and in-after-school programs with many of our scholars. Additional partnerships with organizations such as Ballet Tech, Junior Achievement, The Pencil Partnership Program, Book Pals, Disney on Broadway, the New York City Department of Health, and Music and the Brain also contribute to the enriching, well-rounded academic experience of Mosaic scholars.

Through our Book of the Month Program, both scholars and faculty collectively build character and community. Scholars learn various principles that teach respect, trustworthiness, kindness, perseverance, and much more. In addition, this year we are the first school in new Your City to adopt the bucket filling program. A program that uses the metaphors, bucket filling and bucket dipping to promote a healthy and caring atmosphere.

Mosaic Preparatory Academy's mission as a college preparatory elementary school is to provide every scholar with the skills and strategies necessary for success in elementary school, middle school, high school and beyond. To build awareness of colleges and universities, all classes visit an institution of higher learning throughout the year. At Mosaic, every class has adopted the name of a specific college including the school's pennant and colors. Each class develops an interactive bulletin board in their Class Webpage with information about its adoptive institution so as to reinforce the steadfast belief that college is not just a dream, but an achievable expectation.

CEP Section III: School Profile
Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	Mosaic Preparatory Academy								
District:	4	**DBN:**	04M375	**School BEDS Code:**	310400010375				
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7		11		
	K	√	4	√	8		12		
	1	√	5	√	9		Ungraded	√	
	2	√	6		10				

Enrollment				**Attendance** - *% of days students attended*:			
(As of October 31)	2007-08	2008-09	2009-10	*(As of June 30)*	2007-08	2008-09	2009-10
Pre-K		23	35			91.0	TBD
Kindergarten		35	44				
Grade 1		46	33	**Student Stability** - *% of Enrollment*:			
Grade 2		49	37	*(As of June 30)*	2007-08	2008-09	2009-10
Grade 3		50	49			89.7	TBD
Grade 4		51	44				
Grade 5		43	49	**Poverty Rate** - *% of Enrollment*:			
Grade 6		31	0	*(As of October 31)*	2007-08	2008-09	2009-10
Grade 7		0	0			89.7	TBD
Grade 8		0	0				
Grade 9		0	0	**Students in Temporary Housing** - *Total Number*:			
Grade 10		0	0	*(As of June 30)*	2007-08	2008-09	2009-10
Grade 11		0	0			22	TBD
Grade 12		0	0				
Ungraded		0	3	**Recent Immigrants** - *Total Number*:			
Total		328	294	*(As of October 31)*	2007-08	2008-09	2009-10
						8	1

Special Education Enrollment:				**Suspensions** *(OSYD Reporting)* - *Total Number:*			
(As of October 31)	2007-08	2008-09	2009-10	*(As of June 30)*	2007-08	2008-09	2009-10
# in Self-Contained Classes		43	42	Principal Suspensions		12	TBD
# in Collaborative Team Teaching (CTT) Classes		11	9	Superintendent Suspensions		3	TBD
Number all others		20	21				
These students are included in the enrollment information above.				**Special High School Programs** - *Total Number:*			
				(As of October 31)	2007-08	2008-09	2009-10
				CTE Program Participants		0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)				Early College HS Program Participants		0	0
(As of October 31)	2007-08	2008-09	2009-10				
# in Transitional Bilingual Classes		20	0	**Number of Staff** - *Includes all full-time staff:*			
# in Dual Lang. Programs		20	22	*(As of October 31)*	2007-08	2008-09	2009-10
# receiving ESL services only		26	16	Number of Teachers		28	TBD

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CEP Section III: School Profile
Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT								
# ELLs with IEPs		2	5	Number of Administrators and Other Professionals			6	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals			6	TBD
Overage Students (# entering students overage for grade)				**Teacher Qualifications:**				
	2007-08	2008-09	2009-10	*(As of October 31)*			2007-08	2008-09	2009-10
(As of October 31)		0	TBD	% fully licensed & permanently assigned to this school				100.0	TBD
				% more than 2 years teaching in this school				0.0	TBD
Ethnicity and Gender - *% of Enrollment:*				% more than 5 years teaching anywhere				35.7	TBD
(As of October 31)	2007-08	2008-09	2009-10	*% Masters Degree or higher*				61.0	TBD
American Indian or Alaska Native		1.2	1.0	% core classes taught by "highly qualified" teachers (NCLB/SED				100.0	TBD
Black or African American		29.9	35.4						
Hispanic or Latino		64.3	58.8						
Asian or Native Hawaiian/Other Pacific Isl.		3.0	2.7						
White			0.7						
Male		54.3	57.1						
Female		45.7	42.9						
2009-10 TITLE I STATUS									
√	Title I Schoolwide Program (SWP)								
	Title I Targeted Assistance								
	Non-Title I								
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10		
							√		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY									
SURR School (Yes/No)		If yes, area(s) of SURR identification:							
Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:									
	Phase			**Category**					
	In Good Standing (IGS)		√	Basic	Focused	Comprehensive			
	Improvement Year 1								
	Improvement Year 2								
	Corrective Action (CA) – Year 1								
	Corrective Action (CA) – Year 2								
	Restructuring Year 1								
	Restructuring Year 2								
	Restructuring Advanced								

CEP Section III: School Profile
Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT			
Individual Subject/Area AYP Outcomes:			
Elementary/Middle Level		**Secondary Level**	
ELA:	√	ELA:	
Math:	√	Math:	
Science:	√	Graduation Rate:	

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

	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	√sh	√	√				
Ethnicity							
American Indian or Alaska Native	–	–					
Black or African American	√sh	√	–				
Hispanic or Latino	√	√	–				
Asian or Native Hawaiian/Other Pacific Islander	–	–					
White	–	–	–				
Multiracial							
Students with Disabilities	√sh	√	–				
Limited English Proficient	–	–	–				
Economically Disadvantaged	√sh	√					
Student groups making AYP in each subject	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
Progress Report Results – 2008-09		**Quality Review Results – 2008-09**	
Overall Letter Grade:	NR	**Overall Evaluation:**	NR
Overall Score:	NR	**Quality Statement Scores:**	
Category Scores:		Quality Statement 1: Gather Data	
School Environment:	NR	Quality Statement 2: Plan and Set Goals	
(Comprises 15% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	NR	Quality Statement 4: Align Capacity Building to Goals	
(Comprises 25% of the Overall Score)		Quality Statement 5: Monitor and Revise	
Student Progress:	NR		
(Comprises 60% of the Overall Score)			
Additional Credit:	NR		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
√ = Made AYP	Δ = Underdeveloped
$\sqrt{}^{SH}$ = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
– = Insufficient Number of Students to Determine AYP Status	W = Well Developed
	◊ = Outstanding

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

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

SECTION IV: NEEDS ASSESSMENT

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

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

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

Student Performance Trends

Mosaic Preparatory Academy is in its second year, having replaced a school that is phasing out. A look at our 2009 New York State ELA Test data, shows that 37.5% of all students (grades 3to 6) performed at a level 3. No students performed at level 4. 2009 New York State Math Test data shows that 59.7% of all students (grades 3to 6) performed at a level 3 or 4.

Mosaic earned additional credit on its 2008-2009 New York City Progress Report for exemplary proficiency gains of 48.6% in the areas of *Hispanic Students in the Lowest Third* citywide in English Language Arts and 25% exemplary proficiency gains for *English Language Learners* in mathematics. Exemplary proficiency gains are based on the percentage of high-need students who improve by at least one-half of a proficiency level in English Language Arts or Math.

While the school did not earn additional credit for *Special Education Students* in ELA or Math, this group experienced 35.6% exemplary proficiency gains in ELA and 17.8% exemplary proficiency gains in math. In ELA, *Black Students in the Lowest Third* made 36.8% exemplary proficiency gains. In mathematics *Hispanic Students in the Lowest Third* made 27.1% exemplary proficiency gains.

Greatest Accomplishments Over the Last Year (Mosaic is in its second year)

The following statements are based on information collected from Quality Review Summary Feedback, School Report Cards, Progress Reports, periodic assessments, ARIS, Inquiry Team action research, the School-wide Needs-Assessment and Teacher and Parent Surveys:

- The school principal continues to lead with a clear sense of purpose and has put structures in place to improve the culture of the school.
- A collaborative structure has been created which promotes staff development through engagement and sharing of professional expertise.
- The school continues to develop partnerships with outside organizations that support goals of the school.

- The principal and staff continue to work hard to create and employ meaningful assessments and frameworks that show the performance and progress of individual students.
- The achievement and success of students has been a focus of the whole school with the expectation that students will be prepared to go to college.
- Parents continue to value the safe environment of the school and the care shown by the staff; they feel welcome and feel that their voices are is heard.
- Teacher retention was significantly high (95% of classroom teachers returned for the 2009 academic year).
- Community Based Organizations continue to work with our school community and a few more have joined our efforts to educate the whole child.

The following are the most significant barriers to the school's continuous improvement (Mosaic is in its second year).
The following statements are based on information collected from the Quality Review Summary Feedback, School Report Cards, Progress Reports, periodic assessments, ARIS, Inquiry Team action research, the School-wide Needs-Assessment and Teacher and Parent Surveys:

- Teachers need to refine their own goal setting methods to include interim measurable benchmarks that can be shared with students.
- With the assistance of teachers, students need to develop sources of self-assessment to evaluate their own academic progress and identify steps for achieving mid- and end-of-year goals.
- Professional development opportunities need to be offered to assist teachers in differentiating their instruction so as to provide rigorous learning experiences to all students.
- Administrators, teachers, and support staff need to expand and deepen communication with parents; also, the school needs to provide families with skills and strategies that will help their children improve academically.
- Administrators and teachers need to work to build cohesive curricular units of study across grades, within grade levels, and throughout all content areas.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.
Notes: *(1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.*

1. Annual Goal:

During the 2009-2010 year we will expand communication with parents and/or guardians, including strategies for assisting their children to improve academic progress.

Summary/Description:

In September the PD team will conduct a need-assessment to help design a year long plan The PD team will create a calendar of events/workshops for parents and/or guardians on reading, mathematics, etc. Monthly workshop/events will include filed trips and guest speakers. Parents and/or guardians will be trained to be Volunteers throughput the school. Modes of communication such as Newsletters, fliers and school webpage will be translated into Spanish, Arabic and Cantonese/Chinese. Evidence will show a 10% increase in parents/and or guardians attending teacher conference, PA meetings workshops and school events, parent volunteerism and students completing homework

2. Annual Goal:

By June 2010, data on the 2009-2010 Progress Report will indicate a 5% increase of students in grades 3-5 who achieved 1 year of progress in ELA as evidenced by the results of the 2010 NYS ELA Assessment.

Summary/Description: ELA Periodic Assessments (Performance Series and Acuity) will be given throughout the 2009-2010 school so that educators may track individual student growth and areas in need of improvement. Administrators, staff developers, grade leaders, service providers, and teachers will engage in rigorous data analysis so as to plan targeted small group and whole group instruction that will promote literacy growth and encourage ELA gains. Moreover, a variety of intervention programs will be offered to students who need additional support and/or who scored at Levels 1 and 2 on the 2009 NYS ELA Assessment.

3. Annual Goal:

By June 2010, data on the 2009-2010 Progress Report will indicate a 5% increase of students in grades 3-5 who achieved 1 year of progress in mathematics as evidenced by the results of the 2010 NYS Mathematics Assessment.

Summary/Description: Periodic Assessments in mathematics (Performance Series and Acuity) will be given throughout the 2009-2010 school so that educators may track individual student growth and areas in need of improvement. Administrators, staff developers, grade leaders, service providers, and teachers will engage in rigorous data analysis so as to plan targeted small group and whole group instruction that will promote

mathematics growth and encourage gains on the 2010 NYS Mathematics Assessment. Moreover, a variety of intervention programs will be offered to students who need additional support and/or who scored at the bottom third on the 2009 NYS Mathematics Assessment.

4. Annual Goal:

By June of 2010 the quality of student work in grades K to 5 will show improvement as evidenced by an increase in use of content-area vocabulary in written communication as measured by the word choice trait of the 6+1 Writing Traits rubric.

Summary/Description:

Mosaic strives to evaluate our students in a holistic manner, considering students' interests, and learning styles as well as their current ability levels. Our school recognizes that these come into play in teaching and learning across content areas. Teachers will continue to plan differentiated instruction that will focus on individual learners and their needs during the 2009-2010 academic years. The effort to differentiate instruction across content areas will be supported and evaluated in a variety of ways

In-school and offsite professional development workshops and conferences, and school-wide educational retreats will allow for teachers to increase in understanding of the variety of ways in which differentiation can take place and to create plans for their classrooms. Inter-visitations within and across grade levels and visits to other school sites provide models for teachers to gain a hands-on or first-hand account of how differentiation can happen in the classroom across grades and student populations. Resources and materials offered at Teacher Center Site further support the implementation of plans. Individual teacher support via coaching/mentoring, weekly grade planning meetings, and Inquiry Team meetings (including the school's Cluster Inquiry Team), create a space for collegial reflection on practice.

Evaluation will take place on different levels. During grade meetings and Inquiry Team meetings classroom practice, curriculum design and implementation will be reviewed. Observations of teachers by administration will take into account classroom differentiation in terms of content, process, and/or products. In terms of evaluating student work in content area understanding, the Professional Development Team will work with teachers to discuss and analyze student work using the 6+1 writing traits rubric. Throughout the year, student work will be formally assessed against the requirements in the rubric (baseline, interim, end of year). End of year student and teacher surveys will further give our school insight into what is working well and what needs improvement within our practices school-wide. As a result of implementing differentiation techniques throughout the day and across content areas, it is expected that the quality of student work in grades K to 5 will show improvement as evidenced by an increase in use of content-area vocabulary in written communication as measured by the word choice trait of the 6+1 Writing Traits rubric.

5. Annual Goal:

By June 2010, the overall attendance rate of the entire student body in grades Pre-K – 5 will increase from 89% to 91% as evidenced by ATS -RSAL Report

Summary/Description:

By June 2010, the school Attendance Rate will increase to 91% as indicated by the results of the school's Annual Attendance Report, the ATS (RSAL Report) and the Statistics section on the schools.nyc.gov website. Currently, our school attendance rate is 89%. The staff at Mosaic Preparatory Academy knows the importance of student attendance and strongly believes that the attendance rate contributes to a positive School Learning Environment (as noted in School Survey, 2009). We will continue to conduct attendance outreach program and incentives in order to maintain and increase the student body attendance percentage at Mosaic Preparatory Academy.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. ***Reminder:*** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): _____

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**Expand communication with parents and/or guardians and provide them with strategies for assisting their children to improve academic progress. We will have a 10% increase in attendance at PA meetings, workshop and school events, teacher conferences, parent volunteerism and students completing homework.**
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	TARGET POPULATION: • Parents and/or guardians of Mosaic students • Mosaic Staff STRATEGIES/ACTIVITIES and TIMELINE (September 2009 to June 2010): • A needs-assessment will be conducted to help design a year long plan • The PD team will create a calendar of events/workshops for parents and/or guardians on reading, mathematics, etc. • Monthly workshop/events will include field trips and guest speakers • Parents and/or guardians will be trained to be Volunteers throughout the school • Various modes of communication will be used to inform parents, such as newsletters, fliers and the school webpage which will be translated into Spanish, Arabic and Cantonese/Chinese • Parents' Room has been remodeled and is open to parents during the school day and all day Saturday RESPONSIBLE STAFF MEMBERS: • PD Team • AIS Mathematics Teacher • ESL Teacher • IEP Teacher • SETSS Teacher • AIS Coordinator

	• Staff Developers • Parent Coordinator • Guidance Counselor • Family Worker • DOE Translation Service Staff • Assistant Principal and Principal
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	MONETARY SOURCES/BUDGET: • Title I • Title III • Violence Prevention Fund • Fund Raisers • Tax Levy
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	INSTRUMENTS OF MEASURE: • Parent and/or guardian attendance sheets, surveys and evaluations collected from PA meetings, workshops, and school events • Parent volunteer log • Teacher recordkeeping of homework completion INTERVAL OF PERIODIC REVIEW: • Data relating to the projected gains will be collected on an on-going basis (after each PA meeting, workshop, parent-teacher conference, and school event) • Data from the volunteer log will be collected and analyzed on a monthly basis • Teachers will track students' homework packet completion on a weekly basis PROJECTED GAINS: • 10% increase in attendance at PA meetings • 10% increase in attendance for workshop and school events • 10% increase in parents/and or guardians attending parent-teacher conferences • 10% increase parent volunteerism • 10% increase students completing homework

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. ***Reminder:*** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

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

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**By June 2010, data on the 2009-2010 Progress Report will indicate a 5% increase of the number of students in grades 3-5 who achieved 1 year of progress in ELA as evidenced by the results of the 2010 NYS ELA Assessment.**

Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	TARGET POPULATION: • Mosaic students in grades 3 to 5 • Teachers of grades 3 to 5 STRATEGIES/ACTIVITIES and TIMELINE (September 2009 to June 2010): • At the end of each assessment cycle, teachers will review student data at grade meetings so as to rigorously plan for subsequent instruction. • Administration, staff developers, grade leaders, service providers, and teachers will participate in consistent collaboration of next steps as a result of data analysis. • Individual teacher conferences will be scheduled to ensure meaningful reflection and use of data to tailor small group and whole group instruction. • Teachers will use data at the end of each assessment cycle to inform their instruction and revisit personal intervention plans as needed. • Teachers College Reading and Writing Project Staff Developers will work with all teachers in four learning study cycles during the calendar year. • ELA Intervention programs will be offered to students scoring at levels 1 and 2 on the 2009 NYS ELA Assessment, as well as to students who are identified by classroom teachers as needing extra support. These programs will be offered during the school day, during Extended Day, during After-School, and on Saturdays from September 2009 to June 2010. RESPONSIBLE STAFF: • Classroom Teachers • Teachers teaching Extended Day, After-School, and Saturday Programs

	• ESL Teacher • IEP Teacher • SETSS Teacher • AIS Coordinator • Guidance Counselor • Assistant Principal and Principal
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	MONETARY SOURCES/BUDGET: • Title I • Title III • Grant Funds • Tax Levy
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	INSTRUMENTS OF MEASURE: • ELA Periodic Assessments (Performance Series and Acuity) given during the 2009-2010 school year • 2010 NYS ELA Assessment • 2009-2010 Progress Report and 2008-2009 School Report Card INTERVAL OF PERIODIC REVIEW: • All students will be assessed one time in the spring of 2010 using the Acuity ELA Predictive Assessment • All students will be assessed twice during the school year (in the fall of 2009 and the spring of 2010) using the Reading Performance Series to track individual student progress • Teachers will track individual student progress in ELA skills and strategies on an ongoing basis so as to plan targeted instruction PROJECTED GAINS: • Data will indicate a 5% increase in the number of students in grades 3-5 who achieve 1 year of growth in ELA as evidenced by the results of the 2010 NYS ELA Assessment, the 2009-2010 Progress Report, and the 2008-2009 School Report Card

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. ***Reminder:*** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

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

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**By June 2010, data on the 2009-2010 Progress Report will indicate a 5% increase in the number of students in grades 3-5 who achieved 1 year of progress in mathematics as evidenced by the results of the 2010 NYS Mathematics Assessment.**

Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	TARGET POPULATION: • Mosaic students in grades 3 to 5 • Teachers of grades 3 to 5 STRATEGIES/ACTIVITIES and TIMELINE (September 2009 to June 2010): • At the end of each assessment cycle, teachers will review student data at grade meetings so as to rigorously plan for subsequent instruction. • Administration, staff developers, grade leaders, service providers, and teachers will participate in consistent collaboration of next steps as a result of data analysis. • Individual teacher conferences will be scheduled to ensure meaningful reflection and use of data to tailor small group and whole group instruction. • Teachers will use data at the end of each assessment cycle to inform their instruction and revisit personal intervention plans as needed. • Mathematics Intervention programs will be offered to students who scored at the bottom third on the 2009 NYS Mathematics Assessment and/or those students who were identified by classroom teachers as needing extra support. These intervention programs will be provided during the school day (by the AIS Math teacher), during Extended Day, during After-School, and on Saturdays from September 2009 to June 2010. • In collaboration with Marymount Manhattan College, Mosaic Preparatory School will develop a Saturday Math AIS Program (ten full-day sessions). The program will use the following instruments to monitor progress, inform instruction, and tailor intervention programs: -On-going review of all available data including Mathematics Performance Series results,

	unit exams in mathematics, and mathematic periodic assessments, data portfolios -One-on-one tutoring will be provided in the area of mathematics RESPONSIBLE STAFF: • Classroom Teachers • Teachers teaching Extended Day, After-School and Saturday Programs • AIS Mathematics Teacher • ESL Teacher • IEP Teacher • SETSS Teacher • AIS Coordinator • Staff Developer • Marymount Manhattan College tutors • Guidance Counselor • Assistant Principal and Principal
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	MONETARY SOURCES/BUDGET: • Title I • Title III • Grant funds • Tax Levy
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	INSTRUMENTS OF MEASURE: • Math Periodic Assessments (Performance Series and Acuity) given during the 2009-2010 school year • 2010 NYS Math Assessment • 2009-2010 Progress Report and 2008-2009 School Report Card INTERVAL OF PERIODIC REVIEW: • All students will be assessed one time in the spring of 2010 using the Acuity Math Predictive Assessment • All students will be assessed twice during the school year (in the fall of 2009 and the spring of 2010) using the Math Performance Series to track individual student progress • Teachers will track individual student progress in Math skills and strategies on an ongoing basis so as to plan targeted instruction PROJECTED GAINS: • Data will indicate a 5% increase in the number of students in grades 3-5 who achieve 1 year of growth in mathematics as evidenced by the results of the 2010 NYS Mathematics Assessment, the 2009-2010 Progress Report, and the 2008-2009 School Report Card

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. ***Reminder:*** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): **Across content areas**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**By June of 2010 the quality of student work in grades Pre-K to 5 will show improvement as evidenced by an increase in use of content-area vocabulary in written communication as measured by the word choice trait of the 6+1 Writing Traits rubric.**
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	TARGET POPULATION: • Mosaic students in grades Pre-K to 5 • Pre-K to 5 Teachers STRATEGIES/ACTIVITIES and TIMELINE (July 2009 to June 2010): • The Professional Development Team will work to familiarize teachers with the 6+1 Writing Traits rubric • In-school and offsite Professional Development workshops and conferences will be provided • Spring and Summer school-wide educational retreat • Weekly Grade planning meetings • Inquiry Team Meetings • Support to Individual teacher via coaching/mentoring • Observations of teachers by administration • Available resources and materials offered at Teacher Center Site • Inter-visitations within and across grade levels and visits to other school sites • School Staff creates and revises curriculum maps in Social Studies and science RESPONSIBLE STAFF: • Classroom Teachers • AIS Mathematics Teacher • ESL Teacher

	• IEP Teacher • SETSS Teacher • AIS Coordinator • Staff Developers • Assistant Principal and Principal
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	MONETARY SOURCES/BUDGET: • Title 1 • Title III • Grant Funds • Tax Levy
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	INSTRUMENTS OF MEASURE: • Review of student work using the 6+1 Writing Traits rubric • Review of classroom practice during weekly grade meetings • End of year student and teacher surveys • Formal teacher observations INTERVAL OF PERIODIC REVIEW: • Student work will be assessed with the 6+1 Writing Traits rubric three times a year (beginning, middle, and end-of-year) • Ongoing evaluation of curriculum design and implementation • Surveys will be collected from teachers at the end of the year regarding content area work and instruction • Formal teacher observations will be assessed on an on-going basis and used to improve content area curricula PROJECTED GAINS: • Increase of two levels as measured by the 6+1 Writing Traits rubric by June 2010

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. ***Reminder:*** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): **To increase student daily attendance**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**By June 2010, the overall attendance rate of the entire student body in grades Pre-K – 5 will increase from 89% to 91% as evidenced by the ATS RSAL Report.**

Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	TARGET POPULATION: • All Mosaic students in grades Pre-K to 5 STRATEGIES/ACTIVITIES and TIMELINE (September 2009 to June 2010): • The Pupil Accounting Secretary and Family Worker will continue to monitor the weekly attendance to date in grades Pre-K to 5 as measured by the ATS- RSAL Report and the Statistics section on the schools.nyc.gov website • The Pupil Accounting Secretary and Family Worker will continue daily parental outreach for students in grades Pre-K to 5 who are absent and/or late. This includes home visits as needed. • The Attendance Committee will continue to meet bi-weekly to plan and to evaluate attendance programs and next steps. • The Attendance Committee will continue to conduct monthly Attendance Assemblies to present attendance rewards and incentives. • Teachers will use attendance incentive charts in their classrooms to track attendance and honor and celebrate punctuality and good attendance. • School SAPIS and guidance counselor will continue to provide services to tardy and/or absent students as needed. RESPONSIBLE STAFF: The Attendance Committee at Mosaic Preparatory Academy consists of the following members: • Guidance Counselor

	• SBST Family Worker • Pupil Accounting Secretary • Parent Coordinator • Administrator – Principal and Assistant Principal
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	MONETARY SOURCES/BUDGET: • Tax Levy
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	INSTRUMENTS OF MEASURE: • ATS-RSAL Report • Attendance statistics section on the schools.nyc.gov website • 2008-2009 Progress Report and 2009-2010 School Report Card. INTERVAL OF PERIODIC REVIEW: • From September 2009 to June 2010, the Attendance Committee will monitor the attendance on a weekly basis PROJECTED GAINS: • From September 2009 to June 2010, Mosaic will achieve an overall gain of 2% points in student attendance as measured by the Progress Report Card.

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: *All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6.* ***Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.***

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	8	3	N/A	N/A	0	0	0	0
1	10	6	N/A	N/A	0	0	1	0
2	13	6	N/A	N/A	0	0	0	0
3	20	18	28	N/A	0	0	4	4
4	28	25	31	8	0	0	2	6
5	21	23	16	15	0	0	3	3
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	**Description:** Provide a brief description of **each** of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Students receive fluency intervention one-to-one using ***Great Leaps***. "Double Doses" of ***Fundations*** is provided to our students in the early childhood grades who require additional support in the BIG 5 areas of literacy (phonemic awareness, phonics, fluency, vocabulary, comprehension) in small groups. Students receive ***Wilson*** in small groups and one-on-one. These services are provided during the school day and during extended day sessions (37.5 minutes).
Mathematics:	Students receive intervention services in small groups using Kaplan Advantage and other designated materials. In early childhood grades, basic mathematic concepts and language are addressed. Instruction is provided during the school and during extended day sessions (37.5 minutes) in small group and one to one instruction.
Science:	Intervention services for science will be provided during Saturday Academy through small group and one to one instruction and through the school's partnership with Marymount Manhattan College during the Saturday Program. During one science period per week in one of the fifth grade classes, the student-to-teacher ratio is reduced via instruction with an additional teacher.
Social Studies:	Students in grade 5 participate in a Saturday Academy for social studies in small groups. Identified students in grades 3-5 will participate in a literacy through social studies program beginning in the second half of the school year after school and on Saturdays.
At-risk Services Provided by the Guidance Counselor:	Due to the mandated caseload, the Guidance Counselor cannot schedule students for at-risk counseling during the school day.
At-risk Services Provided by the School Psychologist:	Due to the mandated caseload, the School Psychologist cannot see students for at-risk counseling during the school day.
At-risk Services Provided by the Social Worker:	The social worker and SAPIS worker see students in small groups and one-on-one during the school day.

At-risk Health-related Services:	The school's nurse provides on-going training for students who suffer from Asthma through the Open Pathways curriculum.

ENGLISH LANGUAGE LEARNERS (ELLS)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) 3rd – 5th **Number of Students to be Served: 10-20 LEP _____ Non-LEP**

Number of Teachers 2 **Other Staff (Specify) Assistant Principal, Supervisor in charge**

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

School Overview and Instructional Programs for ELLs

Located in the heart of East Harlem, Mosaic is a public college preparatory school surrounded by New York City housing projects, low-income tenement buildings, and local small businesses. There is a steady increase in the number of recent immigrants to the United States living in this community. Many of the families have low incomes. These factors pose a great challenge to our learning community as we strive to relentlessly meet the needs of this special population of families and scholars.

Of the 289 scholars who are currently enrolled at Mosaic, 43 are English Language Learners (ELLs) who are eligible for English as a Second Language (ESL) services. These scholars collectively represent three different language groups: Spanish (90%), Arabic (7.5%), and Chinese (2.5%). Eight of these scholars (17%) are in kindergarten, seven (16%) are in first grade, five (12%) are in second grade, six (14%) are in third grade, eight (19%) are in fourth grade, and nine (21%) are in fifth grade.

Mosaic Preparatory Academy uses two program models to serves its ELLs: Dual Language (English/Spanish) for grades K to 4 and Freestanding (Push-in/Pull-out) ESL for grades K to 5. Currently, 20 ELLs are enrolled in the Dual Language program (four in kindergarten, four in first grade, three in second grade, five in third grade, and four in fourth grade), while 23 students (four in kindergarten, three in first grade, two in second grade, one in third grade, four in fourth grade, and nine in fifth grade) receive English support via Freestanding ESL.

When looking at the specific subgroups of ELLs, 31 students (74%) have been receiving services for 0 to 3 years; three of these students (10%) are also receiving some form of special education. There are 11 English Language Learners (26%) who have been receiving services for 4 to 6 years, two (18%) of whom are classified as special education students. Currently, there are no newcomers, SIFE, or long-term ELLs (more than 6 years of service) attending Mosaic Preparatory Academy.

The Dual Language program at Mosaic provides students with an academically rigorous curriculum in English and Spanish, enabling both ELLs and English Proficient (EP) students to meet or exceed New York State and City standards. The Dual Language program at Mosaic is self-contained (one teacher provides both English and Spanish instruction) and reflects a 50:50, alternating day model (Tables 3 and 4). In this model, instructional time is Mosaic Preparatory Academy has chosen to implement two different programs that will provide its 42 ELLs with their mandated ESL services: a Dual language program for ELLs in grades K through 4, and a free-standing, push-in/pull-out ESL program for ELLs in monolingual K through 5 classrooms. The Dual language program serves a total of 19 scholars, while the free-standing ESL program serves 23 scholars. Again, these programs were created in response to parental input and a needs assessment of the Home Language Identification Surveys (HLIS).

Dual Language: The Dual Language program at Mosaic provides scholars with an academically rigorous curriculum in English and Spanish, enabling both ELLs and English Proficient (EP) scholars to meet or exceed New York State and City standards. The Dual Language program at Mosaic is self-contained (one teacher provides both English and Spanish instruction) and reflects a 50:50, alternating day model (Table 2). In this model, instructional time is equally divided between English and Spanish, alternating each day. Thus, at the end of a two-week cycle, scholars have received instruction in English for five days and in Spanish for five days. According to this model, literacy is taught simultaneously in alignment with Native Language Arts, English as a Second Language, and English Language Arts standards. Content area subjects are taught in both English and Spanish as well, with the use of second language acquisition strategies. Dual language classrooms at Mosaic contain instructional materials in both English and Spanish, and a sign is placed outside of the classroom which clearly designates the language of instruction (e.g., “Today we speak English” and “Hoy hablamos español”). Native language support is offered at all times through the use of bilingual books, glossaries, dictionaries, handouts, flash cards, games, and other instructional materials. In addition, students in the dual language program (as well as those in monolingual classes receiving freestanding ESL services) have access to Achieve 3000, and the dual language teachers strive to incorporate this program and other forms of advanced technology in their classrooms every day. Due to the nature of Mosaic’s self-contained 50:50 model, English Proficient Scholars (EPS) and ELLs are integrated throughout the entire school day and receive the same content instruction in both English and Spanish. Dual language teachers are certified or are working toward their certification in both elementary education and bilingual education. Currently, 6 teachers (5 dual language and 1 Academic Intervention Specialist) hold or are currently obtaining certificates in bilingual education.

Freestanding ESL: Scholars in the freestanding, push-in/pull-out ESL program receive all instruction in English with the use of specific ESL methodologies and native language support (e.g., native language dictionaries, glossaries, translations when necessary, native language literature, etc.). The ESL teacher at Mosaic provides the mandated minutes for ESL services as determined by scholars’ levels of language acquisition: 360 minutes for Beginners and Intermediates and 180 minutes for Advanced scholars. The ESL teacher pushes into classrooms to

incorporate ESL strategies and support the mainstream classroom teacher during his/her instruction. Due to the fact that ELLs are enrolled in 14 different classes across six different grades, the ESL teacher also pulls out small groups of ELLs according to their language proficiency level and/or linguistic need so as to meet the instructional time mandate. In the freestanding push-in/pull-out program, literacy is taught using ESL and ELA methodologies, while subject area content is taught in English using ESL strategies. The ESL teacher provides native language support whenever possible, especially through the use of technology (e.g., Achieve 3000, a listening center, Smart Board lessons that promote speaking, listening, reading, and writing). The ESL teacher is one of two individuals with a license in ESL at Mosaic; she is currently working toward her certificate in both elementary education and ESL. When the ESL teacher is not available to provide in-class support, the mainstream classroom teachers are responsible for infusing their content-based instruction with ESL strategies. Throughout the year, the ESL teacher hosts various lunch and learns and study groups on effective ESL strategies that mainstream teachers can implement in their classes on a daily basis. In order to maximize English language acquisition for ELLs and promote curricular alignment, every effort is taken to ensure that the ESL teacher's schedule reflects at least two planning periods (one for the lower grades and one for the upper grades) during which she can collaboratively plan with the classroom teachers.

Title III Instructional Program Description: Achieving Cultural Understanding Through English Enrichment (*ACUTE*^{2})

Goals:

To address Standard five of New York State's English as a Second Language (ESL) standards: students will demonstrate cross-cultural knowledge and understanding.

To involve English language learners' families as learning partners.

The Achieving Cultural Understanding Through English Enrichment (*ACUTE*^{2}) program will target Mosaic Preparatory Academy's English Language Learners (ELLs) and their families in grades 3 through 5. The target population may be expanded to earlier grades depending on response. Children and families of 3rd through 5th grade students who are English Language Learners in both dual language and monolingual classes will be invited to participate in the program. Students and their families will explore American culture by visiting museums and cultural centers and participating in hands-on activities. The authentic learning trips and activities will allow ELLs and their families to practice English in low-stakes environments while gaining an understanding of New York and American history, as well as of the cultural diversity within the United States. Activities will take place within the school as well as around the city of New York. The program will take place for 4 to 6 hours (depending on the trip) on designated Saturdays and will last from February to June.

ACUTE^2 strives to assist families in becoming familiar with the new systems and contexts which they encounter in American society. Moreover, ACUTE^2 will provide students with exposure to unique learning experiences that they may otherwise never have the opportunity to enjoy. Aside from dealing with school work and learning English, English Language Learners often must also learn to navigate a new school system and culture. The program involves students' families as learning partners. The engaging activities planned in ACUTE^2, will address Standard 5 of New York State's English as a Second Language (ESL) standards: students will demonstrate cross-cultural knowledge and understanding. The program also addresses English Language Arts and ESL standards regarding oral communication. Additionally, ACUTE^2 will help prepare students for the NYSESLAT and the New York State English Language Arts assessment within authentic settings and through motivating activities. Students will have an opportunity to communicate in English with peers and family members as well as with teachers and museum/cultural center educators. The exposure students will have to history and different environments will help them to make connections between their out-of-school experiences and their learning in the classroom. Participants will:

- Gain exposure to American and New York City history and culture, including the history of diversity in the U.S. and in New York

- View and interact with exhibits, museum artifacts, and realia in order to understand people's lives in the past and present;
- Learn alongside their family members and with members of the school community
- Gain information about how parents and guardians can continue to support their children's academic and language development.
- Create a culminating project and presentation that will demonstrate students' understanding of New York and American history

In-school activities will prepare families for the various trips around the city. During museum visits or after museum visits back activities will be debriefed and children and families will have an opportunity to discuss and present their learning from each visit. Among the New York institutions that will be visited are: the New-York Historical Society, the Museum of the City of New York, El Museo del Barrio, Queens Museum, and Weeksville. Museum visits will include guided tours and creative activities. Teachers involved in the program will also be using ESL teaching approaches to support student and family learning before, during and after trips. Teachers who would be willing to act as co-chaperones on trips will be recruited to interact with families as well as ensure adequate supervision. Two teachers will participate in the trips and the school-based activities. A minimum of 10 families will participate in the program. Siblings of students in grades 3 through 5 are welcome as well. The target population may be expanded to earlier grades depending on response.

The various assessments used to monitor progress of students include but are not limited to:

- Attendance records of participants
- Classroom teacher feedback about student participants' English language development and motivation and home-school communication
- Completion of guided-activities and tasks at museums
- Communications rubric used as students present their new understandings after visits
- Photos of activities
- Family, Student and Teacher-participant surveys
- After-visit games/quizzes
- Culminating project presentation

The total amount of expenditures for the Title III Grant is $15,000.00. This money will be spent to pay the two teachers ($7,200.00), to pay the ELL consultant from Teacher's College ($3,000.00), to purchase metro cards and home library materials for parents/families and students ($1,200.00), and to cover costs of materials to document and conduct hands-on activities and complete the final project as well as to pay for admission and guided tours and programs at the various museums and/or cultural centers we schedule to visit ($3,600.00).

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Professional Development

It is our steadfast belief that Professional Development will enhance the instructional practices of teachers and ultimately promote profound academic gains in language development and content knowledge among the English Language Learners at Mosaic. Therefore, we are providing Professional Development and teacher support to the ESL Teacher, Bilingual Teachers, and classroom teachers so they are able to design rigorous academic tasks, scaffold academic and linguistic development, develop academic oral proficiency and group students for

optimal linguistic and academic achievement, and examine data in order to plan instruction. The in-house Literacy Coach (at no cost to this program) will provide extra support as needed. Title III teachers will be able to integrate scaffolding strategies to increase cultural learning in supplemental literacy and content areas. They will also be able to better differentiate instruction based on informed data analysis. Through the various PD opportunities both teachers will fine tune their professional practices addressing academic and linguistic needs of ELLs and help them meet and succeed academic standards.

The Certified ESL teacher and the Bilingual Teachers attended the QTEL- Building the Base with Curriculum Development (six day training) and the Demystifying ELL Data workshop (three day workshop) in the Spring of 2009. This year the ESL teacher and Dual Language Teachers are scheduled to attend the following workshops:

- UFT Workshops that support differentiated instruction for English Language Learners
- Teacher's College Writing Workshops

Moreover, a professional ELL Consultant from Teacher's College visits frequently to provide professional development for all teachers who work with English Language Learners.

Parent and Community Participation

According to the review of recent research published by the Southwest Educational Development Laboratory (2002), students with involved parents and/or family members, no matter what their income or background, are more likely to:

- Earn higher grades and test scores, and enroll in higher-level programs
- Be promoted, pass their classes and earn credits
- Attend school regularly
- Have better social skills, show improved behavior and adapt well to school
- Graduate and go on to post-secondary education

ACUTE^2 will serve as a means for parents and families to become more involved in their children's education, therefore strengthening the home-school learning continuum and aiding with their children's success in and out of the classroom. The program will also help families gain a greater understanding of American history and culture as well as New York City's school system and expectations.

Form TIII – A (1)(b)

School: Mosaic Preparatory Academy **BEDS CODE: 310400010375**
Title III LEP Program
School Building Budget Summary

Allocation Amount: $15,000.00		
Budget Category	**Budgeted Amount**	**Explanation of expenditures in this category as it relates to the program narrative for this title.**
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	$7,200.00	$49.89 (current teacher per session rate with fringe) x 2 teachers = $99.78 $7200.00 / $99.78 = 72 hours of work per teacher
Purchased services - High quality staff and curriculum development contracts.	$3,000.00	Stipend for Teacher's College ELL Consultant to visit and provide professional development to Dual Language and ESL Teachers
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	$3,600.00	- Admission fees and guided tours/programs costs for students and their family members to visit select museums and cultural locations throughout New York City - Costs of materials to document and conduct hands-on activities and complete the final project presentations
Educational Software (Object Code 199)	$0.00	None
Travel	$0.00	None
Other: Parental Involvement	$1,200.00	- Metro cards for parents and students to travel to select museums and cultural locations throughout New York City - Home library materials for parents/families and students
TOTAL	**$15,000.00**	

Language Allocation Policy (LAP) Narrative
Mosaic Preparatory Academy (M375)

Background on Mosaic Preparatory Academy

Located in the heart of East Harlem, Mosaic is a public college preparatory school surrounded by New York City housing projects, low-income tenement buildings, and local small businesses. There is a steady increase in the number of recent immigrants to the United States living in this community. Many of the families have low incomes. These factors pose a great challenge to our learning community as we strive to relentlessly meet the needs of this special population of families and scholars.

Language Allocation Policy Team Composition

Currently, the Language Allocation Policy team consists of six members: Lisette Caesar (Principal), Jorge Moore (Assistant Principal), Jessica Bolen (ESL Teacher/Coordinator), Elizabeth Gil (Academic Intervention Specialist), Reina Huerta (Literacy Coach/Teacher Center Specialist), and Danielle Tweedy (IEP Specialist/SETSS Teacher).

Teacher Qualifications

Dual language teachers are certified or are working toward their certification in both elementary education and bilingual education. Currently, 6 teachers (5 dual language teachers and 1 Academic Intervention Specialist) hold or are currently obtaining certificates in bilingual education. In addition, there are 2 teachers (1 general education teacher and the ESL teacher/coordinator) who hold or are currently obtaining a TESOL certificate.

ELL Demographics

Of the 289 scholars who are currently enrolled at Mosaic, 43 are English Language Learners (ELLs) who are eligible for English as a Second Language (ESL) services. These scholars collectively represent three different language groups: Spanish (90%), Arabic (7.5%), and Chinese (2.5%). Eight of these scholars (19%) are in kindergarten, seven (16%) are in first grade, five (12%) are in second grade, six (14%) are in third grade, eight (19%) are in fourth grade, and nine (21%) are in fifth grade.

Mosaic Preparatory Academy uses two program models to serves its ELLs: Dual Language (English/Spanish) for grades K to 4 and Freestanding (Push-in/Pull-out) ESL for grades K to 5. Currently, 19 ELLs are enrolled in the Dual Language program (four in kindergarten, three in first grade, three in second grade, five in third grade, and four in fourth grade), while 23 students (four in kindergarten, three in first grade, two in second grade, one in third grade, four in fourth grade, and nine in fifth grade) receive English support via Freestanding ESL.

When looking at the specific subgroups of ELLs, 32 students (74%) have been receiving services for 0 to 3 years; three of these students (10%) are also receiving some form of special education. There are 11 English Language Learners (26%) who have been receiving services for 4 to 6 years, two (18%) of whom are classified as special education students. Currently, there are no newcomers, SIFE, or long-term ELLs (more than 6 years of service) attending Mosaic Preparatory Academy.

Parent Program Choice

Process, Outreach, Timeline

During registration, parents of scholars who are new to Mosaic are required to fill out the Home Language Identification Survey (HLIS) form. This form is distributed in multiple languages, depending on the dominant language of the individual who completes the form. Parents who are identified as speaking a language other than English are then interviewed by a licensed pedagogue so that the dominant home language can be determined. Mass registration is held in the spring and immediately before the start of the new school year; however, parents/guardians may walk into the school at any time to register their students.

The LAB-R is administered within 10 days of a student's admittance if the dominant home language is determined as one other than English. The Spanish LAB is also administered if a student's home language is Spanish. The ESL teacher is responsible for administering the LAB-R and Spanish LAB to eligible new admits within this 10-day window.

If a student does not score at or above the cut-off score on the LAB-R, he or she is classified as an ELL and is eligible to receive ELL services. The parents/guardians of these scholars are immediately notified of their child's eligibility (via letter) and are invited to attend an hour-long English Language Learner Parent Orientation, during which they learn about the three different ELL program models in New York. Again, this meeting must happen within 10 days of students' enrollment in the school. The ESL Teacher/Coordinator and the Parent Coordinator work to inform parents/guardians of the Orientation, translate all letters, and host the Orientation. English Language Learner Parent Orientations are held within the first 10 days of school for parents of new registrants, as well as on a needs-basis so as to accommodate parents/guardians who may register their children later on in the school year.

Obtaining Program Selection Forms

During the English Language Learner Parent Orientation, parents/guardians fill out the Program Selection form and their child is placed in the program of their choice (Dual Language or Freestanding ESL). If parents/guardians opt for a Transitional Bilingual Program (TBE) (which does not currently exist at Mosaic), they are told they can 1) enroll their child in another school or 2) temporarily enroll their child in another program until there is enough interest to begin a TBE programs (15 students are needed to open a TBE program). During this process, all communications are handled via letter and followed up with a phone call in the parents'/guardians' dominant home language. If two copies of the Program Selection Form are sent home, phone calls are made, and still nothing is returned, the scholar is placed in a monolingual setting and will receive ESL services until a Program Selection Form is received.

Trends in Program Choices and Program Alignment

Over the past year, Program Selection Forms have revealed that parents/guardians prefer Dual Language if the dominant home language is Spanish. However, parents/guardians who speak languages other than English and Spanish at home prefer their children to be in freestanding ESL. The ELL program models at Mosaic tend to reflect these preferences, in that the majority of Spanish speakers are enrolled in bilingual classes, whereas the majority of scholars who speak a language other than English and Spanish are enrolled in monolingual classes and receive ESL support.

Assessment Analysis

As 2008-2009 NYSESLAT scores indicate, five scholars (15%) scored at the Beginner proficiency level, 12 (36%) scored at the Intermediate proficiency level, and 16 (49%) scored at the Advanced proficiency level (for a grade-level breakdown of these proficiency levels, please refer to Table 1).

	K	1	2	3	4	5	Total
Beginner	2	2	0	1	0	0	5
Intermediate	0	1	5	1	2	3	12
Advanced	0	1	0	3	6	6	16

Table 1. Number of scholars in each grade scoring at the Beginner, Intermediate, and Advanced levels on the 2008-2009 NYSESLAT. These numbers do not account for the proficiency levels of students who have not yet taken the NYSESLAT.

When reviewing scholar data across the four language modalities, we have found that, regardless of across proficiency level or grade, listening and speaking are our scholars' strengths. Of the 32 K -5th grade scholars who took the NYSESLAT last year, seven scored proficient on the speaking/listening modalities, 22 scored at the advanced level, four scored at the intermediate level, and one scored at the beginning level. Meanwhile, the data indicate that reading and writing are the greatest challenges or identified area of weakness for all scholars across proficiency levels and grades. Sixteen scholars scored two scored proficient in reading and writing, 16 scored at the advanced level, 11 scored at the intermediate level, and five scored at the beginner level. Clearly, more emphasis needs to be placed on teaching scholars to be critical readers and skilled, creative writers (see Figure 1 for a visual breakdown of scholars' proficiencies across the language modalities). More specifically, teachers and service providers will design reading and writing lessons with a strong focus on academic vocabulary development. With a rich reserve of academic vocabulary, scholars' reading comprehension and writing skills will improve, which will likely contribute to a growth in their language proficiency levels.

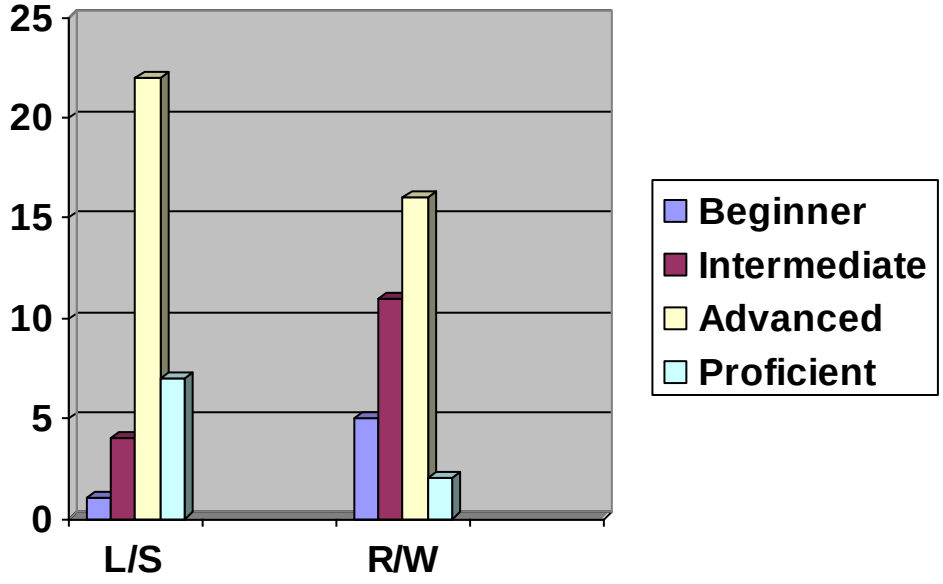
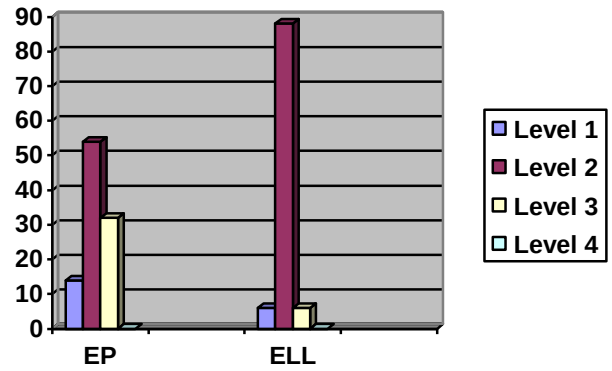


Figure 1. Number of scholars in scoring at the Beginner, Intermediate, Advanced, and Proficient levels on the Listening/Speaking (L/S) and Reading/Writing (R/W) subtests of the 2008-2009 NYSESLAT.

English language learner (ELL) performance was also analyzed across the content areas. Data from the state English Language Arts assessment indicated that 94% of ELLs (16 scholars) did not meet the grade-level standard for proficiency in language arts, scoring at or below level 2. There were no students who obtained a 4 on the 2008 – 2009 New York State ELA exam; one scholar scored at a level 1 (6%), 15 scholars scored at a level 2 (88%), and one scholar scored at a level 3 (6%). Interestingly, these numbers are somewhat consistent with the percentages for the English Proficient scholars (EPs) who were tested, as those percentages reflected 14% of scholars scoring at a level 1, 54% scoring at a level 2, and 32% scoring at a level 3. Not a single student scored at a level 4 (Figure 2).

Figure 2. Percentage of EP scholars and ELLs scoring at Level 1, 2, 3, and 4 on the 2008 – 2009 NYS ELA exam.



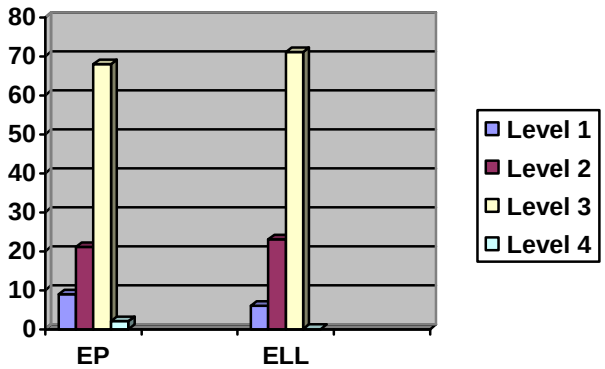


Figure 3. Percentage of EP scholars and ELLs scoring at Level 1, 2, 3, and 4 on the 2008 – 2009 NYS Mathematics exam.

In mathematics, ELLs fared somewhat better: one scholar (6%) scored at level 1, 4 (23%) scored at level 2, and 12 (71%) scored at level 3. Again, there were no ELLs who exceeded the standard by scoring a level 4 on the 2008 – 2009 New York State mathematics exam. In comparison, 9% of EP scholars scored at a level 1, 21% scored at a level 2, 68% scored at a level 3, and 2% scored at a level 4 (Figure 3).

After close examination of the 4th grade scores on 2008 – 2009 New York State science exam, it was found that four scholars (45%) scored at level 1, one scholar (11%) scored at level 2, three scholars scored at level 3 (33%) and one scholar scored at level 4 (11%).

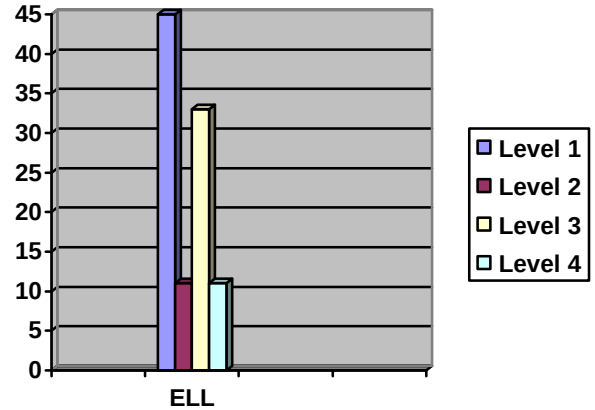


Figure 4. Percentage of 4th grade EP scholars and ELLs scoring at Level 1, 2, 3, and 4 on the 2008 – 2009 NYS Science exam

Patterns

The aforementioned content area data shows that there is a large gap in ELL performance compared to the overall scholar population. This data implies that instruction for ELLs in the areas of ELA and science, specifically, should be strengthened. Within the teaching of English and Native Language Arts, content areas should be addressed. School-wide curriculum mapping will help to address gaps and repetition in content performance. Themes addressed in the curriculum maps will be aligned to state and city standards and will be known throughout the school, allowing all staff members who teach ELLs to address academic content in a unified and consistent manner in scholars' first and second languages.

Use of School-Wide On-going Assessments

Academic language development is initially planned by collecting extensive information on the academic and social strengths and weaknesses of all scholars. Throughout the year, the ESL teacher works closely with the bilingual and monolingual classroom teachers to constantly gather formal and informal data on scholars' performance, data which is in turn used to modify instruction to meet scholars' linguistic and academic needs. *English Assessments:* The NYSESLAT is administered annually by the ESL teacher with the support of the AIS coordinator. Students who test proficient in all domains on the NYSESLAT will no longer receive ESL services the following year. However, they will be eligible for ELL modifications on state, interim, and periodic test and will also receive bilingual resources (e.g., bilingual dictionaries, glossaries, literature, etc.) to utilize in their mainstream classes.

Native Language Assessments: Scholars' levels of literacy in the native language are taken into consideration in both dual language and monolingual classes so that teachers can tailor their instruction to meet the needs of their ELLs. The Spanish Language Acquisition Battery (LAB) scores are used by the ESL coordinator and classroom teachers to determine placement in appropriately-leveled instructional classes. It also is used as a tool to identify targeted native language skills to be addressed and strengthened. Diagnostic data (Spanish DRA, ElSol) that reflects scholars' literacy in their native language is also obtained and used to adjust and improve instructional practices. Dual language teachers are responsible for administering native language assessments for their ELLs, while the ESL teacher is responsible for administering them for ELLs in monolingual classes.

ELL Interim Assessments: The ELL Interim NYSESLAT and ELA Assessments are administered throughout the year. Data from these assessments are analyzed by Mosaic's Inquiry team, and instructional implications are made clear to all teachers of ELLs. Teachers also use the information from these assessments to form their small groups (i.e., guided reading groups, writing intervention groups, ESL pull-out groups, etc.).

Planning for ELLs

Instructional Models

Mosaic Preparatory Academy has chosen to implement two different programs that will provide its 42 ELLs with their mandated ESL services: a Dual language program for ELLs in grades K through 3, and a free-standing, push-in/pull-out ESL program for ELLs in monolingual K through 5 classrooms. The Dual language program serves a total of 20 scholars, while the free-standing ESL program serves 23 scholars. Again, these programs were created in response to parental input and a needs assessment of the Home Language Identification Surveys (HLIS).

Dual Language: The Dual Language program at Mosaic provides scholars with an academically rigorous curriculum in English and Spanish, enabling both ELLs and English Proficient (EP) scholars to meet or exceed New York State and City standards. The Dual Language program at Mosaic is self-contained (one teacher provides both English and Spanish instruction) and reflects a 50:50, alternating day model (Table 2). In this model, instructional time is equally divided between English and Spanish, alternating each day. Thus, at the end of a two-week cycle, scholars have received instruction in English for five days and in Spanish for five days. According to this model, literacy is taught simultaneously in alignment with Native Language Arts, English as a Second Language, and English Language Arts standards. Content area subjects are taught in both English and Spanish as well, with the use of second language acquisition strategies. Dual language classrooms at Mosaic contain instructional materials in both English and Spanish, and a sign is placed outside of the classroom which clearly designates the language of instruction (e.g., "Today we speak English" and "Hoy

hablamos español"). Native language support is offered at all times through the use of bilingual books, glossaries, dictionaries, handouts, flash cards, games, and other instructional materials. In addition, students in the dual language program (as well as in free-standing ESL classes) have access to Achieve 3000, and the dual language teachers strive to incorporate this program and other forms of advanced technology in their classrooms every day. Due to the nature of Mosaic's self-contained 50:50 model, English Proficient Scholars (EPS) and ELL are integrated throughout the entire school day and receive the same content instruction in both English and Spanish. Dual language teachers are certified or are working toward their certification in both elementary education and bilingual education. Currently, 5 teachers (4 dual language and 1 Academic Intervention Specialist) hold or are currently obtaining certificates in bilingual education.

Freestanding ESL: Scholars in the freestanding, push-in/pull-out ESL program receive all instruction in English with the use of specific ESL methodologies and native language support (e.g., native language dictionaries, glossaries, translations when necessary, native language literature, etc.). The ESL teacher at Mosaic provides the mandated minutes for ESL services as determined by scholars' levels of language acquisition: 360 minutes for Beginners and Intermediates and 180 minutes for Advanced scholars. The ESL teacher pushes into classrooms to incorporate ESL strategies and support the mainstream classroom teacher during his/her instruction. Due to the fact that ELLs are enrolled in 14 different classes across six different grades, the ESL teacher also pulls out small groups of ELLs according to their language proficiency level and/or linguistic need so as to meet the instructional time mandate. In the freestanding push-in/pull-out program, literacy is taught using ESL and ELA methodologies, while subject area content is taught in English using ESL strategies. The ESL teacher provides native language support whenever possible, especially through the use of technology (e.g., Achieve 3000, a listening center, Smart Board lessons that promote speaking, listening, reading, and writing, etc.). The ESL teacher is one of two individuals with a license in ESL at Mosaic; she is currently working towards her certificate in both elementary education and ESL. When the ESL teacher is not available to provide in-class support, the mainstream classroom teachers are responsible for infusing their content-based instruction with ESL strategies. Throughout the year, the ESL teacher hosts various lunch and learns and study groups on effective ESL strategies that mainstream teachers can implement in their classes on a daily basis. In order to maximize English language acquisition for ELLs and promote curricular alignment, every effort is taken to ensure that the ESL teacher's schedule reflects at least two planning periods (one for the lower grades and one for the upper grades) during which she can collaboratively plan with the classroom teachers.

Compliance: Instructional Minutes

English Language Learners are served according to their mandated instructional minutes. Beginners and Intermediates receive 360 minutes of ESL services (approximately 8 periods a week), while Advanced students receive 180 minutes (approximately 4 periods a week). Much effort is made to ensure that teachers' schedules reflect the needs of their ELLs. Samples schedules for the dual language and ESL teachers can be found below (Table 2 and 3). While push-in is the preferred model for the Freestanding ESL program, the wide distribution of ELLs across grades and classes makes pull-out a necessary complement.

WEEK ONE:

	Monday	Tuesday	Wednesday	Thursday	Friday
1	Meeting	Reunion	Meeting	Reunion	Meeting
2	Literacy	Lectura	Literacy	Lectura	Literacy
3	Literacy	Lectura	Literacy	Lectura	Literacy
4	Writing	Escritura	Writing	Escritura	Writing
5	Lunch	Lunch	Lunch	Lunch	Lunch
6	Social Studies	Estudios Sociales	Science	Ciencias	Social Studies
7	Prep	Prep	Prep	Prep	Prep
8	Math	Matematicas	Math	Matematicas	Math

WEEK TWO:

	Monday	Tuesday	Wednesday	Thursday	Friday
1	Reunion	Meeting	Reunion	Meeting	Reunion
2	Lectura	Literacy	Lectura	Literacy	Lectura
3	Lectura	Literacy	Lectura	Literacy	Lectura
4	Escritura	Writing	Escritura	Writing	Escritura
5	Lunch	Lunch	Lunch	Lunch	Lunch
6	Estudios Sociales	Science	Ciencias	Social Studies	Estudios Sociales
7	Prep	Prep	Prep	Prep	Prep
8	Matematicas	Math	Matematicas	Math	Matematicas

Table 2. A sample schedule for the 50:50 alternating day Dual language program at Mosaic.

	1 8:30	2 9:20	3 10:10	4 11:00	5 11:50	6 12:40	7 1:30	8 2:20
Monday	KN1 Beginners	KN1 Beginners	401 Int./Adv.	401 Int./Adv.	LUNCH	½ Pull Int./Adv.	½ Pull Int./Adv.	Compliance
Tuesday	KN1 Beginners	PPT	501 Int./Adv.	502 Int./Adv.	LUNCH	4/5 Pull Int./Adv.	4/5 Pull Int./Adv.	2/3 Pull Int./Adv.
Wednesday	KN1 Beginners	501 Int./Adv.	PD	502 Int./Adv.	LUNCH	4/5 Pull Int./Adv.	4/5 Pull Int./Adv.	2/3 Pull Int./Adv.

Thursday	K/1 Pull Beginners	K/1 Pull Beginners	501 Int./Adv.	501 Int./Adv.	LUNCH	½ Pull Int./Adv.	502 Int./Adv.	502 Int./Adv.
Friday	K/1 Pull Beginners	K/1 Pull Beginners	401 Int./Adv.	401 Int./Adv.	LUNCH	½ Pull Int./Adv.	2/3 Pull Int./Adv.	2/3 Pull Int./Adv.

Table 3. Sample push-in/pull-out schedule for Beginner (B), Intermediate (Int.), and Advanced (Adv.) ELLs

Differentiated Instruction for SIFE, Newcomers, Long-Term ELLs, and ELLs with Special Needs

All classroom teachers at Mosaic Preparatory Academy are made explicitly aware of their Scholars with Interrupted Formal Education so that they can plan accordingly to meet the needs of these unique scholars. Appropriately leveled materials for SIFE learning have been gathered by the ESL coordinator and distributed to the classroom teachers. SIFE are also included in the after school enrichment program for ELLs. Although Mosaic currently has no long-term ELLs, 34% (18 scholars) have been receiving ESL services for 4 to 6 years and are thus on the road to becoming long-term ELLs. The inquiry team at Mosaic has chosen to focus specifically on these scholars and is currently in the process of analyzing their specific needs, not only on an academic level, but also in terms of their social and emotional development. The guidance counselor is available to assist not only SIFE, but students who are in need of additional emotional and psychological support due to the cultural and/or linguistic difficulties they may face.

Targeted Intervention Programs

English Language Learners are eligible for any and all intervention programs that Mosaic has to offer. For example, ELLs may attend extended day (small-group tutoring services after school) and Mosaic's after school program that targets standards-based reading strategies, writing skills, and math concepts. In addition, the ESL or Dual language teacher works to ensure that these students are receiving daily small-group instruction that is targeted to their individual academic needs (i.e., reading intervention, phonics, writing, etc.). Moreover, related service providers (SETSS, speech, AIS, guidance counseling, therapy, etc.) use a variety of streamlined intervention programs such as Wilson, Fundations, Words Their Way, and Great Leaps to further support these students during regular school hours all throughout the academic year. Teachers are also encouraged to use KidBiz3000 as an additional form of academic support during and after school.

Transitional Support

All former ELLs receive language support for two years after reaching proficiency on the NYSESLAT. These students receive the mandated ELL modifications when taking predictive, interim, and state assessments. In addition, these students are encouraged to attend after school enrichment programs and are also given bilingual glossaries and other native language materials (e.g., bilingual dictionaries, flash cards, etc.) to use in their mainstream classes. Currently, there are only three former ELLs attending Mosaic who qualify for this support.

Resources and Support

Instructional Materials and Native Language Support

Literacy is taught at Mosaic using the Teacher's College model. All teachers are responsible for following the school-wide Teacher's College Reading and Writing curriculum map. Dual language teachers are also responsible for following this curriculum; with the support of the literacy coach and a consultant from Teacher's College, teachers work to adapt the current curriculum so that it is more accessible and practical for ELLs in monolingual and bilingual classes. Everyday Math is used as school-wide mathematics curriculum. This curriculum is also available in Spanish at Mosaic, allowing dual language teachers to transition between English and Spanish without breaking the flow of the content. Social Studies and Science are taught according to a school-wide curriculum map which is based on state standards. Teachers in both the dual language and monolingual programs are encouraged to use a variety of instructional materials (bilingual social studies/science books, bilingual glossaries, pictures, etc.) in students' native language to assist content mastery in these subjects. Moreover, all ELLs are given appropriate modifications (time-and-a-half, the use of bilingual glossaries, and translated versions of tests) when taking class-based and state-based exams in mathematics, social studies, and science.

All classrooms in which ELLs are enrolled (Dual language classrooms and monolingual classrooms with scholars receiving freestanding ESL) contain bilingual books, glossaries, dictionaries, handouts, flash cards, games, listening centers, and other instructional materials that support second language learning. In addition, all ELLs are equipped with a Smart Board and have access to Achieve 3000; teachers strive to incorporate this program and other forms of advanced technology in their classrooms every day so as to promote speaking, listening, reading, and writing. Lastly, all dual language classes contain English and Spanish libraries, in addition to curricula in English and Spanish.

On-going Professional Development

Professional development is highly encouraged and supported at Mosaic Preparatory Academy. All teachers are sent to numerous professional development courses that cover a wide range of educational topics, from classroom management and culture to differentiating instruction effectively for ELLs. During the 2008-2009 school year, the ESL coordinator attended a series of QTEL training sessions, a Writing Institute for ELLs, workshops which addressed the demands of the NYSESLAT and the ways in which NYSESLAT scores can be used to drive instruction. Over the course of the 2008-2009 school year, all teachers were sent on multiple trainings offered by the Department of Education's Office of English Language Learners (OELL) and the Leadership Learning Support Organization addressing the following ELL-related topics: Quality Teaching for English Learners (QTEL) Five-Day Institutes (Building the Base, ELA, Beginning ESL, Math, Science, Social Studies, Spanish), ELL Literacy, Science Institute, Dual Language Technology Enrichment Institute, LAP and Demystifying ELL Data Institute, LAP and Looking at Student Work Institute, QTEL Curriculum Enhancement Institute, ELL Writing Institute, and Closing the Achievement Gap: SIFE/Long-term ELL Institute.

In addition, Achieve 3000 staff have provided and continue to provide on-going professional development to all participating teachers. Moreover, the Academic Intervention Specialist, the Teacher Center Site Specialist, and the English as a Second Language Teacher/Coordinator offer biweekly study groups to support teachers in helping ELLs make significant gains on the ELA and the NYSESLAT.

Bilingual and monolingual teachers continuously meet with the ESL teacher to discuss materials, scholar placement, the NYSESLAT, and how parents would be informed. Additionally, a few of the school's teachers have completed graduate coursework in TESOL instruction and will be offering workshops during the lunch period to discuss TESOL methodology.

Supporting Staff in the Transitioning of ELLs to Middle School

The guidance counselor works closely with teachers at Mosaic, communicating which middle schools in the neighborhood and throughout the city offer specialized programs for English Language Learners.

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

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.

   Upon registering their children, parents are required to fill out the Home Language Identification Survey. On this survey, parents indicate the dominant language that is spoken in the home and also note the language in which they would like to receive information (both oral and written) from the school. This information is entered into ATS, and a running list of parents' preferred home languages is generated and kept on file in the main office, the ESL Coordinator's office, and the Parent Coordinator's office.

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.

   Data from the Home Language Information Surveys indicate that Mosaic has a large population of Spanish speaking families. In the recent years, we have also seen an emergence of families that speak Arabic at home. Other languages that are represented at Mosaic include Chinese and Fulani.

   These findings were reported to the school community during a Parent Association Meeting as well as through the monthly school newsletter.

Part B: Strategies and Activities

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

All written information and/or notices to be sent home are translated from English to Spanish by Spanish-speaking staff members with bilingual extensions or ESL certificates at Mosaic. If a staff member is unavailable to translate desired documents, Spanish-speaking parent volunteers will be contacted to provide this service.
Large documents to be translated into Spanish and all documents to be translated into Arabic, Chinese, and Fulani are sent to the Department of Translation at least two weeks before they need to be distributed.

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.

   Mosaic staff members who speak Spanish are solicited to provide Spanish interpretation services at large school events (e.g., Back-to-School Night, Parent-Teacher Conferences, Parent Workshops and Orientations, etc.). Additionally, outside vendors are contacted at least two weeks in advance to interpret for Mosaic's Arabic, Chinese, and Fuallani families at these events.

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.

   Notification of translation and interpretation services available to parents was sent home. In addition, informative signs regarding language services are posted on the school's main floor and in the parent resource room.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:
- *All* Title I schools must address requirements in Part A and Part B of this appendix.
- Title I School-wide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	$338,089.00	$16,717.00	**$354,806.00**
2. Enter the anticipated 1% set-aside for Parent Involvement:	$3,380.00		**$3,380.00**
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		$ 167.00	**$167.00**
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	$14,000.00		**$14,000.00**
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):	$16,904.00	$836.00	**$17,740.00**
6. Enter the anticipated 10% set-aside for Professional Development:	$84,104.00		**$84,104.00**
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		$33,000.00	**$33,000.00**

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: ____100%____

9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

N/A considering that 100% of the teachers teaching in core academic subjects are High-Quality.

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

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

1. School Parental Involvement Policy – Attach a copy of the school's Parent Involvement Policy.

***Explanation**:* In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

Mosaic Preparatory Academy - Public School 375 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- PS 375 will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- PS 375 will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, PS 375 will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- PS 375 will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- PS 375 will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring —
  - that parents play an integral role in assisting their child's learning;
  - that parents are encouraged to be actively involved in their child's education at school;
  - that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
  - PS 375 will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. Mosaic - PS 375 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
   a. Encourage Parents to join the School Leadership Team
   b. Have the Parent Coordinator hold information sessions and send out surveys to receive parental input.
   c. Learning Leaders parents training in order for parents to be school volunteers.
   d. Create a "pool" of interested parents in the form of parent representatives from each class/grade.

2. Mosaic - PS 375 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
   a. Review and process of "quality reviews" with parents and SLT.
   b. Conduct an "in-house" quality review.
   c. Debrief and discuss results and areas in need of improvement with SLT.

3. Mosaic - PS 375 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
   a. Provide information sessions over the course of the school year both during the day and in the evening to review school data and implications for instruction.

4. Mosaic - PS 375 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: State-operated preschool programs Universal Pre-K, by
   a. Providing a Family Worker who will facilitate Parent Leadership Workshops such as EPIC.

5. Mosaic - PS 375 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its

parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
These evaluations will be conducted via school surveys, which will be distributed during Parent Meetings and/or Parent-Teacher Conferences.
The school's Parent Coordinator will be responsible for creating, disseminating and collecting the surveys.
The results of the surveys will be presented to the Principal and the SLT for review and action in modifying the School's Plan.

6. Mosaic - PS 375 will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
    a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
        i. the State's academic content standards
        ii. the State's student academic achievement standards (proficiency levels)
        iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:
            1. Teachers will provide parents with explanations of student assessments and provide the parents with the opportunity to experience the kinds of assessment that their children are taking through ongoing contact and via helping to publicize grade- and school-wide parent sessions.
            2. Additional workshops will be conducted by the Parent Coordinator, Literacy Coach and other specialists and faculty to give parents insights as to the skills needed to achieve standards and the tests used to measure success.
    b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy and math preparation, and using technology, as appropriate, to foster parental involvement, via:
        a) The Literacy Coach and other specialists and faculty who will provide materials that will help parents assist their children at home.
        b) Parental access to the school's via the school's own website and additional resources that are available on the school's website.
        c) ARIS Parent Link, Acuity and Spark and KidBiz 3000 online resources.

    c. With the assistance of its parents, the school will educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners. The school will coordinate parent programs and build ties between parents and the school by:
        a) Providing newsletters and other written communications that will describe school activities for parents to participate with their children
        b) Inviting parents to be regular partners in classrooms.
        c) Holding nutrition workshops for parents as partners.
        d) Providing school leadership training for active participation of parents.
        e) Invite parents to present in their children's classes experiences that they have had in their native countries (establish a school fair to celebrate the countries represented in the school).

d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
    a) Implementing the use of the Family Worker and Parent Coordinator to provide workshops for parents to participate.
    b) Planning trips for parents to attend with their children.
    c) Planning classroom activities for parents to partner in their children's education.

e. The school will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
    - Provide written communication in English, Spanish, Chinese, and Arabic
    - Use "Phone Master" to inform parents of upcoming school events and meetings.
    - Provide summaries of meetings and duplicate any information for parents to receive if they are unable to attend the meeting.
    - Use the Parent Coordinator as the "Clearing house" for all pertinent school information.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of preparation for teachers, principals, and other educators to improve the effectiveness of that preparation;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the School Leadership Agenda. This policy was adopted by Mosaic - PS 375 on June 5, 2008 and will be in effect from this date. The school will distribute this policy to all parents of participating Title I, Part A children each fall.

Mosaic - PS 375, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2008-09.

1. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

Required School-Parent Compact Provisions

School Responsibilities

Mosaic - PS 375 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
    - Using appropriate funds to provide reduced class size not only in the early childhood grades, but to the extent possible, in the upper (4, 5) grades as well.
    - Providing additional Academic Intervention Services to students who need the extra assistance in learning the concepts needed o achieve at standards.
    - Extending the school day to provide tutorial to academically at risk students.

- Provide Saturday Academy at critical times of the school year for additional practice and skills -building.

2. Hold parent-teacher conferences during the months of November and March during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
    - At the beginning of the school year
    - For the first marking period when report cards are distributed. At this time the teachers will review the Compact.
    - For the second marking period when report cards are distributed.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
    - At the end of specific assessments such as ECLAS at the beginning of the year, and when teachers complete the assessment from Teachers College. Informal conferences will be scheduled to review the results of these initial assessments.
    - In January, conferences will be scheduled for parents to meet with their children's teachers to receive a mid-year report.
    - The above meetings are in addition to the regular parent-teachers conferences that are held in the fall and the spring of the school year.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
    - Staff will be available for consultation twice during the school year for formal Parent-Teacher Conferences.
    - In addition, the staff will provide their schedule to the parents for them to come in at their convenience and meet with the individual during his/her preparation period, lunch period, before or after school.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
    - Parents will be encouraged to come to school to volunteer for all classroom activities. The Parent Coordinator will schedule these opportunities.
    - The school library is open for open access to parents on a daily basis alternating morning and afternoons.
    - Parents have the opportunity to schedule observations at any time that is convenient for them.

6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring and maintaining 94% attendance and punctuality.
- Making sure that homework is completed.
- Making sure that students read nightly for 30 minutes and complete the reading log.
- Monitoring amount of television their children watch.
- Participating and attending Parent Literacy and Math workshops
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Behave in a manner that is safe, fair and responsible

SIGNATURES:

_____	_____	_____
SCHOOL	**PARENT(S)**	**STUDENT**
_____	_____	_____

DATE **DATE** **DATE**

(Please note that signatures are not required)

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

   The professional development team and school leadership will meet on a regular basis to review and analyze ELA and Math assessment data for trends across grades, classes and subgroups. Student data will be reviewed and analyzed by the Inquiry Team as well as grade level and cluster inquiry teams during weekly common planning meetings. Results from periodic assessments provide further information to teachers regarding students' needs as well as standards achieved. At the beginning of the school year, students are administered math diagnostics and baseline writing samples are collected in grades pre-k to 5. In the fall, ECLAS-2 is administered to all students in grades K-3. The Developmental Reading Assessment is administered for students in grades K-5 in the fall in order to determine independent reading levels and skills and then establish groups and center activities. In addition, dual language classes administer DRA in Spanish (K-4) or El SOL (K-3) for baseline data in Spanish. Students take simulation ELA, math, social studies and science assessments to identify areas of need for targeted instruction.

2. School-wide reform strategies that:
   a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
   b) Use effective methods and instructional strategies that are based on scientifically-based research that:
      - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
      - Help provide an enriched and accelerated curriculum.
      - Meet the educational needs of historically underserved populations.
      - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the School-wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
      - Are consistent with and are designed to implement State and local improvement, if any.

School wide reform strategies are as follows:

a. **Extended day tutorial program, after school programs and Saturday academies**
b. **Provide at-risk students in all grade levels with push in and pull out models of Academic Intervention Services**
c. **Provide teachers with professional development to identify and target at-risk students and to equip teachers with the capacity to provide students with differentiated learning opportunities (lunch 'n learns, after school, Saturdays, retreats, conferences, study groups, mentoring, inter-visitations)**
d. **Provide enrichment opportunities to students through differentiation, including using vehicles such as KidBiz 3000 and Renzulli Learning**
e. **Provide workshops for parents to help them incorporate strategies at home**
f. **Discuss student needs and develop action plans for students through the work of the Pupil Personnel Committee (PPC) in conjunction with the classroom teacher**

3. Instruction by highly qualified staff.

   All teaching staff will be certified by the New York State Board of Education.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the School-wide Program to meet the State's student academic standards.

   Professional development will focus on the needs of students, teachers and paraprofessionals. Professional development will be facilitated by consultants and in-house personnel based on the needs identified in the school. Opportunities will come in a variety of forms, including lunch 'n learns, after school sessions, Saturdays, retreats, conferences, study groups, mentoring, and inter-visitations. In addition, teachers and administrators will participate in professional development provided by our support organization.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

   Mosaic's principal will attend hiring halls and career fairs. The principal will also foster partnerships with local universities and Teach for America.

6. Strategies to increase parental involvement through means such as family literacy services.

   Parental involvement will be increased through ongoing communication regarding student needs and school activities via school open houses, invitations to workshops, school website, information sessions, meetings and events. Community Based Organizations and contracted vendors, will target parental involvement will be in a variety of academic and enrichment activities. We will also train parents through Learning Leaders to be active volunteers in the building. Examples of session

topics include understanding Individualized Education Plans (IEPs), adult literacy (in English and Spanish), and using computers.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

   We have a universal Pre-K Program and a Pre-K social worker. We will continue to develop this program by providing an all-day program that exposes children to academic demands suitable for their age and cognitive levels.

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

   Teachers, mentors, consultants and administrators meet regularly to discuss assessments and their appropriateness. The school uses the Developmental Reading Assessment, Acuity, Performance Series and formative assessments. School based assessments are created by the staff at grade meetings.

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

   These students will be identified by their classroom teachers and services will be provided in a pull out/push in model by the AIS instructional team as determined by the classroom teacher and Pupil Personnel Team. Academic Intervention Services (AIS) are provided to those students who have been identified as at-risk for not meeting the standard on city and state assessments. Additionally, students also participate in the 37.5 minutes Extended Day tutorial time.

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

    Mosaic's Parent Coordinator will oversee the development and implementation of programs specific to the needs of our school community, such as, but not limited to Career Day, ESL and computer classes, and a GED program.

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

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State's new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: _____ **SURR[1] Phase/Group *(If applicable):*** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement

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

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

[1] School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	**Review Team Categorized Recommendations** (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	**Actions the school has taken, or plans to take, to address review team recommendations**

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an "audit of the written, tested, and taught curriculum" to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for "corrective action." The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the "audit of the written, tested, and taught curriculum" outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher's role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.

- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.

- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)[2] data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.

- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

[2] To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

- **English Language Learners**
  Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Mosaic has administered various in house assessments including the Development Reading Assessment in English and El Sol or the Development Reading in Spanish (for dual language classes) , simulated ELA and assessments, and ECLAS-2. In addition, Mosaic uses Acuity and New York City's interim assessments as a tool to monitor progress. A review of these assessments offered an understanding of trends and needs across the grades and across the school. It was also used to revise curriculum maps.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

☒ Applicable ☐ Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The school has taken steps already to address most of the findings illustrated above.

Mosaic Preparatory Academy has developed curriculum maps that not only address topics, but that also address skills students are expected to master.

In terms of student outcomes, teachers set overall goals for individual students' independent reading levels. These are discussed with the students and movement toward goals is discussed together. Progress is tracked through running records administered, at minimum, every other month. Additional goals in ELA are developed in a joint effort between teachers and

students. Teachers also compare student progress to independent reading level benchmarks as delineated in the *Teachers College Reading and Writing Project* (*TCRWP*) Benchmarks for Independent Reading Levels. In terms of writing, the TC Writing Project curriculum units address a variety of genres and skills that students work toward.

Mosaic places an emphasis on working to bridge gaps between students' current performance levels and the progress they are expected to make, either one year of progress or 1.5 years of progress for students with greater needs. From the beginning of the school's inception, teachers have assessed students in order to have baseline data regarding students' current performance levels and looking at conducting item analyses.

In response to the finding that materials were not adequate for ELLs, the school applied for an ELL Success Grant from the Office of English Language Learners and received funding through the initiative. Through this grant, native language materials, and a subscription to the online Achieve 3000 program was purchased. Achieve 3000 contains programs that address English and Spanish literacy at the child (KidBiz 3000) and adult (Spark 3000) levels. KidBiz 3000 was used in dual language classrooms and Spark 3000 was used in a series of sessions targeted toward families of dual language class students. The ELL Success Grant also allowed the school to expand professional development initiatives for all teachers at the school. Teachers were sent to workshops and mini-conferences that were geared to bilingual teaching in the content areas. The school also conducted a 6-session study group entitled *Supporting Our English Language Learners*, co-facilitated by the school's ESL Teacher/Coordinator and the AIS Coordinator. All teachers were invited to attend to become more aware of ELLs' needs, ESL standards and strategies to address these. Lunch N Learns open to all teachers regarding skills assessed on the NYSESLAT and meetings specifically with the dual language unit also took place. By using a comprehensive approach to supporting ELLs, the school community has become more aware of how to address the needs of ELLs. Furthermore, the school's Literacy Coach has a background in bilingual education, while the AIS Coordinator has TESOL and bilingual education backgrounds. One of the school's fifth grade teachers earned her master's degrees in ESL in the spring of 2009 and the ESL teacher is in the process of earning her master's degrees in ESL.

The school's Pupil Personnel Team (PPT) meets on a weekly basis to discuss the needs of students. During the October Faculty Conference, an overview of the PPT and its purpose was presented to all faculty. Attendees were given a page with the roles, responsibilities and contact information of all Team members. The Pre-Referral Intervention Manual was discussed as it was in the previous year, as a resource for in-class interventions prior to referral or in connection with members of the PPT. Staff were also presented with and given copies of the PPT Consultation form to identify students in need of additional assistance. Classroom teachers are invited to attend PPT meetings during which their students are being discussed so that an action plan can be developed together.

In response to the specific needs of students with disabilities, and struggling readers, several teachers at the school have been designated to provide academic intervention services (AIS) in the areas of math and/or ELA. Three teachers attended Wilson Reading System training in the spring of 2009 and are working with small groups of students in the area of literacy starting in the fall. Other AIS providers are given appropriate materials and support from the IEP/SETSS/AIS Teacher and AIS Coordinator. In classrooms with paraprofessionals, students in need of additional support in phonics and fluency use the one-on-one program

Great Leaps. In classrooms, the school continues to work to ensure that teachers have a range of levels of materials and in-classroom support for creating centers for students to develop their literacy skills using appropriately leveled tasks.

Mosaic recognizes the importance of student engagement and hands-on work in both math and ELA development. The school follows a workshop model during which there is a mini-lesson which includes modeling of skills, guided practice, independent practice, and who group sharing. Classrooms have computers, overhead projectors, and listening centers. Many classes have SMART Boards or Mimio whiteboard systems which further aid teachers in addressing various modalities and learning styles within their teaching. Additionally, the school has purchased a subscription to the Renzulli Learning System in order to use students' interest/abilities/skills profiles to help assign activities, and lessons for students as well as to help get to know our students better and therefore, be able to teach to their individual interest/abilities/skills better as well. Teachers are being trained in the system in stages.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

The school continues to work on identifying and purchasing books in Spanish and other native languages represented in the school in order to strengthen classroom resources for all ELLs.

The school continues to refine the development of centers for students to develop their literacy skills using appropriately leveled tasks.

Currently, the Renzulli Learning System is being used with a small group of students, but its use will be expanded to the full school by the end of the school year and KidBiz3000 will also be utilized with students that need to improve vocabulary and reading comprehension.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer

retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.

- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

During the first month of the school year, Mosaic identified, with the input of its teachers, standards-based math diagnostic assessments that could be administered across the school. These were administered from grades pre-k to 5. In addition, Mosaic has selected Performance Series through New York City's periodic assessment program. Results are available to teachers almost instantly once students complete assessments. Teachers can also develop study materials and assignments through resources in the system. Teachers also still have access to Acuity to assign study resources and create custom assignments based on students' challenge areas. Additionally, teachers can assign enrichment-type lessons or guides as well based on standards achieved.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

☒ Applicable ☐ Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The majority of the students performed at a level 2 on the New York State Math Assessments. Results from math diagnostic assessments administered in the fall have revealed what skills students need to strengthen and teachers will need to address gaps accordingly.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Although State assessment findings indicate our students are not meeting the standard, but are approaching the standard, we believe with explicit instruction and the appropriate intervention services, we can move students towards standards.

In terms of aiding teachers' understanding of process strands in mathematics, the school's Assistant Principal has a background in mathematics and will conduct professional development with teachers in order to help them infuse the process strands within the content strands being addressed.

Teachers are scheduled to attend the UFT Teacher Center After school Math Series (4 Fridays from 5-7pm). The focus is differentiation in mathematics. As a follow-up the teachers will attend a lunch n learn with the Assistant Principal the Monday following each session to discuss classroom applications best practices. In addition, two Academic Intervention programs are in place to meet the needs of students-at-risk: In small groups, AIS teacher uses literature based math books (Marilyn Burns) to instruct 21 students; and 12 students meet weekly for one hour and half during math club to learn and practice math problem solving skills.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or

extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Administrators have facilitated formal and informal observations as well as informal learning walks with the school's support organization. It has been observed that teachers provide direct instruction through mini-lessons and then become facilitators throughout the remainder of the lesson.

The school's Inquiry Team focused on ELA last year, with reading comprehension as its more specific focus. As part of the inquiry process, the team looked at data in order to establish learning targets and then researched strategies to address learning targets. For example, the Team used the INQUIRE web site to identify strategies that would help students be able to understand and apply graphic organizers. Children were groped based on their ability levels and all students were supported by classroom teachers in stretching their group discussions to complete their graphic organizers.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

☒ Applicable ☐ Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

It was found that in some cases, mini-lessons were being extended and lessons were more teacher-directed than facilitated.

In some cases coordination of adult resources in classrooms were found to need better coordination between teachers and paraprofessionals.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Three consultants from the TC Writing Project will work with teachers in and out of classrooms to refine the workshop model. One of these consultants works specifically with the principal, one works with Dual Language/ESL teachers, and one works with the monolingual teachers.

Teachers and paraprofessionals will continue to have professional development opportunities in differentiated instruction and student needs including those in students' IEPs, where applicable. Professional development will continue throughout the school year.

Professional development will also be offered to paraprofessionals and teachers in order to create the most effective environment and coordinate classroom roles among adults in classrooms.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM[3]) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

School administration has facilitated both formal and informal observations. LSO visited school on several occasions to conduct educational walkthroughs. It was noted that new teachers needed additional support in mathematics.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

[3] To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

☒ Applicable ☐ Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

It was observed that teachers were not engaging students through the use of hands-on activities.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

The school has hired an Assistant Principal with a mathematics background.
A full-time AIS teacher has been employed to support targeted students that need extra support in Mathematical concepts and skills.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY
In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Last year, in its first year of existence, Mosaic had 10 teachers who were completely new to teaching. This year, while the school has teachers new to Mosaic, only two are first-year teachers. Two teachers who have transferred to Mosaic have been teaching for several years. Several of Mosaic's teachers who were on staff last year are now teaching different grades.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

☐ Applicable ☒ Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The majority of teachers who were at Mosaic last year have returned.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS
Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Through Teacher Center, teachers completed a needs assessment survey. Additionally, areas of need were identified by ongoing communication between faculty, administration and the Professional Development Team Members; and among teachers across the school (via school blog, and Google Documents).

The ELL Success Grant also allowed the school to expand professional development initiatives for all teachers at the school. Teachers were sent to workshops and mini-conferences that were geared to bilingual teaching in the content areas. The school also conducted a 6-session study group entitled *Supporting Our English Language Learners*, co-facilitated by the school's ESL Teacher/Coordinator and the AIS Coordinator. All teachers were invited to attend to become more aware of ELLs' needs, ESL standards and strategies to address these. Lunch N Learns open to all teachers regarding skills assessed on the NYSESLAT and meetings specifically with the dual language unit also took place. By using a comprehensive approach to supporting ELLs, the school community has become more aware of how to address the needs of ELLs.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

☒ Applicable ☐ Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Much of what is described above does not apply to Mosaic. However, 4.4 will show where Mosaic feels we can improve.

Growth in levels of English proficiency as measured by the NYSESLAT indicates that Mosaic's efforts to help teachers grow in knowledge have been successful. Fifty-two percent of students assessed increased by at least one proficiency level. Several students are now former ELLs, having met English proficiency during the 2008-2009 school year.

While the school has worked diligently to help teachers throughout the school gain a understanding of ELL demographics across the City and school, Federal and State ELL requirements, ELL needs, and ESL standards, teachers need to have a greater awareness of the specific processes delineated in the Language Allocation Policy. The teachers also need to engage in discussion about how NYSESLAT scores and proficiency levels are determined.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

The Language Allocation Policy will be shared with all teachers so that they better understand how and why the school's ESL program is structured as it is.

There will be sessions facilitated by the school's ESL Teacher/Coordinator to discuss how NYSESLAT scores and proficiency levels are determined.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

☒ Applicable ☐ Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Based on teacher feedback (oral, evaluations, exit slips) after sessions took place, we saw that they have gained a greater understanding of ELLs in general and their students specifically.

Mosaic's ESL Teacher/Coordinator holds meetings with teachers of ELLs in order to talk about student proficiency levels, areas of strengths. The determination of ELL proficiency levels and ELL periodic assessment data will be shared with teachers and next steps toward proficiency will be discussed. Some venues are grade meetings, specially arranged meetings, study group sessions and lunch n learn sessions.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Great efforts have been made to increase classroom teachers' awareness about providing support to ELLs, and this year cluster teachers are also involved in weekly inquiry team sessions.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The needs assessment survey conducted by our Teacher Center was distributed to every teacher. Formal and informal classroom observations further inform planning of professional development for faculty as Mosaic. Areas of need were identified

via ongoing communication between faculty, administration and the Professional Development Team members, and among teachers across the school.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

☒ Applicable ☐ Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

In the past, cluster teachers had not received IEPs of the students with IEPs whom they teach. In some cases, general education teachers of students with IEPs did not have copies of their students' IEPs. Teachers were not completely aware of their students' IEP information.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Mosaic has made a concerted effort to ensure that all teachers who teach students with IEPs have their students' IEP information: All IEPs have been updated and placed in cumulative folders and IEP informational sessions for all staff have been offered reviewing how to effectively create and update an IEP.

While Mosaic has already held several sessions about understanding the referral process, steps to be taken prior to referral and IEPs for general and special education staff, the school recognizes that the process is an ongoing one.

Professional development on the development of Functional Behavior Assessments and Behavior Improvement Plans will take place.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)
Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Mosaic was a new school during the 2008-2009 school year. In reviewing the IEPs last year it was identified that the previous school did not adequately address behavior modification.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

☒ Applicable ☐ Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Mosaic administrative team reviewed every IEP that was received from the previous school.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

The IEP/SETSS/AIS Teacher has been working since the beginning of the school year, along with members of the SBST to ensure that every child's IEP is present in the school building and that all documentation is up to date.

Ongoing communication among staff members and professional development regarding understanding of IEPs by all teachers and service providers applicable will result in more accurate and comprehensive IEPs both in academic and social emotional and behavioral areas.

Professional development on the development of Functional Behavior Assessments and Behavior Improvement Plans will take place.

The work began with consultants from District 75 to provide in house support on Differentiating Instruction and Behavior Modification with be continued as much as possible in-house; and several teachers have been designate to attend all day workshops offered by District 75 during school days. Lunch N learns will be scheduled to have these teachers share findings with the rest of the school community.

In addition, three sessions for *Understanding IEPs* for parents have been scheduled.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

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

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

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Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

Currently there are 10 families who are residing in temporary housing.

2. Please describe the services you are planning to provide to the STH population.

Parent coordinator and school Principal meet with individual parents to find ways they can support student and family (i.e. provide school supplies, uniforms, transportation passes etc.)

Parents or Guardians meet with social worker and parent coordinator to match them with services needed (health care, social agencies, etc).

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.