



MOSAIC PREPARATORY ACADEMY

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: MOSAIC PREPARATORY ACADEMY
ADDRESS: 141 EAST 111 STREET
TELEPHONE: 212-722-3109
FAX: 212-722-3167

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 310400010375 **SCHOOL NAME:** Mosaic Preparatory Academy

SCHOOL ADDRESS: 141 EAST 111 STREET, MANHATTAN, NY, 10029

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

SCHOOL CONTACT PERSON: LISETTE CAESAR **EMAIL ADDRESS:** LCaesar@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Darryl Browne

PRINCIPAL: LISETTE CAESAR

UFT CHAPTER LEADER: Darryl Browne

PARENTS' ASSOCIATION PRESIDENT: Sheanica Davis

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 4 **CHILDREN FIRST NETWORK (CFN):** 606

NETWORK LEADER: PETRINA PALAZZO/Brenda Garcia

SUPERINTENDENT: 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 member 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/NR/ronlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *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	
Darryl Browne	UFT Member	Comments: Yes
Sheanica Darden	PA/PTA President or Designated Co-President	Comments: Support: Approved on behalf of SLT member.
Keisha Taylor	Parent	Comments: yes
Peggy Strubbe	DC 37 Representative	Comments: Yes
Lauren Scully	UFT Member	Comments: yes
Elizabeth Gil	UFT Member	Comments: Yes

* 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.

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Mosaic Preparatory Academy (MPA) opened its doors to scholars on September 2, 2008. Located in the heart of East Harlem, Mosaic is a Prekindergarten - 5 college preparatory public 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 living in our learning community (seven languages are spoken at MPA). Many of the families have low incomes. These factors pose a challenge to our learning community as we strive to meet their needs. Mosaic serves over 300 scholars, 41 English Language Learners, 82 special-needs students and eight families living in temporary housing.

At MPA, every class has adopted the name of a specific college, including its pennant and colors, and visits a college at least once a year. Through a rigorous, interdisciplinary curriculum and an enriching environment, scholars will develop the academic, social, emotional and communication skills necessary to excel in a technological 21st century global society.

Upon graduation, many scholars will leave MPA being bilingual through participation in our dual language program. Professors help develop the whole child through the use of a rich integrated curriculum that demonstrates understanding in the various disciplines (ELA, Spanish Language Arts, Mathematics, Science, Social Studies, Visual Arts and music). Staff has PD to explore and understand how the New Common Core Learning Standards can be incorporated into teaching and learning.

At MPA, we recognize that the school must expand beyond the traditional definitions of teaching and learning in order to meet the diverse needs of our community, therefore, scholars in Prek-2 participate in visual arts, music through Music and the Brain's curriculum, Randall's Island Physical Fitness Program and Asphalt Green's Swimming Program. In the upper grades our scholars participate in Robotics, Track and Field, Dance, Basketball, Karate, Yoga and soon Double Dutch.

At Mosaic we have established very successful partnerships with: Junior Achievement, GenerationOn! New York University, Harlem RBI, Everybody Wins!, Marymount Manhattan College, New York Cares and Book Pals. These partnerships provide our community with additional services such as AIS, afterschool programs, Family Literacy, Financial Literacy, School Beautification and more..

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		Mosaic Preparatory Academy								
District:		4	DBN #:		04M375	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
		<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K			23	35				91	TBD	
Kindergarten			35	44						
Grade 1			46	33	Student Stability - % of Enrollment:					
Grade 2			49	37	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3			50	49				89.70	TBD	
Grade 4			51	44						
Grade 5			43	49	Poverty Rate - % of Enrollment:					
Grade 6			31	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7			0	0				89.7	96.4	
Grade 8			0	0						
Grade 9			0	0	Students in Temporary Housing - Total Number:					
Grade 10			0	0	<i>(As of June 30)</i>		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	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
								8	1	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		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						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants			0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants			0	0	
# in Transitional Bilingual Classes			20	0						

# in Dual Lang. Programs		20	22	Number of Staff - Includes all full-time staff.			
# receiving ESL services only		26	16	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs		2	5	Number of Teachers		28	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals		6	TBD
				Number of Educational Paraprofessionals		6	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
		0	TBD	% fully licensed & permanently assigned to this school		100	TBD
				% more than 2 years teaching in this school		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	TBD
American Indian or Alaska Native		1.2	1	% core classes taught by "highly qualified" teachers (NCLB/SED definition)		100	TBD
Black or African American		29.9	35.4				
Hispanic or Latino		64.3	58.8				
Asian or Native Hawaiian/Other Pacific Isl.		3	2.7				
White		0.9	1				
Multi-racial							
Male		54.3	57.1				
Female		45.7	42.9				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08		<input type="checkbox"/> 2008-09		<input type="checkbox"/> 2009-10	
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	Ysh	√	√				
Ethnicity							
American Indian or Alaska Native	-	-					
Black or African American	Ysh	√	-				
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-	-				
Multiracial							
Students with Disabilities	Ysh	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	Ysh	√					
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:	
Overall Score	NR	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	NR	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	NR	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	NR	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	NR	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{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
X* = Did Not Make AYP Due to Participation Rate Only	◇ = 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/Teacher 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 your 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?

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Student Performance Trends

The school's greatest accomplishments over the last year (Mosaic is in its third year) are as follow.

The statements below 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:

<!--[if !supportLists]-->·School leaders have made purposeful decisions to align the school's resources to support the professional development needs of teachers as well as the academic needs of students. Teachers regularly participate in professional development meetings and workshops as well as make inter visitations in and out of the school building.

<!--[if !supportLists]-->·School leaders and staff have established effective systems that foster teacher collaboration around analyzing student data leading to reflective instructional planning and the ability to identify students' needs. Teachers and school leaders analyze data from a variety of assessments to identify and provide suitable academic intervention services.

<!--[if !supportLists]-->·The school community's highly effective social and emotional program promotes a culture of mutual respect and helpfulness throughout the school.

<!--[if !supportLists]-->·School leaders and all staff work collaboratively to develop a high sense of staff empowerment leading to distributed leadership and shared ownership of student outcomes.

<!--[if !supportLists]-->·

<!--[if !supportLists]-->·Community Based Organizations continue to work with our school community and a few more have joined our efforts to educate the whole child.

Additional aids to continuous school improvement at Mosaic include impementation of Instructional Rounds to enhance teaching and learning practice as well as many enrichment programs for students.

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:

<!--[if !supportLists]-->·Teachers need to refine their own goal setting methods to include interim measurable benchmarks that can be shared with students.

- <!--[if !supportLists]-->·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.
 - <!--[if !supportLists]-->·Professional development opportunities need to be offered to assist teachers in differentiating their instruction so as to provide rigorous learning experiences to all students.
 - <!--[if !supportLists]-->·Administrators and teachers need to work to build cohesive curricular units of study across grades, within grade levels, and throughout all content areas.
 - <!--[if !supportLists]-->·Teachers and school leaders need to identify the standards in each subject that will best address the needs of the school population so that there is consistent depth and breadth of teaching to some standards.
- <!--[if !supportLists]-->·The sharing of Inquiry Core Team’s information with school leaders must happen consistently to ensure their work supports and is matched to the instructional focus of the school.
- <!--[if !supportLists]-->·

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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> 1. By June 2011, there will be a 10% in parent involvement as measured by workshop attendance data and parent surveys.	<input type="checkbox"/> During the 2010-2011 year we will expand communication with parents and/or guardians, including strategies for assisting their children to improve academic progress.
<input type="checkbox"/> 2. In ELA, the median growth percentile for all students will increase by 12 points from 72% to 84% as measured by the results of the 2011 NYS ELA Assessment.	<input type="checkbox"/> Increased student progress in ELA will impact overall student performance.
<input type="checkbox"/> 3. In mathematics, the median growth percentile for all students will increase by 12 points from 66% to 78% as measured by the 2011 Mathematics NYS Assessment.	<input type="checkbox"/> An increase in student progress will have an impact on overall student performance in mathematics.
<input type="checkbox"/> 4. By June 2011, the overall attendance rate of the entire student body in grades Pre-K – 5 will increase from 90.5% in June 2010 to 93% in June 2011 as evidenced by ATS -RSAL Report.	<input type="checkbox"/> An increase in the overall attendance rate will positively impact school improvement and student achievement.

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 2010-11 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, PLA, 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) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> 1. By June 2011, there will be a 10% in parent involvement as measured by workshop attendance data and parent surveys.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> A survey will go home to parents in early August/September asking what the best form of communication (email, phone calls, etc.) is, as well as the preferred language. In September the PD team will conduct a needs-assessment to help design a year long plan. The PD team will create a calendar of events that will include workshops for parents and/or guardians on reading, mathematics, and other various subjects. Monthly events will include field trips and guest speakers. Monthly calendars will continue to be distributed informing parents of upcoming school events. PA fliers about meetings, events, etc will be hand-delivered. The PA will have an open house showcasing the new parent room. The PA will also increase parent involvement by providing refreshments at meetings, events, etc. Parents and/or guardians will be trained to be volunteers throughout the school. Modes of communication such as newsletters, fliers and a school webpage will be translated into Spanish, Arabic and Cantonese/Chinese. We will reach out to local colleges to seek translation services. Evidence will show a 10% increase in parent and/or guardian participation in parent-teacher conferences, PA meetings, workshops, school events and parent volunteerism.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Coaches and the Parent Coordinator will facilitate workshops for parents and/or guardians as identified by the needs assessment:</p> <ul style="list-style-type: none"> • Monthly workshops for parents of students with special needs • Monthly workshops provided by Cook Shop • Saturday cooking classes through Chef's Move

	<ul style="list-style-type: none"> • GED and ESL classes with our partnership with New York Cares • Monthly workshop before or after each Parent Association Meeting • Monthly attendance award assemblies <p>In addition, the school will host an open house in September, a math curriculum night, a literacy curriculum night, a science fair and a health fair.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Attendance sheets from conferences, workshops, school events, meetings and parent volunteerism will show a 10% increase in parent involvement. Our interim measure of progress will be a review of attendance sheets to parent event to find an anticipated increase of 3% with each review (to take place 3 times throughout the year).</p> <p>Dissemination of newsletters and monthly calendars in various languages will support the 10% increase in parent involvement and will be adjusted according to the results of our interim measures of progress to the goal.</p>

**Subject Area
(where relevant) :**

English Language Arts

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> 2. In ELA, the median growth percentile for all students will increase by 12 points from 72% to 84% as measured by the results of the 2011 NYS ELA Assessment.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> ELA Periodic Assessments (Performance Series) will be given throughout the 2010-2011 school year 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 to aid in formulating targeted small group and whole group instruction. This will promote literacy growth. Moreover, a variety of intervention programs will be offered to students who need additional support and/or who scored at a Level 1 and 2 on the 2010 NYS ELA Assessment. Additionally, there will be less formal assessments during the school year. Students will continue using Study Island. The</p>

	<p>afterschool enrichment/tutoring programs will continue.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/>-ELA Periodic Assessments (Performance Series) will be administered in fall, winter and spring track individual student growth and areas in need of improvement.</p> <p>Staffing: classroom teachers, AIS personnel, support staff</p> <p>-PD attendance will be evidence of teacher training on how to utilize assessment to inform and differentiate instruction.</p> <p>Staffing: professional development teacher, AIS personnel, support staff, and network liaisons</p> <p>Staffing: classroom teachers, AIS personnel, support staff</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/>-Mosaic will conduct a baseline assessment and two additional assessments using previous ELA tests to measure progress towards the goal. The results will be analyzed both for item data to support instruction as well as overall progress to the CEP goal. We anticipate a overall 2% increase in average student performance with the administration of the second progress measure in January and an additional 2% increase with the third progress measure in March.</p> <p>ELA Periodic Assessments (Performance Series) for scholars in grades 3-5 will also be used to measure progress</p> <p>-PD calendar for teacher training on how to utilize assessment to inform and differentiate instruction will be revised to support meeting of the goal as a result of the interim progress measures</p>

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**Subject Area
(where relevant) :**

Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>□3. In mathematics, the median growth percentile for all students will increase by 12 points from 66% to 78% as measured by the 2011 Mathematics NYS Assessment.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>□ Periodic Assessments in mathematics (performance series) will be given throughout the 2010-2011 school year to ensure 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 to plan targeted small group and whole group instruction that will promote mathematics growth and encourage gains on the 2011 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 2010 NYS Mathematics Assessment. Math study groups and professional development will continue throughout the school year. Math projects for Family Math Night will be facilitated by teachers. Math portfolios will be established for all students K-5. Monthly math assessments will be differentiated using project based learning.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>□</p>

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> -Results of Mathematics Periodic Assessments (Performance Series and Acuity) for scholars in grades 3-5. -PD calendar for teacher training on how to utilize assessment to inform and differentiate instruction. -Data will show an increase of 5% in the number of students who continually improve thier performance throughout the school year.
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Subject Area
(where relevant) :

Attendance

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> 4. By June 2011, the overall attendance rate of the entire student body in grades Pre-K – 5 will increase from 90.5% in June 2010 to 93% in June 2011 as evidenced by ATS -RSAL Report.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> By June 2011, the school Attendance Rate will increase to 93% 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. Assemblies will continue and will occur on the same night as PTA Meetings in order to increase parent involvement in both areas. The attendance bulletin board on the second floor will showcase class and overall school progress. Classroom incentive charts will also be utilized again.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY’11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	<input type="checkbox"/> Fall 2010 -School’s Annual Attendance Report, the ATS (RSAL Report) and the Statistics section on the schools.nyc.gov will be analyzed by attendance officer and statistics will be shared with school staff. Monthly assemblies will be held the same night as PA Meetings in order to increase parent involvement.

	<p>and overall school progress. Monthly classroom incentive charts will also be utilized to encourage scholars to be punctual and attend school.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>☐ School’s Annual Attendance Report, the ATS (RSAL Report) and the Statistics section on the schools.nyc.gov will be analyzed by attendance officer and statistics will be shared with school staff monthly.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. 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 Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

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				
K	7	4	N/A	N/A	1		2	
1	12	4	N/A	N/A			1	
2	11	8	N/A	N/A	1		2	
3	22	15	N/A	N/A	1			10
4	18	14	2	13	2		3	2
5	13	8	1	8				1
6								
7								
8								
9								
10								
11								
12								

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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. 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:	<input type="checkbox"/> English Language Arts intervention 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) via small group pull out sessions. Various materials are used during intervention such as “Double Doses” of Foundations and Wilson. In grades 3-5 students receive AIS in small groups. Students in grades K-5 receive fluency intervention one-to-one using Great Leaps. Academic Intervention Services are provided during the school day and during extended day sessions.
Mathematics:	<input type="checkbox"/> Students receive intervention services in small groups using various materials via push in and pull out models. In early childhood grades, basic mathematic concepts and language are addressed. At other levels students also strengthen their number sense and understanding of operations. Instruction is provided during the school day and extended day sessions in small group and one-to-one instruction.
Science:	<input type="checkbox"/> Mosaic is working on forming a partnership with New York Cares to establish the use of high school students to come to the school and provide small group and one-on-one intervention services in the area of science.
Social Studies:	<input type="checkbox"/> Mosaic is working on forming a partnership with Columbia University in the "Everybody Wins" program to target the 25 lowest performing students in grades 3-5 in order to provide intervention in the area of social studies.
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> The Guidance Counselor administers at-risk counseling services to students in transitional housing situations.
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> Due to the mandated case load, the School Psychologist cannot see students for at-risk counseling during the school day.
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> The social worker sees 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.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information.

Grade Level(s)

3rd- 5th

Number of Students to be Served:

LEP 10-20

Non-LEP 0

Number of Teachers 2

Other Staff (Specify) Assistant Principal, Supervisor in charge

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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.

□

There are 8 English Language Learners (20%) who have been receiving services for 4 to 6 years, one (2.5%) which is classified as a special education student. Currently, there are no newcomers, SIFE, or long-term ELLs (more than 6 years of service) attending Mosaic Preparatory Academy.

The Dual language program serves a total of 28 scholars, while the free-standing ESL program serves 12 scholars. Again, these programs were created in response to parental input and a needs assessment of the Home Language Identification Surveys (HLIS). 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.

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.

Title III Instructional Program Description: 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.

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.

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
- 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.

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

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 for parents/families and students (\$1,200.00), and to pay for admission into 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.

□

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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.

Section III. Title III Budget

School: Mosaic Preparatory Academy
BEDS Code: 310400010375

Allocation Amount:		
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	<input type="checkbox"/> \$7200.00/\$99.78= 72 hours of work per teacher
Purchased services - High quality staff and curriculum development contracts	\$3,000.00	<input type="checkbox"/> 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	<input type="checkbox"/> Admission fees for students and their families to visit select museums and cultural locations throughout Manhattan.
Educational Software (Object Code 199)	\$0	<input type="checkbox"/> None
Travel	\$0	<input type="checkbox"/> None
Other	\$1,200.00	<input type="checkbox"/> Metro Cards for parents and students to travel to select museums and cultural locations throughout Manhattan.

TOTAL	0	
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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.

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 [Schoolwide 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 2010-11:	298089	4511	302600
2. Enter the anticipated 1% set-aside for Parent Involvement:	2980		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	14904	*	
4. Enter the anticipated 10% set-aside for Professional Development:	29808	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100%

6. If the percentage of high quality teachers during 2009-2010 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

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND 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.

□ Parent Involvement Policy: Issued September 2010

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 —
 - 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
- 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.
- 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.
 - 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.
 - 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.
 - 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.
 - 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) 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:

- 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 2010-11.

2. 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.

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 to achieve at standards.
 - After school programs to provide tutorial to academically at risk students.
 - Provide Academies 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. 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-teacher 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

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide 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. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

- Provide at-risk students in all grade levels with push in and pull out models of Academic Intervention Services
 - Partner with Harlem RBI to provide students with tutoring during an after school program
 - Partner with Everybody Wins to provide AIS by Columbia University college students to the school's lowest 25 students in grades 3-5
 - Enrichment opportunities will be given to students through the school School Wide Enrichment Program facilitated weekly on Fridays.
 - Partner with New York Cares to provide an early childhood literacy program to students in grades K and 1 on Saturdays
 - School has purchased Study Island, an online database that is aligned to the standards to provide enrichment and tutorial services.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

- Extended day tutorial program, after school programs and Saturday academies
 - o Help provide an enriched and accelerated curriculum.

- Provide enrichment opportunities to students through differentiation, including using vehicles such as KidBiz 3000 and Renzulli Learning

In addition, the school facilitates a School Wide Enrichment Program every Friday.

- o Meet the educational needs of historically underserved populations.

- 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)
 - o 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

Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

-
- Discuss student needs and develop action plans for students through the work of the Pupil Personnel Committee (PPC) in conjunction with the classroom teacher.

Teachers work closely with the home to assist all children meet academic standards. Every 8 weeks a progress report is sent to the parents and meetings are discussed thereafter to discuss the results, strengths of students and next steps.

Students in temporary housing receiving additional tutoring from the school's guidance counselor

ELLs are placed in the school's dual language program

Special education students receive AIS throughout the day, extended day and in after school. Laptops are used throughout the day in the majority of the school's special education classes.

African American students in the bottom 1/3 of the school will receive additional one to one support from Columbia University students

Students in the primary grades identified at risk via various in house assessments as well ECLAS receive AIS from support staff. Families are encouraged to participate in the various early childhood literacy programs facilitated at the school.

- o Are consistent with and are designed to implement State and local improvement, if any.

- Provide workshops for parents to help them incorporate strategies at home

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 Schoolwide 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.

Mosaic has several partnerships with CBOs including EPIC, New York Cares, Cook Shop, Dept. of Health, etc. All of these agencies will provide on going parent support via workshops, seminars, conferences and training.

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.

In the spring, Mosaic will begin a new program called "Baby University" in which interested parents of 3 and 4 year olds not already attending Mosaic can visit the school to become acclimated to school life and to develop literacy skills.

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. Mosaic has several grants to help families develop eating habits. These programs including Cook Shop, Eat Well Play Hard, Let's Move, etc. The programs allow for us to have a chef meet weekly with families and staff to provide healthy food choice workshops. All of the above agencies are part of the school's Wellness Council.

Mosaic works closely with local shelters and the DoE's liaison to provide families in temporary housing resources including uniforms, metrocards, food, school supplies, etc.

Mosaic is partnering with New York Cares to provide GED preparation and ESL classes to parents.

Mosaic will facilitate a conference with the city's human resources department to provide workshops in job readiness skills, resume writing, and job training.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

students.

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(I.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	Page#(s)
		Yes	No	N/A			
Title I, Part A (Basic)	Federal	Yes			250397	True	Goals #1,2,3&4
Title II	Federal	Yes			85573	True	Goals #1,2,3&4
Title III	Federal	Yes			15000	True	Goals #1,2,3&4
IDEA	Federal	Yes			97293	True	Goals #1,2,3&4

¹**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program

- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance 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. Use program resources to help participating children meet the State standards.

N/A

2. Ensure that planning for students served under this program is incorporated into existing school planning.

N/A

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

N/A

c. Minimize removing children from the regular classroom during regular school hours;

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

N/A

7. Provide strategies to increase parental involvement; and

N/A

8. Coordinate and integrate Federal, State and local services and programs.

N/A

APPENDIX 7: 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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

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.)

8

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, book bags, uniforms, transportation passes etc.)

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

All STH meet weekly with the school's guidance counselor to address various issues and provide support.

Families in temporary housing are given food through the school's food drive.

Parent Coordinator provides referrals to specific agencies.

Parent workshops are facilitated by EPIC (Every Person Influences Children)

Part B:

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).

8

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

Mosaic Preparatory Academy provides extensive support to families in temporary housing:

- All families are given school supplies, backpacks, uniforms
- Families requiring food are given food through the school's on going food drive
- Students in temporary housing meet weekly with the school's guidance counselor
- Parents/Guardians in temporary housing meet regularly with the school Parent Coordinator to identify needs and offer referral services
- Parent workshops are facilitated by Parent Coordinator and EPIC (Every Person Influences Children)

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 your Children First Network.

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_04M375_102710-101852.doc

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 606	District 04	School Number 375	School Name Mosaic Preparatory
Principal Lisette Caesar		Assistant Principal Jorge Moore	
Coach Reina Huerta		Coach	
Teacher/Subject Area Anne-Marie Auwinger/ESL		Guidance Counselor Lisa Turner Emden	
Teacher/Subject Area Danielle Tweedy/SETSS		Parent Sheanica Davis/PTA President	
Teacher/Subject Area		Parent Coordinator Maria Torres	
Related Service Provider Elizabeth Gil/ AIS Specialist		Other	
Network Leader Petrina Palazzo		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	5	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	1	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	23

C. School Demographics

Total Number of Students in School	294	Total Number of ELLs	40	ELLs as Share of Total Student Population (%)	13.61%
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Part II: ELL Identification Process

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

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

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.

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, El Sol) 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.).

Part III: ELL Demographics

A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	6	5	6	4	2	5	0	0	0	0	0	0	0	28
Freestanding ESL														
Self-Contained	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Push-In	1	2	1	1	2	4	0	0	0	0	0	0	0	11
Total	8	7	7	5	4	9	0	0	0	0	0	0	0	40

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	40	Newcomers (ELLs receiving service 0-3 years)	32	Special Education	3
SIFE	0	ELLs receiving service 4-6 years	8	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	22	0	0	6	0	0	0	0	0	28
ESL	8	0	2	1	0	1	0	0	0	9
Total	30	0	2	7	0	1	0	0	0	37

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish	6	13	4	12	5	10	4	13	2	17	5	13							26	78
Chinese	0		1																1	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
	L		L		L		L		L		L		L		L		L		L	
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other					1														1	0
TOTAL	6	13	5	12	6	10	4	13	2	17	5	13	0	0	0	0	0	0	28	78

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 0

Number of third language speakers: 1

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1		1	1	1	3								7
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1	2			1	1								5
Haitian														0
French														0
Korean														0
Punjabi														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Other														0
TOTAL	2	2	1	1	2	4	0	12						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Instructional Models

Mosaic Preparatory Academy has chosen to implement two different programs that will provide its 39 ELLs with their mandated ESL services: a Dual language program for ELLs in grades K through 5, 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 28 scholars, while the free-standing ESL program serves 12 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 7 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 the only individual with a license in ESL at Mosaic. 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.

Table 2

WEEK ONE

Monday	Tuesday	Wednesday	Thursday	Friday
meeting	reunion	meeting	reunion	meeting
literacy	lectura	literacy	lectura	literacy
literacy	lectura	literacy	lectura	literacy
writing	escritura	writing	escritura	writing
lunch	lunch	lunch	lunch	lunch
social st.	estudios soc.	science	ciencias	social studies
prep	prep	prep	prep	prep
Math	matmaticas	math	matematicas	math

WEEK TWO

Monday	Tuesday	Wednesday	Thursday	Friday
reunion	meeting	reunion	meeting	reunion
lectura	literacy	lectura	literacy	lectura
lectura	literacy	lectura	literacy	lectura
escritura	writing	escritura	writing	escritura
lunch	lunch	lunch	lunch	lunch
estudios soc.	science	ciencias	social studies	estudios sociales
prep	prep	prep	prep	prep
matmaticas	math	matematicas	math	matematicas

Table 3

1	2	3	4	5	6	7	8
8:30-9:20	9:20-10:10	10:10-11:00	11:00-11:50	11:50-12:40	12:40-1:30	1:30-2:20	2:20-3:40

M	K/1 pull Beginners	K/1 pull Beginners	2/4 pull Intermediate	Lunch	5 th push in Interm/Adv	502 pull Intermediate	compliance	4/5 pull Advanced
Tu	502 pull Intermediate	PPT	compliance	Lunch	K/1 pull Beginners	2/4 Pull Intermediate	2/4 Pull Interm.	4/5 pull Advanced
Wed	PD	2/4 Pull Intermediate	K/1 pull Beginners	Lunch	Dual Language Pull	502 pull Intermediate	compliance	
Th	502 pull Intermediate	K/1 pull Beginners	K/1 pull Beginners	Lunch	2/4 Pull Intermediate	2/4 Pull Intermediate	Push-in/2 nd Intermediate	compliance
F	2/4 Pull Intermediate	502 pull Intermediate	1 st push-in Beg/Inter	Lunch	K push-in Beginner	K/1 pull Beginners	3/4/5 pull Inter/Adv	3/4/5pull Inter/Adv

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, 20% (8 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.

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

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

Native Language Arts and Native Language Support

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

NLA Usage/Support	TBE
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B. Programming and Scheduling Information--Continued

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

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, Foundations, 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, and Study Island as an additional form of academic support during and after school. For native Spanish speaking ELLs, and also offered as an elective course for English proficient scholars, they have the opportunity to participate in a Native Language Arts class, which helps them to read and write in Spanish, in addition to the reading and writing in English that they do in the classroom.

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 four former ELLs attending Mosaic who qualify for this 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.

C. Schools with Dual Language Programs

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

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 (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 (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.

Table 2

WEEK ONE

Monday	Tuesday	Wednesday	Thursday	Friday
meeting	reunion	meeting	reunion	meeting
literacy	lectura	literacy	lectura	literacy
literacy	lectura	literacy	lectura	literacy
writing	escritura	writing	escritura	writing
lunch	lunch	lunch	lunch	lunch
social st.	esudios soc.	science	ciencias	social studies
prep	prep	prep	prep	prep
Math	matmaticas	math	matematicas	math

WEEK TWO

Monday	Tuesday	Wednesday	Thursday	Friday
reunion	meeting	reunion	meeting	reunion
lectura	literacy	lectura	literacy	lectura
lectura	literacy	lectura	literacy	lectura
escritura	writing	escritura	writing	escritura
lunch	lunch	lunch	lunch	lunch
estudios soc.	science	ciencias	social studies	estudios sociales
prep	prep	prep	prep	prep
matmaticas	math	matematicas	math	matematicas

D. Professional Development and Support for School Staff

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

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 2009-2010 (and already in the 2010-2011 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 has 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.

E. Parental Involvement

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

Every day at Mosaic, our doors are open, welcoming parents to be involved in more ways than one. Our Parent Teacher Organization holds monthly meetings, encouraging parents to get involved in the school, and in their child's education. Our ELL parent involvement unfortunately is quite low. ELL parents face the challenge of communicating with teachers, school staff, and other parents, due to the fact that many of them have comparatively low levels of literacy in their native language, in addition to not speaking or reading English. Many of our ELL parents have not completed a high school education and have little formal education compared with native-born parents. Due to this, all forms sent home are sent in the language requested. At the beginning of the school year, the parents sign a form notifying the school of which language in which they would like to receive information.

There are many steps that our school takes to service ELL parents, evaluate their needs, and address their needs, in hopes of increasing parent involvement. For one, we have created a school environment that is warm, caring, inviting, and receptive to parents. Communication is key to a welcoming school climate. Communication is promoted through the use of our parent coordinator on site, home visits by staff, sending out Bilingual newsletters, providing multilingual telephone homework line, and by scheduling monthly meetings run by the Parent Teacher Organization (PTO). Many of our ELL parents have labor-intensive work schedules, which can limit their ability to attend parent teacher conferences, open house events, and PTO meetings. We are addressing this issue at Mosaic, by offering these events in the morning, afternoon, and night, to accommodate all parents work schedules. Other ways in which we attempt to address the needs of the parents is by providing translators at parent-teacher conferences, PTO meetings, etc...Also by inviting extended family members to school events; especially if they can be used to translate. These opportunities support family school relations that build social networks.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	5	2	1	1	0	0								9
Intermediate(I)	0	4	1	1	2	3								11
Advanced (A)	3	1	5	3	2	6								20

Total	8	7	7	5	4	9	0	0	0	0	0	0	0	40
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NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	5	1	1	1	0	0							
	I	0	1	0	0	0	1							
	A	3	4	5	2	2	4							
	P	0	1	1	2	1	4							
READING/ WRITING	B	5	2	1	1	0	0							
	I	3	4	1	1	2	3							
	A	0	1	2	2	1	6							
	P	0	0	3	1	0	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	3	1	0	5
4	1	8	1	0	10
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2		2		1		0		5
4	1		8		1		0		10
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		3		4		3		10
8									0

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

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

Assessment Analysis

As 2009-2010 NYSESLAT scores indicated, two scholars (6%) scored at the Beginner proficiency level, 10 (34%) scored at the Intermediate proficiency level, and 17 (58%) scored at the Advanced proficiency level (for a grade-level breakdown of these proficiency levels, please refer to Table 1).

Table 1

	K	1	2	3	4	5	Total
Beginner	0	1	1	0	0	0	2
Intermediate	3	1	1	1	1	3	10
Advanced	1	0	5	3	2	6	17

When reviewing scholar data across the four language modalities, we have found that, regardless of proficiency level or grade level, listening and speaking are our scholars’ strengths. Of the 29 K -5th grade scholars who took the NYSESLAT last year, nine scored proficient on the speaking/listening modalities, seventeen scored at the advanced level, two 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. Thirteen scholars scored advanced, four scored proficient in reading and writing, ten scored at the intermediate level, and two scored at the beginner level. From the data, more emphasis needs to be placed on teaching scholars to be critical readers and skilled, creative writers (see Figure 1 attachment in "School Documents" 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.

English language learner (ELL) performance was also analyzed across the content areas. Data from the state English Language Arts assessment indicated that 72% of ELLs (13 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 2009 – 2010 New York State ELA exam; two ELLs scored at a level 1 (11%), eleven ELLs scored at a level 2 (61%), and two ELLs scored at a level 3 (11%). Interestingly, these numbers are somewhat consistent with the percentages for the English Proficient scholars (EPs) who were tested, as those percentages reflected 22% of scholars scoring at a level 1, 56% scoring at a level 2, and 19% scoring at a level 3. Not a single student scored at a level 4 (Figure 2 attachment).

In mathematics, ELLs fared somewhat better: three ELLs (20%) scored at level 1, nine (60%) scored at level 2, and three (20%) scored at level 3.

attachment).

After close examination of the 4th grade scores on 2009 – 2010 New York State science exam, it was found that not one scholar scored at level 1, three scholars (30%) scored at level 2, four scholars scored at level 3 (40%) and three scholars scored at level 4 (30%) (Figure 4

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

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

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SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Mosaic Preparatory Academy						
District:	4	DBN:	04M375	School		310400010375	

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	23	35	37			91.0	90.5
Kindergarten	35	44	43				
Grade 1	46	33	37	Student Stability - % of Enrollment:			
Grade 2	49	37	35	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	50	49	44			89.7	85.0
Grade 4	51	44	40	Poverty Rate - % of Enrollment:			
Grade 5	43	49	41	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	31	0	0			96.4	94.2
Grade 7	0	0	0	Students in Temporary Housing - Total Number:			
Grade 8	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	0	0	0			22	22
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0			8	1
Ungraded	0	3	9				
Total	328	294	286				

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	43	42	40	Principal Suspensions		12	5
# in Collaborative Team Teaching (CTT) Classes	11	9	13	Superintendent Suspensions		3	1
Number all others	20	21	21				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	20	0	TBD	CTE Program Participants		0	0
# in Dual Lang. Programs	20	22	TBD	Early College HS Program Participants		0	0

Number of Staff - Includes all full-time staff:							
<i>(As of October 31)</i>	2007-08	2008-09	2009-10				
# receiving ESL services only	26	16	TBD	Number of Teachers		28	32
# ELLs with IEPs	2	5	TBD	Number of Administrators and Other Professionals		6	4
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals		6	8

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
		0	0	% fully licensed & permanently assigned to this school		100.0	89.7
				% more than 2 years teaching in this school		0.0	0.0
				% more than 5 years teaching anywhere		35.7	50.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher		61.0	62.5
American Indian or Alaska Native	1.2	1.0	5.2	% core classes taught by "highly qualified" teachers		100.0	81.8
Black or African American	29.9	35.4	35.0				
Hispanic or Latino	64.3	58.8	54.2				
Asian or Native Hawaiian/Other Pacific	3.0	2.7	2.8				
White	0.9	1.0	2.1				
Male	54.3	57.1	54.9				
Female	45.7	42.9	45.1				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
						v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

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

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	vsh	v	v				
Ethnicity							

American Indian or Alaska Native	-	-	-			
Black or African American	vsh	v	-			
Hispanic or Latino	v	v	-			
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	-	-	-			
Multiracial						
Students with Disabilities	vsh	v	-			
Limited English Proficient	-	-	-			
Economically Disadvantaged	vsh	v				
Student groups making	5	5	1			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	B	Overall Evaluation:	P
Overall Score:	53.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	7.3	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	1.2	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	40.6		
<i>(Comprises 60% of the</i>			
Additional Credit:	4.5		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = 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