



**Department of
Education**

Dennis M. Walcott, Chancellor



**2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL NAME : MOSAIC PREPARATORY ACADEMY

04M375

PRINCIPAL: LISETTE CAESAR EMAIL: LCAESAR@SCHOOLS.NYC.GOV

SUPERINTENDENT: LUZ CORTAZZO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Lisette Caesar	*Principal or Designee	
Darryl Browne	*UFT Chapter Leader or Designee	
Lenita Fletcher	*PA/PTA President or Designated Co-President	
Peggy Strubbe	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Lauren Scully	Member/ UFT	
Elizabeth Gil	Member/ UFT	
	Member/	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

- By June 2012 there will be a 5% increase in the number of students in proficiency levels on the NY State math examination.

Comprehensive needs assessment

The identified need that generated this goal stems from the recent data that states one out four student groups made AYP. After careful review of each of the cohorts, the data has indicated that our 5th grade cohort declined 21% in 2011. Down from 32% in 2010 to 10% in 2011. In the 4th grade cohort a decrease of 2% resulted. From 30% in 2010 to 28% in 2011. And lastly, there was a positive increase of 17% in our current 3rd grade cohort from 11% in 2010 to 28% in 2011. Due to these changes in student performance, we conclude that mathematics needs to be the school's focus for this 2011 – 2012 school year.

Instructional strategies/activities

The research-based instructional strategies/activities that will be used to achieve the goal of building student proficiency in the area of mathematics are the implementation of the Great Leaps Mathematics Program. The Great Leaps Mathematics Program will help build ,support, and reinforce basic mathematical concepts in each of our subgroups from grades 3 – 5. Teachers and Paras' from grades Pre – k to grade 2 alike have received professional development training and will continue to receive professional development support in order to strategically support the benefits of the program. Moreover, due to our success in utilizing the reading component of the Great Leaps, we have collectively decided to incorporate the mathematical program into our instructional session of our extended day for grades 3 to 5 twice per week. In addition to implementing the Great Leaps Math program, we have also infused the acuity system for mathematics and are offering a Saturday Math Academy for grades 3 to 5. The timeline for the implementation of these programs have commenced since mid October.

Strategies to increase parental involvement

The school community will provide parents with a monthly synopsis of what their children are studying in each of the content areas. In addition, parents will also receive curriculum information at monthly parent association meetings and at parent /teacher conferences twice in the calendar school year. Workshops in mathematics will also be offered which include exemplar task that their children are presently engaged in.

Strategies for attracting Highly Qualified Teachers (HQT)

The following strategies/activities will be used to attract HQT and ensure that current staff become highly qualified:

- Share best practices amongst colleagues.
- Class inter-visitations.
- Grade level meetings.

- Demo lesson performed by administrative staff.
- The implementation of Danielson research – based observational tool.
- Unwrapping the common core learning standards in mathematics.
- Teacher collaboratively designing, differentiating, assessing, and analyzing student work through acuity.

Service and program coordination

- The Parent Coordinator will work with administration to develop monthly calendar that includes activities for parents, school-wide events, and community involvement in helping students with mathematics. Math resources will be provided to parents at these activities.

Budget and resources alignment

- Administrators and teacher leaders will work with staff to analyze data in order to make instructional decisions
 - Title I money will provide books as necessary for success of the targeted intervention programs during school day.
 - Title I money will provide part-time use of an AIS Teacher for math instruction.
 - Title III money will provide per session activity during Saturday Academy to target the ELL population.
- Tax Levy money provides for classroom teachers, purchase of classroom libraries, AIS materials, and testing materials.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

- By June 2012 there will be a 5% increase in the number of students in proficiency levels on the NY State ELA examination.

Comprehensive needs assessment

The 2010-2011 New York City Progress Report

The data from the school's progress report shows the following:

- Show that student progress is 5.9 out of 60.
- Student performance is 2.3 out of 25.
- The median Adjusted Growth Percentile for ELA is 56.5. This is about 6 points above the lowest score and about 28 points below the highest point. Our score in this area is below the average of 67.6. The median Adjusted Growth Percentile for the students in the lowest third is 63. This is about 7 point above the lowest point and 30 points below the highest point of 93.2. This score is also below the average median Adjusted Growth

percentile of 74.7.

The Results from the NYS Examinations in ELA

- In ELA 23.1% of the students are in level 3 or 4
- The average student proficiency rating in ELA is 2.58
- In grade 3, the average proficiency rating in ELA is 2.54 compared to the city's rating of 2.84
- In grade 4, the average proficiency rating in ELA is 2.77 compared to the city's rating of 2.90
- In grade 5, the average proficiency rating in ELA is 2.42 compared to the city's rating of 2.86

The Quality Review Report 2010-2011

- Further develop coherent, rigorous curricula in all content areas so that students are supported and challenged at all levels.
- Develop a coherent approach to pedagogy that provides multiple entry points, is interactive, and engaging so that all students' unique needs are met.
- Develop consistency of practice in the use of assessment to inform planning for differentiation to meet student needs.
- Continue to refine the work of teacher teams so that they promote teacher reflection that drives the process of improving classroom practice.

The data shows that while 23.1% of students are performing at proficiency levels in ELA, we need to improve and have the number of students performing at or above the city's proficiency ratings. By targeting the students in the lowest third, the special needs population, the ELL students and those who are below the proficiency levels in ELA, we will raise our student performance and progress as indicated on the City's Progress Report and NYS exams. By examining and addressing pedagogical practices as indicated on the QR Report, we will improve the ELA performance of all students.

Instructional strategies/activities

- Administrators, teachers and paraprofessionals will use data-driven instruction as indicated on periodic assessments
- Teachers and paraprofessionals will implement Great Leaps in Reading as an intervention program
- Teachers will provide (targeted) small group instruction in ELA during the school day, Extended Day and during Saturday Academy
- Teachers will use technology-based activities across the ELA curriculum
- Teachers will collaborate on grade levels to plan and enhance ELA strategies
- Administrators and teachers will participate on Inquiry Teams to address subgroup needs in ELA
- A Community-Based Organization, *Harlem RBI*, will provide small group instruction in ELA during after school hours
- Select teachers will provide small group instruction during after school hours as indicated by a 21st Century grant
- Administrators, teachers and paraprofessionals will meet weekly to analyze student work and plan re-teaching activities to strengthen areas of need
- Administrators will provide frequent formal and informal observations and walk-throughs on implementation of ELA strategies
- Parents will use *ACUITY* and *ARIS* systems to monitor student progress. In addition, teachers and paraprofessionals will use *ACUITY* to create and analyze benchmark exams

- Teachers will use data binders to monitor student progress
- Teachers will attend a variety of Lunch & Learn sessions on ELA strategies as provided by the network based teachers' differentiated needs
- By December 2011, one third of the students will score at least 80% as measure by benchmark exams. By April 2012, two thirds of the students will score at least a 90% as measured by benchmark exams, and by June 2012, all students will score at least a 95% as measured by benchmark exams

Strategies to increase parental involvement

- Parent workshops will be provided on the subject of ELA to inform parents of the curriculum and content their children are learning
- Parent workshops will be provided on the topic of *ARIS* and *ACUITY* so that parents can monitor their child's progress
- Monthly progress reports will be sent home to inform parents of their child's classroom progress
- Periodic meetings with the classroom teacher and the parent will review the student's ELA goals.

Strategies for attracting Highly Qualified Teachers (HQT)

- Teachers will attend Professional Development in ELA as offered by the network, the UFT, and other DOE sponsored agencies.
- The PDN grant will continue to train teachers on implementing technology in ELA. This technology-based strategy will support and strengthen the visual and auditory learners' skills.
- Teachers will use Charlotte Danielson's Teaching Framework to strengthen teacher practice.
- Administrators and teachers will meet in grade teams to collaborate on ELA best practices.
- Teachers will collaborate with ESL Teacher for ELL best practices

Service and program coordination

- The Parent Coordinator will work with the SAPIS worker, Guidance Counselor, members of the SBST as well as service providers (ESL, AIS) on providing information on: nutrition, violence prevention, bullying, reading to and with your child, writing with your child, listening and talking with your child, researching information with your child, acquiring intervention services for your child, and supporting your child's literacy efforts.
- The Parent Coordinator, SAPIS Worker, Guidance Counselor, and SBST members will visit classrooms to discuss issues about nutrition, violence prevention, and bullying.
- The Parent Coordinator will work with administration to develop monthly calendar that includes activities for parents, school-wide events, and community involvement.
- The community-based organization, Harlem RBI, will provide structured literacy lessons as well as homework assistance in ELA to further help in closing achievement gaps.

Budget and resources alignment

- Administrators and teacher leaders will work with staff to analyze data in order to make instructional decisions
- Title I money will provide books as necessary for success of the targeted intervention programs during school day.
- Title I money will provide part-time use of an AIS Teacher for ELA instruction.
- Title III money will provide per session activity during Saturday Academy to target ELL population

- Tax Levy money provides for classroom teachers, purchase of classroom libraries, AIS materials, and testing materials.
- A PDN Grant will help to continue to train teachers on integrating technology in ELA. This technology-based strategy will support and strengthen the visual and auditory learners.

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

- By June 2012, there will be an increase in the number of teachers who will be more adept in using ARIS and ACUITY data sources to drive instructional practices.
- By June 2012, 90% of the teaching staff will utilize ARIS and Acuity data sources to drive instructional practices. (17 out of 19)
Through observations and teacher team meetings in which the teachers show their approach to instruction; meetings where we assign teachers weekly go on ARIS learn and turn-key best practices shown. Follow up will be where teachers share how they have utilized practices discussed in meetings.

Comprehensive needs assessment

The 2010-2011 New York City Progress Report:

The data shows that our students did not make progress nor did they perform well on the NYS ELA exam. It shows that our students are performing below the city's average which is of concern and needs to be improved.

- Shows that student progress is 5.9 out of 60.
- Student performance is 2.3 out of 25.
- The median adjusted growth percentile for ELA is 56.5. This is about 6 points above the lowest score and about 28 points below the highest point. Our score in this area is below the average of 67.6. The median Adjusted Growth Percentile for the students in the lowest third is 63. This is about 7 point above the lowest point and 30 points below the highest point of 93.2. This score is also below the average median adjusted growth percentile of 74.7.
- The median adjusted growth percentile for math is 35. This is below the highest score of 88.5. The median adjusted growth percentile for students in the lowest third is 49. This is below the highest point of 92.1.

Results from the NYS examinations in ELA & math:

- In ELA 23.1% of the students are in levels 3 or 4. The average student proficiency rating in ELA is 2.58.
- In Math 22.1% of the students are in levels 3 or 4. The average student proficiency rating in math is 2.57.
- In grade 3, the average proficiency rating in ELA is 2.54 compared to the city's rating of 2.84.
- In grade 4, the average proficiency rating in ELA is 2.77 compared to the city's rating of 2.90.

- In grade 5, the average proficiency rating in ELA is 2.42, compared to the city's 2.86
- In grade 3, the average proficiency rating in math is 2.58, compared to the city's 3.04
- In grade 4, the average proficiency rating in math is 2.66, compared to the city's 3.27
- In grade 5, the average proficiency rating in math is 2.46 compared to the city's 3.25.

Quality Review Findings

What the school needs to do...

- Develop a coherent approach to pedagogy that provides multiple entry points, is interactive, and engaging so that all students' unique needs are met.
- Develop a consistency of practice in the use of assessments to inform planning for differentiation to meet student needs. Assessments such as running records are not sufficiently influencing instructional practice or purposeful grouping, and there are only a few classrooms where formative assessment is evident. All the stakeholders are aware of the school-wide data points that have guided decisions but this level of scrutiny has not yet fully reached individual classrooms, which results in inconsistent differentiation.

The data shows our current average in ELA and Math proficiency ratings and compares our results to the city average. The data also shows that the teachers have not incorporate data driven assessment into their classrooms at a level that would impact instruction and student work. As the data indicates, we need to improve and have the number of students performing at or above the city's proficiency ratings. By increasing the number of teachers who will be more adept in using ARIS and ACUITY data sources, our staff will have the data necessary to influence their instructional strategies when teaching the students in the lowest third, the special needs population, the ELL students and those who are below proficiency levels in ELA & math. By targeting these students and addressing their academic needs, we will raise our student performance & progress as indicated on the City's Progress Report.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
- Teacher-leaders will meet bi-weekly to discuss one of the many PD sessions on ARIS Learn that addresses instruction.
- Teachers, Assistant Principals, and Paraprofessionals will meet weekly to analyze student work and plan re-teaching activities to strengthen areas of need. They will also look at the impact of change in instruction due to the increase in usage of the Acuity and ARIS systems.
- Teachers, Assistant Principals and paraprofessionals will utilize a variety of intervention programs after discussing and implementing data driven instruction in classrooms :
 - Great Leaps in Reading and math
 - Singapore math strategies
 - Finish line strategies and small group instruction in ELA and math
 - Extended day instruction and Saturday academy.
- Teachers will use data binders to monitor student progress

- Teachers will use the ACUITY & ARIS systems to create and analyze benchmark exams.
- By June 2012, two-thirds of the teachers who will be more adept in using ARIS and ACUITY data sources to drive instructional practices as seen through the creation on line assessments and the increase in the proficiency level for students.

Strategies to increase parental involvement

- Parent workshops in ARIS & ACUITY will be provided so that parents can monitor their children's progress.
- Teachers will meet with the parents and utilize the ARIS and Acuity systems during the conference.
- Teachers will send home ARIS and ACUITY system information to parents periodically to inform them of student progress.

Strategies for attracting Highly Qualified Teachers (HQT)

- Teachers will attend professional development in ARIS and ACUITY as offered by the network and other DOE agencies.
- Teachers will meet as teams to collaborate on how the results from ACUITY can be used to adapt instruction of a particular unit of study.
- Teachers will meet as teams to review and collaborate on best practice as illustrated in the ARIS program and Danielson Framework.

Service and program coordination

The administration will work with teacher leaders and develop a bulletin board titled “The Best Practice of the Month” which will highlight a particular best practice and show evidence through student work and pictures. This will also inform the school community about the work teachers are accomplishing in classrooms.

Budget and resources alignment

Per session will be used to pay teachers to meet after school to plan how best practices will be implemented in curriculum and the evidence will be the actual plans completed.

- Administrators and teacher leaders will work with staff to analyze data in order to make instructional decisions
- Title III money will provide per session activity that will allow teachers to meet after school to plan how best practices will be implemented in curriculum. The evidence will be the actual plans completed.

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

- By June 2012, all teachers in grades three to five will have a greater understanding of how to provide targeted instruction to meet the needs of students performing below proficiency levels in ELA and math.

Comprehensive needs assessment

The 2010-2011 New York City Progress Report:

- Shows that student progress is 5.9 out of 60.

- Student performance is 2.3 out of 25.
- The median adjusted growth percentile for ELA is 56.5. This is about 6 points above the lowest score and about 28 points below the highest point. Our score in this area is below the average of 67.6. The median Adjusted Growth Percentile for the students in the lowest third is 63. This is about 7 point above the lowest point and 30 points below the highest point of 93.2. This score is also below the average median adjusted growth percentile of 74.7.
- The median adjusted growth percentile for math is 35. This is below the highest score of 88.5. The median adjusted growth percentile for students in the lowest third is 49. This is below the highest point of 92.1.

Results from the NYS examinations in ELA & math:

The data shows that we are performing below the city's average proficiency rating. If we are to improve in progress and performance this data needs to be addressed. In addition, if students are to be college and career ready, they will need to improve from their current proficiency ratings.

- In ELA 23.1% of the students are in levels 3 or 4. The average student proficiency rating in ELA is 2.58.
- In math 22.1% of the students are in levels 3 or 4. The average student proficiency rating in math is 2.57.
- In grade 3, the average proficiency rating in ELA is 2.54 compared to the city's rating of 2.84.
- In grade 4, the average proficiency rating in ELA is 2.77 compared to the city's rating of 2.90.
- In grade 5, the average proficiency rating in ELA is 2.42, compared to the city's 2.86
- In grade 3, the average proficiency rating in math is 2.58, compared to the city's 3.04
- In grade 4, the average proficiency rating in math is 2.66, compared to the city's 3.27
- In grade 5, the average proficiency rating in math is 2.46 compared to the city's 3.25.

The data shows that while our students are performing at proficiency levels in both ELA and math, we need to improve and have the number of students performing at or above the city's proficiency ratings. By targeting the students in the lowest third, the special needs population, the ELL students and those who are below proficiency levels in ELA & math, we will raise our student performance & progress as indicated on the City's Progress Report.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
- Teachers, Assistant Principals and paraprofessionals will use data driven instruction and a variety of intervention programs:
- Great Leaps in Reading and math
- Foundations
- Finish line strategies in ELA & math
- small group instruction in ELA and math

- extended day instruction and Saturday academy. Harlem RBI will also work with small groups of students after school.
- small groups in ELA & math as indicated by the 21st century grant.
- There will be baseline pre & post exams targeting certain skills to determine need and mastery of the content. In addition, there will be interim performance series exams to measure progress.
- Teachers, Assistant Principals, and paraprofessionals will meet weekly to analyze student work and plan re-teaching activities to strengthen areas of need.
- By December 2011, one third of the students will score at least 80% as measured by benchmark exams. By April 2012, two-thirds of the students will score at least 90% as measured by benchmark exams, and by June 2012, all students will score at least 95% as measured by benchmark exams.
- Parents will use the ACUITY & ARIS systems to monitor students' progress. In addition, teachers, Assistant Principals, and paraprofessionals will use computer based systems such as ACUITY to create and analyze benchmark exams.
- Data binders will be used to monitor student progress.

Strategies to increase parental involvement

- Parent workshops will be provided in both ELA & math to inform parents of the curriculum and content their children are learning.
- Parent workshops in ARIS & ACUITY will be provided so that parents can monitor their children's progress.
- Family homework night will be done in February to guide parents on ways to do homework with their children.
- Parents will attend SLT meetings, and they will review the progress towards meeting this goal in January, March and June.

Strategies for attracting Highly Qualified Teachers (HQT)

- Teachers will attend professional development in ELA and math as offered by the network, and other DOE agencies. The PDN grant program will continue to train teachers on implementing technology in the ELA and math classrooms. The technology will be used to support and strengthen the visual and auditory learners' skills.
- The use of the Danielson's Framework will be used to strengthen teacher practice.
- Teachers will meet as teams to collaborate on best practices.

Service and program coordination

- The parent coordinator will work with the SAPIS worker, the guidance counselor and members of the SBST on providing information in the following programs: nutrition, violence, bullying, and head start.
- Parent workshops will be held in the fall and spring about the head start program and the violence/bullying program.
- The parent coordinator, SAPIS worker, Guidance counselor, and SBST members will visit class rooms to talk to students about nutrition, violence prevention and bullying.

These programs will ensure that students are ready to learn by providing necessary social skills that may affect learning. The programs will ensure safety for all students which in turn will maximize concentration for learning.

Budget and resources alignment

- The Assistant Principals, Principal, and teacher leaders will work with staff to analyze data in order to make instructional decisions.
- The parent coordinator, guidance counselor, SBST members and other support staff will work with teachers to provided social as well as academic support for the students.
- Per Session rate will be offered to staff for professional development training.
- Tile I & title III monies will provide translation services, books, and technology necessary for the success of the targeted intervention program.

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
--	------------	--------------------	----------------	-----------------------	---	--	--	--

	# of Students Receiving AIS							
K	N/A	N/A	N/A	N/A	3		3	
1	N/A	N/A	N/A	N/A	1		2	
2	N/A	N/A	N/A	N/A	2		1	
3	13	14	N/A	N/A	1			9
4	25	22	3	14	2		2	2
5	14	12	2	9	3			1
6								
7								
8								
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	46 targeted students will receive 1 hour of AIS during the school day via a flexible schedule Monday’s through Friday’s for approximately 30 minutes each session and with 3-5 students in a group – depending on the needs of the students. In addition, a Saturday Institute is developed to provide small group instruction (max. of 15 students in a group) on reading comprehension with a focus on non-fiction passages and producing extended responses. Great Leaps in Reading will also be provided as an academic intervention service on a flexible schedule Tuesday’s and Wednesday’s during Extended Day for 15 minutes each session with a focus on reading fluency.

Mathematics	50 targeted students will receive 1 hour of AIS during the school day via a flexible schedule Monday's through Friday's for approximately 30 minutes each session and with 3-5 students in a group – depending on the needs of the students. In addition, a Saturday Institute is developed to provide small group instruction (max. of 15 students in a group) on solving word problems through the Exemplars Math and on computations through the Finish Line Math. Great Leaps in Math will also be provided as an academic intervention service on a flexible schedule Tuesday's and Wednesday's during Extended Day for 15 minutes each session with a focus on the automaticity of basic computational skills.
Science	N/A
Social Studies	N/A
At-risk Services provided by the Guidance Counselor	
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	
At-risk Health-related Services	

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

order to build stronger ties between parents and other members of our school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment

expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Jose Ruiz	District 04	Borough Manhattan	School Number 375
School Name Mosaic Preparatory Academy			

B. Language Allocation Policy Team Composition [i](#)

Principal Lisette Caesar	Assistant Principal Jorge Moore
Coach	Coach
ESL Teacher Anne-Marie Auwinger	Guidance Counselor Lisa Emden
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Maria Torres
Related Service Provider Darryl Browne	Other Joann Hart/AIS SETSS
Network Leader	Other

C. Teacher Qualifications [i](#)

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

D. School Demographics

Total number of students in school	330	Total Number of ELLs	39	ELLs as share of total student population (%)	11.82%
------------------------------------	------------	----------------------	-----------	---	---------------

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

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. 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 Spanish, are then interviewed by the ESL teacher or one of the other available bilingual teachers, who are all licensed pedagogues. Being that our community has a large number of Arabic families, we have an Arabic speaking licensed pedagogue also available when needed. The pedagogues might ask the parent the child's age, grade, if they attended school in another country, etc.. Through the parent interview, the dominant home language can be determined. A student interview will also take place after the Home Language has been determined as something other than English. The ESL teacher will ask the child their name, things they like to eat, favorite tv show, etc... This will help to determine whether or not the student should be Lab-R tested.

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, and the child has been informally interviewed. 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 Entitlement letter, in both English, and home language) 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/Entitlement Letters

During the English Language Learner Parent Orientation, the ESL Coordinator and Parent Coordinator explain the 3 program options to the parents/guardians. The parents/guardians will then fill out the Program Selection form and their child is placed in the program of their choice (Dual Language or Freestanding ESL). The ESL Coordinator is responsible for maintaining copies of these Program Selection Forms. 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, by default the scholar is placed into a Transitional Bilingual Program. Program Selection Forms that are returned, are held in the Compliance binder of the ESL Coordinator. Once all students are placed in the appropriate program, placement letters are sent home to parents, in both English and the home

language, notifying them of their child's placement. Students that have already been established as ELL's, and did not score proficient on the NYSESLAT the previous year, are given Continued Entitlement letters, and will continue to receive ESL services. All Program Selection Forms, Entitlement Letters and Continued Entitlement letters are kept by the ESL Coordinator.

Trends in Program Choices and Program Alignment

Over the past year, Program Selection Forms have revealed that half of the parents/guardians at Mosaic prefer Dual Language, regardless of home language. Currently 20 out of our 40 ELL's are enrolled in the Dual Language Program. The other half of parents/guardians who speak languages other than English at home prefer their children to be in freestanding ESL, giving their child full instruction in English. The other 20 ELL's at Mosaic are in Free Standing ESL.

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. The NYSESLAT is administered annually by the ESL teacher with the support of the AIS coordinator. ATS reports are printed regularly so ESL Coordinator is up to date with all students eligible for taking the NYSESLAT. In administering the four components of the NYSESLAT, students are scheduled, by grade level, to take each part on a specified day. The ESL Coordinator administers the speaking component with each individual student. The listening, reading, and writing components are administered by grade bands (K-1, 2-4, and 5). Teachers and parents are notified of testing dates, and times for their students. 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●

This school offers (check all that apply):

Transitional bilingual education program	Yes●	No*	If yes, indicate language(s):
Dual language program	Yes*	No●	If yes, indicate language(s): Spanish

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)	2	4	4	5	3	3								21
Freestanding ESL														
Self-Contained	1	1	1	0	2	0								5
Push-In	5	4	2	1	2	0								14
Total	8	9	7	6	7	3	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)	35	Special Education	8
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	1

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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	19	0	0	2	0	0	1	0	0	22
ESL	16	0	8	2	0	2	0	0	0	18
Total	35	0	8	4	0	2	1	0	0	40

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

C. Home Language Breakdown and ELL Programs

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

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
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 L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP											
Spanish	2	30	3	28	2	18	5	23	2	26	3	20							17	145	
Chinese					1														1	0	
Russian																			0	0	
Korean																			0	0	
Haitian																			0	0	
French																			0	0	
Other			1		1														2	0	
TOTAL	2	30	4	28	4	18	5	23	2	26	3	20	0	20	145						

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	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									

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	5	5	2	1	2	0								15
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1		1											2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	6	5	3	1	2	0	17							

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 ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Instructional Models

Mosaic Preparatory Academy has chosen to implement two different programs that will provide its 40 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 20 scholars, while the free-standing ESL program also

A. Programming and Scheduling Information

serves 20 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, 4 teachers 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.	esudios soc.	science	ciencias	social studies

A. Programming and Scheduling Information

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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)							
100%								
75%								
50%								
25%								
Dual Language								
100%								
75%								
50%								
25%								
Freestanding ESL								
Table 3	100%							
1	75%							
2	50%							
3	25%							
4	25%							
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	
TIME		BEGINNERS		INTERMEDIATE		ADVANCED		

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

Tu	502 pull	PPT	compliance	Lunch	K/1 pull	2/4 Pull	2/4 Pull	4/5 pull
	Intermediate				Beginners	Intermediate	Interm.	Advanced

B. Programming and Scheduling Information--Continued

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

A Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

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

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, science, social studies 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. These online programs support all subject areas, from ELA, and Math, to Social Studies and Science. All support services and resources are age level and grade level appropriate. 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 seven 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.

Currently, our school does not have a program in place in assisting newly enrolled ELL students before the beginning of the school year.

This school year we will also be continuing our Saturday Program for ELL's. This program, which we have done for the past couple of years, and is funded through the Title III grant, is designed to expose ELL's to New York City history and Culture, while supporting their academic

B. Programming and Scheduling Information--Continued

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

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, science, social studies 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. These online programs support all subject areas, from ELA, and Math, to Social Studies and Science. All support services and resources are age level and grade level appropriate. 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 seven 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.

Currently, our school does not have a program in place in assisting newly enrolled ELL students before the beginning of the school year.

This school year we will also be continuing our Saturday Program for ELL's. This program, which we have done for the past couple of years, and is funded through the Title III grant, is designed to expose ELL's to New York City history and Culture, while supporting their academic and language development. ELL's that choose to not participate in this program, are invited to attend another program taking place at Mosaic

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.	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

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 Mosaic staff members 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 year, teachers will be 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. Additionally, professional development is provided each week by a different teacher, during lunch time. The teachers attending are required to sign in to these trainings, and a binder of these attendance sheets are kept by the resource room specialist.

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. She also attends professional development, in order to assist Ell's as they transition from elementary school to middle school.

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

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. Mosaic parents have been invited to Cultural Day, Christmas and Spring concerts, as well as parent-teacher conferences and award nights. However, 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

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. Mosaic parents have been invited to Cultural Day, Christmas and Spring concerts, as well as parent-teacher conferences and award nights. However, 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.

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

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

Native Language Usage and Supports

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

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

B. Programming and Scheduling Information--Continued

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

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, science, social studies 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. These online programs support all subject areas, from ELA, and Math, to Social Studies and Science. All support services and resources are age level and grade level appropriate. 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 seven 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.

Currently, our school does not have a program in place in assisting newly enrolled ELL students before the beginning of the school year.

B. Programming and Scheduling Information--Continued

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

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, science, social studies 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. These online programs support all subject areas, from ELA, and Math, to Social Studies and Science. All support services and resources are age level and grade level appropriate. 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 seven 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.

Currently, our school does not have a program in place in assisting newly enrolled ELL students before the beginning of the school year.

This school year we will also be continuing our Saturday Program for ELL's. This program, which we have done for the past couple of years, and is funded through the Title III grant, is designed to expose ELL's to New York City history and Culture, while supporting their academic

B. Programming and Scheduling Information--Continued

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

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, science, social studies 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. These online programs support all subject areas, from ELA, and Math, to Social Studies and Science. All support services and resources are age level and grade level appropriate. 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 seven 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.

Currently, our school does not have a program in place in assisting newly enrolled ELL students before the beginning of the school year.

This school year we will also be continuing our Saturday Program for ELL's. This program, which we have done for the past couple of years, and is funded through the Title III grant, is designed to expose ELL's to New York City history and Culture, while supporting their academic and language development. ELL's that choose to not participate in this program, are invited to attend another program taking place at Mosaic

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.	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

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 Mosaic staff members 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 year, teachers will be 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. Additionally, professional development is provided each week by a different teacher, during lunch time. The teachers attending are required to sign in to these trainings, and a binder of these attendance sheets are kept by the resource room specialist.

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. She also attends professional development, in order to assist Ell's as they transition from elementary school to middle school.

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. Mosaic parents have been invited to Cultural Day, Christmas and Spring concerts, as well as parent-teacher conferences and award nights. However, 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

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. Mosaic parents have been invited to Cultural Day, Christmas and Spring concerts, as well as parent-teacher conferences and award nights. However, 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)	4	6	2	1	2	1								16
Intermediate(I)	0	2	2	2	1	1								8
Advanced (A)	4	1	3	3	3	1								15
Total	8	9	7	6	6	3	0	0	0	0	0	0	0	39

NYSESLAT Modality Analysis

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

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

New York State Regents Exam

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

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	0	3	0	0	25	2	4	0
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

At Mosaic Preparatory Academy, we use a variety of assessment tools to assess the early literacy skills of our ELL's. Teachers use ECLAS-2, Fountas and Pinnell, DRA, EL Sol, and Rigby ELL assessments. This data not only indicates at which level the child is able to read, but also indicates the students strengths and weaknesses in reading, and writing, and where the teacher can begin with instruction.

Additional Information

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

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		10/26/11
	Assistant Principal		10/26/11
	Parent Coordinator		10/26/11
	ESL Teacher		10/26/11
	Parent		10/26/11
	Teacher/Subject Area		10/26/11
	Teacher/Subject Area		10/26/11
	Coach		10/26/11
	Coach		10/26/11
	Guidance Counselor		10/26/11
	Network Leader		10/26/11
	Other		10/26/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 04M375 **School Name:** Mosaic Preparatory Academy

Cluster: Jose Ruiz **Network:** 606

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

Part A: Needs Assessment Findings

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

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 language 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 year, we have also seen an emergence of families that speak Arabic at home. Another language that is represented at Mosaic is Chinese.

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, by the Parent Coordinator, or by the DOE translation services. Large documents to be translated into Spanish and all documents to be translated into Arabic, or Chinese are sent to the Department of Education's Translation services 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 and Chinese 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 was sent home. In addition, informative signs regarding language services are posted on the school's main floor and in the parent resource room.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Mosaic Preparatory Academy	DBN: 04M375
Cluster Leader: Jose Ruiz	Network Leader: Petrina Palazzo
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> *Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> *3 <input type="checkbox"/> *4 <input type="checkbox"/> *5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 2
of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

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

The Achieving Cultural Understanding Through English Enrichment (ACUTE-2) program will target Mosaic Preparatory Academy's English Language Learners (ELLs) and their families in grades 3 through 5. The target population may be expanded to earlier grades depending on response. Children and families of 3rd through 5th grade students who are English Language Learners in both dual language and monolingual classes will be invited to participate in the program. Students and their families will explore American culture by visiting museums and cultural centers, participating in hands-on activities and incorporating reading and writing. The authentic learning trips and activities will allow ELLs and their families to practice English in low-stakes environments while gaining an understanding of New York and American history, as well as of the cultural diversity within the United States.

Activities will take place within the school as well as around the city of New York. The program will take place for 3 to 4 hours (depending on the day's plan) on Saturdays and will last from November to April.

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 engaging activities planned in ACUTE-2, will address Standard 5 of New York State's English as a Second Language (ESL) standards: students will demonstrate cross-cultural knowledge and understanding. The program also addresses English Language Arts and ESL standards regarding oral communication. Additionally, ACUTE-2 will help prepare students for the NYSESLAT and the New York State English Language Arts assessment within authentic settings and through motivating activities. Students will have an opportunity to communicate in English with peers and family members as well as with teachers and museum/cultural center educators. The exposure students will have to history and different environments will help them to make connections between their out-of-school experiences and their learning in the classroom. Participants will:

- Gain exposure to American and New York City history and culture, including the history of diversity in the U.S. and in New York
- View and interact with exhibits, museum artifacts, and realia in order to understand people's

Part B: Direct Instruction Supplemental Program Information

lives in the past and present;

- Learn alongside their family members and with members of the school community
- Gain information about how parents and guardians can continue to support their children's academic and language development.

In-school activities will prepare students and families for the various trips around the city. Before, during visits or after, activities will be debriefed and children and families will have an opportunity to discuss and present their learning from each visit. Teachers involved in the program will also be using ESL teaching approaches to support student and family learning before, during and after trips. Teachers who would be willing to act as co-chaperones on trips will be recruited to interact with families as well as ensure adequate supervision. Two teachers will participate in the trips and the school-based activities. A minimum of 10 families will participate in the program. Siblings of students in grades 3 through 5 are welcome as well. The target population may be expanded to earlier grades depending on response.

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

- Attendance records of participants
- Completion of guided-activities and tasks
- Communications rubric used as students present their new understandings after visits
- Photos of activities
- Family, Student and Teacher-participant surveys

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: It is our steadfast belief that Professional Development will enhance the instructional practices of teachers and ultimately promote profound academic gains in language

Part C: Professional Development

development and content knowledge among the English Language Learners at Mosaic. Therefore, we are providing Professional Development and teacher support to the ESL Teacher, Bilingual Teachers, and classroom teachers so they are able to design rigorous academic tasks, scaffold academic and linguistic development, develop academic oral proficiency and group students for optimal linguistic and academic achievement, and examine data in order to plan instruction. The in-house professional developer (at no cost to this program) will provide extra support as needed. Title III teachers will be able to integrate scaffolding strategies to increase cultural learning in supplemental literacy and content areas. They will also be able to better differentiate instruction based on informed data analysis. Through the various PD opportunities both teachers will fine tune their professional practices addressing academic and linguistic needs of ELLs and help them meet and succeed academic standards.

This year the ESL teacher and Dual Language Teachers are scheduled to attend the following workshops:

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

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

Parents will be notified of the select Saturday's that their children will be going on the trips, and encouraged to attend with the group. ACUTE-2 strives to assist families in also becoming familiar with the new systems and contexts which they encounter in American society. The program's goal is to involve students' families as learning partners. This will also give the parents and children an opportunity to learn alongside one another and with members of the school community.

The in-school activities will prepare students and families for the various trips around the city. Before, during visits or after, activities will be debriefed and children and families will have an opportunity to discuss and present their learning from each visit.

Lastly, ACUTE-2 hopes to help parents and guardians gain information on how they can continue to support their children's academic and language development.

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

Part D: Parental Engagement Activities

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

Hopefully, ACUTE-2 will serve as a means for parents and families to become more involved in their children’s education so that they are able to succeed in and out of the classroom.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

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) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		

