



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: MOSAIC PREPARATORY ACADEMY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 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 School Comprehensive Educational Plan (SCEP), 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 SCEP 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
Helen Otero	*Principal's Designee	
Darryl Browne	*UFT Chapter Leader or Designee	
Nicole Jones	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Alisa Friscia	Member/Teacher	
Kevin Flynn	Member/Teacher	
Keisha Taylor	Member/Parent	
Maria Escobar	Member/Parent	
Iesha Morgan	Member/Parent	
Danish Gilmer	Member/Parent	
Tiffany Richards	Member/Teacher	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Across classrooms teaching strategies employed reflect uneven levels of questioning techniques. Questions/statements proffered in some classrooms were: "Will they always have equal sides?"; "Let's use mathematical language."; "Gather the information, but paraphrase the information and keep the fact."; "Why do you think it didn't work well?" In other classrooms, questions were not proffered to students and/or close-ended questions were frequently posed. As a result of disproportionate levels of questioning strategies and techniques practiced throughout classrooms, active student participation and discussions are hampered. –(Quality Review (1.2), page 5, 2012)

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

_____ 2.2 School leader's vision

_____ 2.4 School leader's use of resources

_____ 2.3 Systems and structures for school development

 x 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, 90% of the teachers will increase and improve their use of higher order thinking questions during instructional time as measured by an increase in the teacher performance on Charlotte Danielson's Framework for Teaching HEDI scale.

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:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.

Strategy 1

- a. AUSSIE will facilitate various professional development opportunities including but not limited to: workshops, grade meetings, demonstration lessons, unit and curriculum planning, etc. This will include modeling how to engage students through the use of questioning techniques in all components of the lesson. The Aussie will work one on one with teachers to develop lesson plans that include higher order thinking questions, assist in the creation of the unit plans using non-fiction text, and examining and examining Depth of Knowledge matrix at grade meetings. The consultant will also support in developing identified staff (2 classroom teachers) who will continue support in both literacy and math for next year. Aussie will visit the school a total of 13 times each to work on areas of concern documented in the Quality Review, data reflect from the Progress Report and next steps identified in the Learning Environment Survey.
- b. Classroom teachers K-5, administrators, Office supplies (i.e. ink/toner, folders) for reproduction of unit and lesson plans, Non-fiction libraries for grades K-5

- c. Formal and Informal observations will be reviewed to monitor teacher development. Surveys will be completed to get teacher feedback.
- d. TIME LINE – November - May

Strategy 2

- a. Schools in house professional development team will facilitate various workshops will provide a variety professional development opportunities to support development in this area.
 - o Weekly PD's on questioning techniques including looking at 3B of Danielson's Rubric.
 - o Teachers will do inter-visitations with each other and evaluate the level of questions using the Teacher Effectiveness Program's rubric
 - o Teachers will engage students in Accountable Talk using the Accountable Talk Stems developed by Principles of Learning\
 - o Teachers will engage students in group and partner talk daily in various higher order thinking tasks aligned to the Common Core Standards
- b. The team is composed of three administrators, UFT rep, two special education teachers, one general education teacher and the ESL teacher, secretary (preparing documentation, scheduling for PD, emails and memos around PD activities) Office supplies (i.e. ink/toner, folders, binders, pencils)
- c. Progress monitoring of this goal will take place every six weeks by the Professional Development team evaluating data from informal and formal observations including those videotaped.
- d. **TIME August 2012 – June 2013**

Strategy 3

- a. Observation Feedback will be explicit in the area of questioning and discussion. A T-chart will be used to identify level and frequency of questions which will be examined via frequent observations with timely feedback. The T chart has High/Low on it and the supervisors will check off the type of questions asked during a lesson. Frequent informal and formal observations will be conducted by school administrators, Teacher Effectiveness Coach and Network Personnel to rate teachers in the area of 3D using the Danielson Rubric with frequent and timely feedback
- b. Administrators, Teachers, PD Team, school secretary (scheduling observations, PD, and correspondence regarding PD), Office supplies (i.e. ink/toner, folders, binders, pencils)
- c. A professional development calendar cycle will be employed to address the needs of the staff based on the above mentioned data as well as informal and formal classroom observations.
- d. The professional development team will meet bi-weekly to review and update the professional development calendar from September 2012- June 2013

Strategy 4

- a) After School Program has been established to further support identified at-risk students scoring below proficiency in grades 3-5 in both ELA and Math. After school consist of students grades 3-5 that meet every Saturday from 8-1 for 16 weeks. During these sessions teacher provided differentiated instruction for all students in literacy and math.
- b) 5 classroom teachers (varying grades), 2 Paraprofessionals, and 1 program supervisor, secretary support afterschool program (distribute materials, data entry, phone calls, etc.) Text books, Empire State NYSESLAT for K-5 Students, Math and ELA Rehearsal for grades 3-5, Office supplies (i.e. ink/toner, folders, binders, pencils)
- c) Fountas and Pinnell reading assessments and CCLS aligned writing tasks will be tracked and monitored using tools developed by our data consultant..
- d) This program will begin in November 2012 and conclude in May 2013.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here:

Teacher Effective Grant

Service and program coordination

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- AUSSIE Consultant - Math and Literacy – 13 Sessions for Literacy and 11 for Math consultant for all classroom teachers
- Per Diem Subs 5 subs 5 times per year
- Super Saturday Per session-----2 paraprofessionals, 5 hours, 16 sessions-----5 teachers 5 hours, 16 sessions-----1 supervisor 5 hours 16 sessions
- School Secretary Per Session – 15 hours total
- Office supplies (i.e. ink/toner, folders, binders, pencils)
- Text books, Empire State NYSESLAT for K-5 Students, Math and ELA Rehearsal for grades 3-5
- Non-Fiction libraries for grades K-5

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

At present, administration gathers classroom level student learning outcome data to elucidate student progress and points for developing teaching practice classrooms. The collection and organization of student learning outcome data rests at the classroom level and is benchmarked throughout the year every 10-12 weeks. Consequently, the timelessness, accuracy, and clarity needed to advance the realization of Comprehensive Annual Plan's annual goals and manage suitable addressing of school wide student performance trends is restricted. (Quality Review (5.3), page 6, 2012)

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

_____ 3.2 Enacted curriculum

_____ 3.4 Teacher collaboration

_____ 3.3 Units and lesson plans

 x 3.5 Use of data and action planning

Annual Goal #2

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By 2013, all teachers will engage in a minimum of 6 data related professional development opportunities where they analyze their data to drive their instruction measured by sign in sheets, teacher professional development logs, feedback sheets and teacher surveys.

Instructional strategies/activities

- a. Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.

Strategy 1

- a. School has an Assessment Calendar which shows that assessments are given every six weeks. Administration will meet regularly with staff to look at student work. School leaders and teachers meet every six weeks to review data, analyze student outcomes and revise curricular. Teacher teams meet on Mondays to examine student written work and apply new learnings to their instructional practices. Teachers who are unable to attend after school hours professional development are given the resources as well as a follow email
- b. Administrators, service providers, Classroom teachers, School Secretary (to organize materials and correspondence to staff regarding school wide data) Office supplies (i.e. ink/toner, folders, binders, pencils)
- c. Pre and post observation conferences with teachers and notes will be use to assess teacher development in this area. All data meetings are scheduled during the school day and teacher programs are adjusted to make sure that everyone is in attendance.
- d. All staff will participate in a beginning of the year conference (September-October 2012), mid-year conference (January-February 2013) and end of year conference (May-June 2013) with administration to review data, set goals and look at student outcomes and revise their action plans

Strategy 2

- a. School has contracted a Data Consultant to help school administer timely assessments and item analysis reports
- b. All Teachers, administrators, service providers, School Secretary (to organize materials and correspondence to staff regarding school wide data), Office supplies (i.e. ink/toner, folders, binders, pencils)
- c. Pre and post observation conferences with teachers and notes will be use to assess teacher development in this area. All data meetings are scheduled during the school day and teacher programs are adjusted to make sure that everyone is in attendance.
- d. Beginning of the Year with administration and school's Data Consultant, data meeting in October with Data Consultant, data meeting with Data Consultant, Mid Year meeting with Administration in January, Data meeting in February with Administration, Data meeting in March with Data Consultant, March data meeting with Data Consultant, May/June End of Year Data Meeting with Administration and Data Consultant

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _Teacher Effectiveness money_____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
Vendor – Data Specialist – All teachers, 6 sessions
Per Diem subs – 5 times per school year, 5 subs
School Secretary Per session 10 total hours
Office supplies (i.e. ink/toner, folders, binders, pencils)

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

In some classrooms, students were actively engaged in their own learning and students' access to materials to support their learning provided opportunity for student interaction, discovery, and analysis. In other classrooms, students were engaged in the textbook drills and worksheet exercises. As a result of asynchronous teaching practices across classrooms, the school's beliefs about how students learn best is unclear, and high levels of student engagement as evidences in quality student work products is curtailed. (Quality Review (1.2), page 5, 2012)

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

_____ 4.2 Instructional Practices and strategies

_____ 4.4 Classroom environment and culture

x _____ 4.3 Comprehensive plans for teaching

_____ 4.5 Use of data, instructional practices and student learning

Annual Goal #3

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, 80% of the teachers will demonstrate progress in developing a coherent lesson plan that clearly shows vertical and horizontal alignment as measured by a progressive shift of level on the Danielson Framework for Teaching HEDI scale.

Instructional strategies/activities

- e. Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation

Strategy 1

- a. Various professional development opportunities
 - o August 2012 Day Professional Development Institute
 - o Professional development team facilitated workshops around how to organize a lesson in ELA and Mathematics. The Instructional Shifts and the Danielson Rubric was reviewed thoroughly during these sessions. The team introduced and Inquiry Based Approach in Science when supporting planning with teachers
 - o Teachers will work with Aussies to design curriculum aligned to the Common Core Standards
 - o Teachers will engage students in two math and two ELA bundles that are aligned to the Common Core Standards
 - o Election Day Professional Development around the Danielson Framework

- Ongoing Thursday afternoon Professional Development around the Danielson Framework
 - Each week a member of the PD team facilitates a workshop around the data collected through the informal and formal observations and teacher surveys
 - 60% of the teaching staff will be videotaped and viewed whole group to identify our own best practices and next steps as it relates to student engagement
 - Teachers will visit each other classrooms as critical friends Teachers will be involved in a cycle of reciprocal teaching where as they will voluntarily visit each other's classrooms, meet with cooperating teachers, provide feedback, try out the new learning and then meet with administration to discuss next steps.
- b. All staff participated in this professional development opportunity Office supplies (i.e. ink/toner, folders, binders, pencils), School Secretary (to preparation and organization of materials and correspondence to staff regard PD)
- c. The team met weekly with administration to review lesson plans using the Danielson Framework as the lens The ARIS learn tool will also be used to track school wide progress in this area of the Framework.
- d. September 2012– June2013

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: __Teacher Effectiveness

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
748 Teacher Per session hours
100 Para Per Session Hours
248 Supervisor Per Session Hours
data consultant to work with the school's administrators 4x per year
Per Diem Subs 5 times during the year to cover classes while teachers are involved in professional development
Office supplies (i.e. ink/toner, folders, binders, pencils)
School Secretary 10 total per session Hours

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

The school scored 8.4 points out of a 10 point scale in the area of Safety and Respect (Learning Environment Survey 2012).

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

___ 5.2 Systems and partnerships

X 5.4 Safety

___ 5.3 Vision for social and emotional developmental health

x 5.5 Use of data and student needs

Annual Goal #4

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, the school will decrease the number of category 4 and 5 incidents as reported by the Online Occurrence Reporting System through our implementation of Phase 1 of PBIS (Positive Behavior Intervention System)

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:

- a) strategies/activities that encompass the needs of identified student subgroups,
- b) key personnel and other resources used to implement these strategies/activities,
- c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
- d) timeline for implementation.

Strategy 1

- a. Continue to implement PBIS working around the school’s theme of being a Bucket Filler by entire staff.
 - o Teachers will engage students in various learning activities around self-reflection when it comes monitoring their own behavior.
 - o School’s PBIS team which includes one sped teacher, one general education teacher, school’s guidance counselor, IEP teacher, and Dual Language teacher will facilitate parent workshops to introduce staff and parents to PBIS
 - o The Pupil Personnel Team will engage in 3 professional development opportunities in PBIS to reduce the level of special education referrals
 - o Monthly assemblies will be held to engage students in discussions around positive behavior with the use of a monthly theme aligned to the schools C.A.R.E.S. theme – C = Caring (February), A = Always Bucket Filling (March) R = Respectful (April), E = Eager to Learn (May) , S = Safety First (June)
- b. PBIS team, all teachers, school safety and parents
- c. Each month the team will meet to evaluate the progress of the program using protocol tools provided during training
- d. January 2013-June 2013

Budget and resource alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

100 Teacher Per session hours

38 Para Per Session Hours

100 Supervisor Per Session Hours

Per Diem Subs – 5 will be used to cover teachers during training sessions during the 3 mandatory training sessions for core team and 2 for other teachers

Network team will support teachers with this work. School secretary will support with translation of necessary notices or information for Spanish speaking parents

- c. Progress reports will be kept in a file for each student. Parent meetings/communication for each student will be documented in student folders
- d. September 2012 – June 2013

Strategy 2

- a. The ESL Coordinator will develop goals with students identified as English Language Learners based on data with the NYSESLAT data.
 - o The ESL Coordinator will review these goals with the classroom teachers 2 times per school year. ESL Coordinator will facilitate 2 parent workshops around the goals and strategies.
 - o ESL teacher will meet with Network to gain support in developing appropriate goals and benchmarks for students categorized as Ells and review these goals 2x per year with parents.
- b. ESL Teacher and the Network Team will work together to develop a goals sheet School secretary will support with translation of necessary notices or information for Spanish speaking parents
- c. Progress reports will be kept in a file for each student. Parent meetings/communication for each student will be documented in student folders
- d. September - June

Budget and resource alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

School secretary 10 Hours total

data consultant to work with the school's Teachers 4x per year

Teacher Per session 5 teachers 10 hours total

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).

ELA	Great Leaps, Reading Tutor A to Z, Score 4 Reading, Interactive Writing, Foundations, Study Island online tutoring, Acuity, guided reading, repeated reading	Small group, one to one, tutoring	Extended Day, prep periods, after school, Saturdays (and Sundays during February and March only)
Mathematics	FlashMasters, Finish Line Math Materials, Ten Marks, Math Exemplars, Acuity, guided math	Small group, one to one, tutoring	Extended Day, prep periods, after school, Saturdays (and Sundays during February and March only)
Science		Small group, one to one, tutoring	Extended Day, prep periods, after school, Saturdays (and Sundays during February and March only)
Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Interactive writing, repeated reading, graphic organizers, MyOn Reading Program	Small group, one to one	During school day by SETTS Teacher, Science Teacher, Computer Teacher

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

The principal and assistant principals attended various hiring fairs throughout the summer to hire highly qualified teachers.

In addition, the school uses various websites to advertise for qualified teachers in Teacher Finder and the NYC Listerv.

Teaching Fellows Program
Teacher for America

Partnerships with the following institutions:

- Marymount Manhattan College
- City University of New York
- Hunter College

Teachers are provided high quality professional development as well as onsite mentoring by senior teachers.

All new teachers are required to participate in various learning opportunities through the school's New Teacher Institute which includes work from senior teachers, professional development team, Aussies and administrators.

Teachers are encouraged to be a part of the decision making process in developing curriculum as well as school wide policies.

School has set up the following opportunities:

- Professional Resource Room
- Collaborative Common Planning Time
- Use of technology including laptops (for all teachers), Smartboards and iPads
- School Leader provides school wide professional and social opportunities once every three months to further develop the school culture

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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 and math
-
- 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;
- school will provide parents with a progress report in addition to the regularly scheduled report cards to ensure frequent communication around how their child(ren) are performing academically and socially

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 via the School Leadership Team
- 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 via the School Leadership Team and Parent Association Meeting
- 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 and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator 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 through workshops provided by the Parent Coordinator
- 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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

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

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

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

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 <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	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	0	0	0	0	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

Table 3

	1	2	3	4	5	6	7	8
	8:30-9:20	9:20-10:10	10:10-11:00	11:00-11:50	11:50-12:40	12:40-1:30	1:30-2:20	2:20-3:40
M	K/1 pull Beginners	K/1 pull Beginners	2/4 pull Intermediate	Lunch	5th push in Interm/Adv	502 pull Intermediate	compliance	4/5 pull Advanced
Tu	502 pull Intermediate	PPT	compliance	Lunch	K/1 pull Beginners	2/4 Pull Intermediate	2/4 Pull Interm.	4/5 pull Advanced
Wed	PD	2/4 Pull Intermediate	K/1 pull Beginners	Lunch	Dual Language Pull	502 pull Intermediate	compliance	
Th	502 pull Intermediate	K/1 pull Beginners	K/1 pull Beginners	Lunch	2/4 Pull Intermediate	2/4 Pull Intermediate	Push-in/2nd Intermediate	compliance
F	2/4 Pull Intermediate	502 pull Intermediate	1st push-in Beg/Inter	Lunch	K push-in Beginner	K/1 pull Beginners	3/4/5 pull Inter/Adv	3/4/5pull Inter/Adv

A. Programming and Scheduling Information

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

Mosaic currently has no SIFE students. All classroom teachers at Mosaic Preparatory Academy are made explicitly aware of the ELL's in their classrooms, the students years of service, as well as their proficiency levels, so that they can plan accordingly to meet the needs of these scholars. The ESL teacher differentiates instruction in the classroom for Ell's that are newcomers, and for Ell's that have 4-6 years of service by grouping the students according to levels. The academic rigor for each level increases, as the proficiency levels increase. For newcomers to the country, long-term ELL's and also for students with special needs, appropriately leveled materials for learning are gathered by the ESL coordinator and distributed to the classroom teachers. The ESL teacher will also push into these classrooms, to give these students one-on-one scaffolding. These students are also included in the after school enrichment program for ELLs. Although Mosaic currently has only 1 long-term ELL, 6 ELL's have been receiving ESL services for 4 to 6 years and are thus on the road to becoming long-term ELLs. The inquiry team at Mosaic has chosen to focus specifically on these scholars and is currently in the process of analyzing their specific needs, not only on an academic level, but also in terms of their social and emotional development. The guidance counselor is available to assist students who are in need of additional emotional and psychological support due to the cultural and/or linguistic difficulties they may face.

At the beginning of the school year, or whenever a new ELL is enrolled at Mosaic, and has an IEP, the ESL Coordinator is responsible for looking at the child's IEP to determine whether mandated ESL services are required. The ESL Coordinator also ensures that the child is placed in the appropriate program at this time.

When the ESL teacher begins working with ELL-SWD's, the teacher uses many hands-on materials, singing, chants, cooperative learning strategies, and also peer tutoring. Below-grade material will also sometimes be used if doing so better assists students in learning a core academic objective. For example, Mosaic currently has a second grader, and a third grader that are brand new to the country. These students attend the first grade classroom during their foundations, so that they can learn letters, and sounds from this Wilson trained teacher. This is one way that we use scheduling flexibility to meet the diverse needs of the ELL-SWD's.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

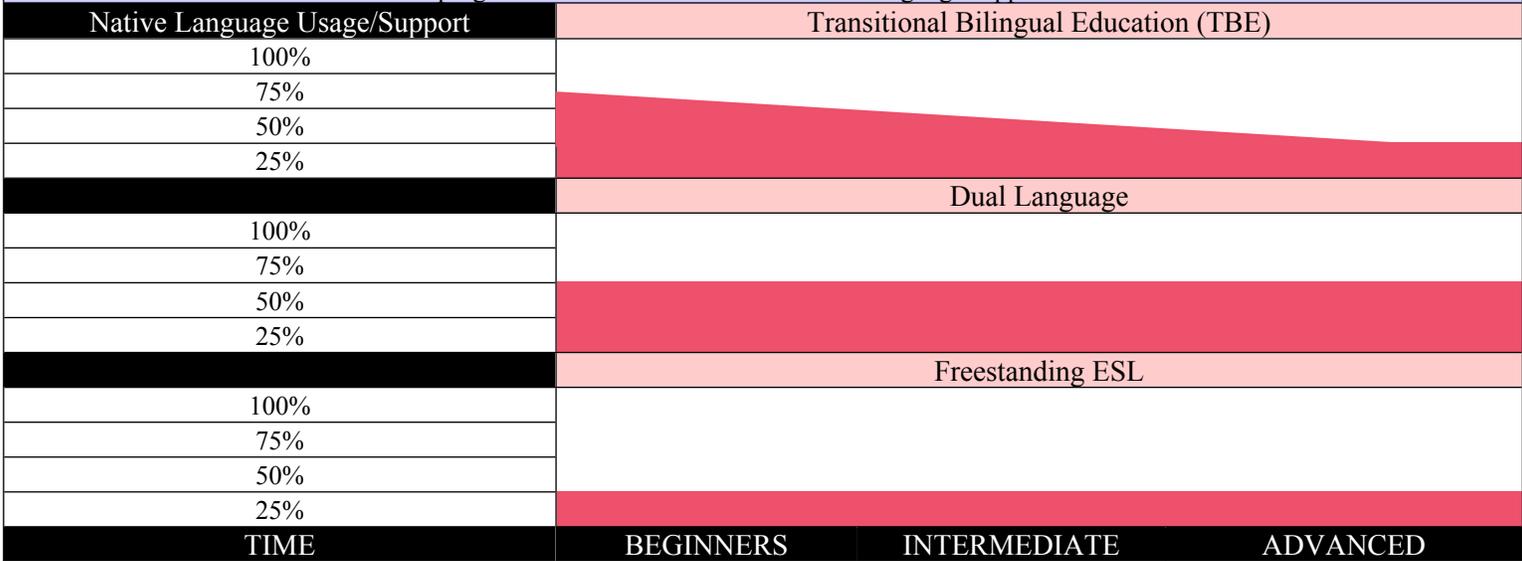
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

Native Language 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.



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

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 Preparatory on Saturday's, which is open to ALL students, and is designed to specifically target Math and ELA skills. We currently do not have any ELL programs or services that are being discontinued this year.

C. Schools with Dual Language Programs

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

The Dual Language program at Mosaic provides scholars with an academically rigorous curriculum in English and Spanish, enabling both ELLs and English Proficient (EP) scholars to meet or exceed New York State and City standards. The Dual Language program at Mosaic is self-contained (one teacher provides both English and Spanish instruction) and reflects a 50:50 (50%), alternating day model (Table 2). In this model, instructional time is equally divided between English and Spanish, alternating each day. Thus, at the end of a two-week cycle, scholars have received instruction in English for five days and in Spanish for five days. According to this model, literacy is taught simultaneously in alignment with Native Language Arts, English as a Second Language, and English Language Arts standards. Content area subjects are taught in both English and Spanish as well, with the use of second language acquisition strategies. Dual language classrooms at Mosaic contain instructional materials in both English and Spanish, and a sign is placed outside of the classroom which clearly designates the language of instruction (e.g., "Today we speak English" and "Hoy hablamos español"). Native language support is offered at all times through the use of bilingual books, glossaries, dictionaries, handouts, flash cards, games, and other instructional materials. In addition, students in the dual language program (as well as in free-standing ESL classes) have access to Achieve 3000, and the dual language teachers strive to incorporate this program and other forms of advanced technology in their classrooms every day. Due to the nature of Mosaic's self-contained 50:50 (50%) model, English Proficient Scholars (EPS) and ELL are integrated throughout the entire school day and receive the same content instruction in both English and Spanish. Dual language teachers are certified or are working toward their certification in both elementary education and bilingual education. Currently, 5 teachers (4 dual language and 1 Academic Intervention Specialist) hold or are currently obtaining certificates in bilingual education.

Table 2

WEEK ONE

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

WEEK TWO

Monday	Tuesday	Wednesday	Thursday	Friday
reunion	meeting	reunion	meeting	reunion

lectura	literacy	lectura	literacy	lectura
lectura	literacy	lectura	literacy	lectura
escritura	writing	escritura	writing	escritura
lunch	lunch	lunch	lunch	lunch
estudios soc.	science	ciencias	social studies	estudios sociales
prep	prep	prep	prep	prep
matmaticas	math	matematicas	math	matematicas

D. Professional Development and Support for School Staff

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

Professional development is highly encouraged and supported at Mosaic Preparatory Academy. All 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 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	B	4	2	1	1									

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
/SPEAKING	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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	3	0	0	25	2	4	0
Chinese Reading Test								

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

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

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.

Assessment Analysis

As 2010-2011 NYSESLAT scores indicated, eight scholars (29%) scored at the Beginner proficiency level, 7 (24%) scored at the Intermediate proficiency level, and 10 (34%) scored at the Advanced proficiency level.

When reviewing scholar data across the four language modalities, we have found that, regardless of proficiency level or grade level, listening and speaking are our scholars' strengths. Of the 29 K -5th grade scholars who took the NYSESLAT last year, twelve scored proficient on the speaking/listening modalities, nine scored at the advanced level, four scored at the intermediate level, and one scored at the beginning level. Meanwhile, the data indicate that reading and writing are the greatest challenges or identified area of weakness for all scholars across proficiency levels and grades. Only one scholar scored proficient in reading and writing. Ten scholars scored advanced, seven scored at the intermediate level, and eight scored at the beginner level. From the data, more emphasis needs to be placed on teaching scholars to be critical readers and skilled, creative writers. More specifically, teachers and service providers will design reading and writing lessons with a strong focus on academic vocabulary development. With a rich reserve of academic vocabulary, scholars' reading comprehension and writing skills will improve, which will likely contribute to a growth in their language proficiency levels.

English language learner (ELL) performance was also analyzed across the content areas. Data from the 2010-2011 state English Language Arts assessment, indicated that 6 out of the 7 (85%) of ELLs tested, did not meet the grade-level standard for proficiency in language arts, scoring at or below level 2. There were no students who obtained a 4 on the 2010–2011 New York State ELA exam; one ELL scored at a level 1 (14%), five ELLs scored at a level 2 (71%), and one ELL scored at a level 3 (14%). Interestingly, these numbers are somewhat consistent with the percentages for the English Proficient scholars (EPs) who were tested, as those percentages reflected 17% of scholars scoring at a level 1, 52% scoring at a level 2, and 30% scoring at a level 3. Not a single student scored at a level 4.

In mathematics, ELLs scored as follows: two ELLs (25%) scored at level 1, four (50%) scored at level 2, and two (25%) scored at level 3. Again, there were no ELLs who exceeded the standard by scoring a level 4 on the 2010 – 2011 New York State mathematics exam. In comparison, 12% of EP scholars scored at a level 1, 65% scored at a level 2, 20% scored at a level 3, and 1% scored at a level 4 .

After close examination of the 4th grade scores on 2010 – 2011 New York State science exam, it was found that not one scholar scored at level 1, five scholars (11%) scored at level 2, thirty-three scholars scored at level 3 (73%) and seven scholars scored at level 4 (15%). Both of the ELL's in 4th grade scored level 3's on the 2010-2011 Science exam.

Dual Language classes, which includes both ELL's and English Proficient students, are tested in the target language through the ELE assessment. The target language is Spanish at Mosaic Preparatory Academy. The levels of language proficiency are as follows: Most of the EP students that took the ELE scored in the Q1, then Q3, and last Q2. The three Ell's that took the ELE all scored in the Q2.

Patterns

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

Currently, Mosaic Preparatory is not using an ELL Periodic Assessment to track progress. Instead we use ECLAS, DRA, and running records for the K-2 classes, and an item analysis from ELA Periodic Assessments, to track progress and drive instruction in grades 3-5.

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

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		10/26/11
	Other		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.

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information

Name of School: Mosaic Preparatory Academy

DBN: 04M375

This school is (check one): conceptually consolidated (skip part E below)

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):

Before school After school Saturday academy Other:

Total # of ELLs to be served:

Grades to be served by this program (check all that apply):

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

There are 2 programs that we plan to implement at Mosaic Preparatory Academy. One is a before school program that will include approximately 12-15 3rd, 4th and 5th graders that are currently in Dual Language classes. The second program will be on Saturday mornings for approximately 10-12 K, 1st and 2nd graders that are currently in Dual Language classes.

Based on the data for English Language Learners, we have seen less growth in those students that participate in Dual Language classes than those that participate in Free-Standing ESL. For this reason, we have decided to target the Dual Language students.

The rationale is to provide these students with English language background and cultural experience while also strengthening their foundational reading, writing, listening and speaking skills in English. In addition, it is designed to provide the students with language enrichment strategies using scaffolding techniques to improve their academic success in the classroom and on state exams.

In addition to language enrichment on Saturday mornings for the K-2 students, we plan to provide students with exposure to unique cultural and learning experiences that they may otherwise never have the opportunity to enjoy, by taking occasional trips out into the community. The exposure students will have to different environments will help them to make connections between their out-of-school experiences and their learning in the classroom. 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 materials that will be used at the school are:

*Reading and Writing Source by Great Source

*Getting Ready for the NYSESLAT and Beyond By: Attanasio & Associates

In addition to those, we plan to purchase:

*ESL Reading Smart

*Additional Oral Language Development Materials

Part C: Professional Development

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 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. Mosaic's Professional Development team 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 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 will attend the following workshops:

- * 3 day training provided by AUSSIE consultant that has experience with highly ELL populated schools
- *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. Mosaic strives to assist families in also becoming familiar with the new systems and contexts which they encounter in American society. One of the program's goals is to

Part D: Parental Engagement Activities

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.

Mosaic also hopes to help parents and guardians gain information on how they can continue to support their children's academic and language development at home. To help with this, we plan to hold parent workshops on the following topics:

- *Reading
- *Math
- *Science
- *Motivations
- *Homework
- *Discipline
- *Preparing for COLLEGE!

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

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

Hopefully, our parent workshops and our Saturday program 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		

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.
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		