



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

04M375

School Name:

MOSAIC PREPARATORY ACADEMY

Principal:

LISETTE CAESAR

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Mosaic Preparatory Academy School Number (DBN): 04M375
School Level: Elementary Grades Served: PK-5
School Address: 141 East 111 Street, New York City, NY 10029
Phone Number: 212-722-3109 Fax: 212-722-3165
School Contact Person: Lisette Caesar Email Address: lcaesar@schools.nyc.gov
Principal: Lisette Caesar
UFT Chapter Leader: Argerie Ayers
Parents' Association President: Iesha Morgan
School Leadership Team
Chairperson: Darryl L. Browne
Student Representative(s): n/a

District Information

District: 04 Superintendent: Alexandra Estrella
Superintendent's Office Address: 160 East 120 Street, New York City, NY 10035
Superintendent's Email Address: AEstel3@schools.nyc.gov
Phone Number: 212-348-2873 Fax: 212-348-4107

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Jose Ruiz
Network Number: 606 Network Leader: Petrina Palazzo

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed 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 (Blue Ink)
Lisette Caesar	*Principal or Designee	
Argerie Ayers	*UFT Chapter Leader or Designee	
Iesha Morgan	*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>	
	CBO Representative, if applicable	
Darryl L. Browne	Teacher/Chairperson	
Bonnie Davis	Teacher	
LaToya Johnson	Paraprofessional	
Keisha Taylor	Parent	
Nicole Jones	Parent	
Michelle Torres	Parent	
Tai-Sheba Smith	Parent	

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

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
•	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
•	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
•	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
•	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
•	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
•	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

Mosaic Preparatory Academy is New York City's first Bucket Filling school. It aims to cultivate and sustain caring and positive-minded citizens. Mosaic Preparatory is also a *College Preparatory School* where scholars engage in rigorous instruction to prepare them for college and careers through its multi-faceted curriculum. In an effort to promote college and career readiness, students refer to all staff members as "professors" and each classroom has a college name evident on its door. Students are also made aware of the year they are expected to graduate from college. Hallways have been adorned with college banners as well as information regarding their programs.

Mosaic Preparatory Academy is an elementary school with approximately 345 students from Pre-kindergarten through Grade 5 that comprises 34% African-American, 57% Hispanic, 3% White, and 6% Asian. In addition, the student body is made up of 18% English Language Learners (ELL) and 35% special education. Boys account for 57% of the students enrolled and girls account for 43%. The average attendance rate for the school hovers around 89%.

Mosaic's mission is to remain committed to providing all scholars with the distinct belief that college is within their reach. Through a rigorous, interdisciplinary curriculum and an enriching environment, scholars will develop the academic, social, emotional, and communication skills necessary to excel in a global society.

There are purposeful and meaningful partnerships between Mosaic Preparatory Academy and its greater community that fosters the fruition of Mosaic's mission. The partnerships are: Asphalt Green, Target, NY Cares, The Asthma Center, Cushman & Wakefield, Chelsea Piers, Department of Health, Shape Up NY, Harlem RBI, Wellness in Schools, Garden to Café, Grow To Learn, Girls Inc, the 92nd Street YMCA, and the NYCDOE's Collaborative Action Research Project (CARP).

Over the six year span of Mosaic's existence, particular strengths and accomplishments are worth celebrating. First and foremost, there is a significant decrease in the number of incidents recorded thereby increasing the level of engagement in the school's rigorous instruction. The teaching framework and rubric authored by Charlotte Danielson enhanced the teaching practice across the grade levels as evidenced during teacher observations. Targeted strategies such as *robo-call*, the *Father's Day Initiative*, the Parents Association greeting parents in the morning, needs-based parent workshops, and student-led conferences have helped to engage parents in meaningful ways. There is time allotted during the workday to increase teacher planning time thus cultivating professional learning collaborations and/or opportunities. The school supports all learners through the established PBIS (Positive Behavior Intervention System) model where students are rewarded with C.A.R.E.S. bucks for good deeds and academic achievement. In addition, 85% of the staff is trained in TCIS (Therapeutic Crisis Intervention System) thereby preventing behavioral issues. Mosaic recently received an award for creating a Wellness Community both in and out the classroom. This recognition highlights the school's move to change the lunch menu and have made provisions to have over 90% of the staff trained in Move-To-Improve to name a few. Instructionally, Mosaic encourages and supports professional learning for all staff, there is an ICT (Integrated Co-Teaching) class on every grade level, and technology is infused in all academic areas. An accomplishment of Mosaic Preparatory Academy was when they were awarded five (5) grants including a Title III grant to assist with the growing ELL population.

While there are aspects of Mosaic that function well, Mosaic has some challenges. Parent participation during Parent Association meetings remains at low numbers. Although, Mosaic spends an inordinate amount of effort to engage the parents at an increased participation rate, there are still 60% of the parents who do not exhibit a significant partnership with the school. In addition, having students who discuss academic subjects at a literal rather than an inferential level is cause for concern. It is the deepening of the academic knowledge that becomes the challenge

The DTSDE Tenets that Mosaic demonstrated the most growth rest with Tenets 2 and 3 (*School Leader Practices and Decisions* and *Curriculum Development and Support* respectively). In collaboration with the teaching staff, school leaders have purposefully aligned key standards and integrated CCLS unit of study that emphasize rigorous habits that set students on a path to college and career readiness. School leaders and staff members continuously modify curricula utilizing data from formative and summative assessments, making effective adjustments to meet all students learning needs. By students formulating their own goals, they can then determine a path to follow to achieve the stated goals. School leaders have strategically programmed literacy throughout the school to ensure that all classes have two teachers in the room, thereby reducing the teacher to student ratio, permitting more opportunity for small group instruction and one-to-one intervention and support. In addition, the school leaders have strategically programmed the school to allow all teacher teams to meet regularly to plan and modify units and lessons. In contrast, Mosaic plans to focus on areas related to Tenets 4 and 5 (*Teacher Practice and Decisions* and *Student Social and Emotional Developmental Health*). Mosaic needs to strengthen the way instructional student groups are organized so that they are thoughtfully and strategically arranged, thereby providing multiple entry points and challenging tasks for all learners. In addition, it was observed that the culture of mutual trust and positive attitudes to support the academic and personal growth of students and adults need to be strengthened.

04M375 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	341	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	89.2%	% Attendance Rate		92.6%
% Free Lunch	90.9%	% Reduced Lunch		3.0%
% Limited English Proficient	12.1%	% Students with Disabilities		32.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	2.4%	% Black or African American		35.0%
% Hispanic or Latino	55.0%	% Asian or Native Hawaiian/Pacific Islander		7.3%
% White	0.3%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	6.34	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		3.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	1.1%	Average Teacher Absences (2013-14)		5.14
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	10.6%	Mathematics Performance at levels 3 & 4		9.8%
Science Performance at levels 3 & 4 (4th Grade)	71.2%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	E
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	E
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	HE
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

During the previous school year, the staff revised the school’s curriculum with alignment to CCLS and reviewed data for its appropriateness often. It is critical that the school continues this work this school year. The school will continue to use academic discourse as a priority as this emphasis impacts student learning in all disciplines. The school will continue the practice of evaluating students and curriculum in a six week cycle. This data will be used to revise curriculum and interventions as needed.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 80% of the students will be able to have rich academic discussions across all content areas as measured by teacher observations and a discussion protocol and rubric.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to 			

<p>impact change</p> <ul style="list-style-type: none"> Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
<p>Teachers will receive on-going professional development in Questioning and Discussion Techniques, small group and “station work” that are facilitated by their colleagues who have demonstrated “Effective” and “Highly Effective” ratings.</p> <p>Network support as well as a School Improvement Specialist will lead teacher discussions to enhance pedagogy.</p> <p>All scholars will engage in “station work” across the content areas.</p>	<p>All teachers</p> <p>All teachers</p> <p>All students</p>	<p>November 2014 –June 2015</p>	<p>Principal, Asst. Principal</p>
<p>Scholars will participate in daily self-reflective and self-assessment practices.</p> <p>Teachers will provide targeted feedback to scholars as aligned to CCLS Speaking & Listening 1 and Language 6.</p>	<p>All students</p> <p>All students</p>	<p>November 2014 –June 2015</p>	<p>Teachers, Asst. Principal</p>
<p>School Leaders, Teachers and Parents Association will facilitate parent workshops to model academic expectations around rich discourse.</p>	<p>Parents</p>	<p>November 2014 –June 2015</p>	<p>Parent Coordinator, Asst. Principal</p>
<p>School Leaders, Teachers, Parents Association will create a safe place for scholars to engage and participate in rich academic discourse.</p>	<p>All students</p>	<p>November 2014 –June 2015</p>	<p>Principal</p>

Part 4 – Resources Needed

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> School leaders will make allowances for professional development during the school day. Teacher facilitators will prepare with materials appropriate for the professional development. Parents Association will motivate parents to attend parent workshops.

Part 5 – Budget and Resource Alignment

<p>Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>												
x	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside	Grants
<p>List below any additional funding sources that will be utilized to support achievement of the goal.</p>												
<p>Title 1 Focus money will be utilized to hire a math consultant to facilitate professional learning activities 8 times for the year</p>												

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ul style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities.
<ul style="list-style-type: none"> Tentatively, monitoring of the rich academic discourse will take place every six weeks beginning September 2015. Parent workshops will take place bi-monthly beginning January 2015. By mid December, end of January and mid-March 2015, school leaders, network support and School

Improvement Specialist will check progress towards meeting the goal.

- Informal observations
- Monthly planning meetings

Part 6b. Complete in February 2015.

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	x	No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				
• Through classroom observations, students have increased the level of mathematical discussions across the grade levels. • Across the grade levels students need improvement in holding rich academic discourse. A discussion rubric is being created to help with this. • The school will continue to monitor through cycles of observations and immediate feedback • The school will support ELA with professional support from a Literacy Consultant				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	D
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The school community does not seem to be able to articulate the work the school has done with regards to positive student behavior. The school will work with the Institute for Understanding Behavior to develop a common language for all constituents.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 90% of English Language Learners will increase one performance level as measured by the English Proficiency Exam.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

- Research-based instructional programs, professional development, and/or systems and structures needed to impact change
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student

Target Group(s)
Who will be targeted?

Timeline
What is the start and end date?

Key Personnel
Who is responsible for implementing and overseeing the activity/strategy?

<ul style="list-style-type: none"> subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
Implement half-day Saturday Academy to strengthen listening and speaking skills using research-based materials.	Targeted students	February 2015 – May 2015	Asst. Principal
Plan targeted personalized ESL instruction using blended learning techniques.	Targeted students	December 2015 – June 2015	Classroom Teachers
Invite parents to attend classes and learn alongside their scholars.	Parents	February 2015 – May 2015	Asst. Principal, Parent Coordinator
ESL teacher to provide on-going professional development and support for classroom teachers.	Teachers	December 2015 -	ESL Teacher, Asst. Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
3-4 Per Diem ESL teachers would be needed to provide instruction during the Saturday Academy; In-House ESL Teacher/Coordinator is needed to provide professional development; Professional Development will take place during the school day (Lunch & Learn); A Building Permit is needed to house the Saturday Academy; Funds to purchase online software to supplement blended learning instruction is also needed.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.												
x	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA	X	Title III		P/F Set-aside	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.												

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities. 				
<ul style="list-style-type: none"> Monitoring of the Saturday Academy will take place bi-weekly beginning February 2015. Parent participation will take place monthly beginning February 2015. By mid-Feb 2015, school leaders will check progress towards meeting the goal. Informal observations will help to meet instructional goals Monthly planning meetings with participating teachers will help to meet overall goal. All students serviced by the ESL provider have made progress on in house assessment from baseline to mid-year benchmark 				
Part 6b. Complete in February 2015.				
<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 	X	Yes		No
<ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				
<ul style="list-style-type: none"> Revision made to action plan: ELL students are attending After School <i>Wordly Wise 3000</i> Program 2 days a week from 2:30 3:30PM; ESL teacher collaborates with classroom to construct "push-in" strategies. 				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	D
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	E
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Teachers continue to rate in the developing area around Domain 3, Competency 3B in Danielson. The school has developed a series of professional learning opportunities around Questioning and Discussion techniques as well as opportunities for teachers to observe each other and give timely and actionable feedback.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all teachers would have participated in various and targeted professional learning opportunities to promote collaborative teacher inquiry as evidenced by increased student performance.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student 			

<ul style="list-style-type: none"> subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
School leaders conduct cyclical data meetings	All teachers	September 2014 – June 2015	Principal, Asst. Principal
Teachers engage in intra-visitations as well as inter-visitations.	All teachers	November 2014 – May 2015	Asst. Principal, Grade Leaders
Teachers actively participate in weekly grade meetings	All teachers	September 2014 – June 2015	Grade Leaders
Teachers receive actionable feedback from school leaders	All teachers	September 2014 – June 2015	Principal, Asst. Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Per diem Subs, Calendar Change, Common Planning Time

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	Title I Basic	Title I 1003(a)	Title IIA	Title III	P/F Set-aside	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.							

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

School leaders, Network Support and School Improvement Specialist will provide monthly visits to monitor progress. All teachers participate in an Inquiry Group. Teachers and groups receive actionable feedback from administrators, network support and consultants. These supports have shown an increase in students’ discourse and writing at the standards level.

Part 6b. Complete in **February 2015**.

<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 	X	Yes		No
<ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				
<ul style="list-style-type: none"> 				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	HE

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

One of the major strengths is the ability to perform frequent “cycle observations” (of student data) and finding the right intervention programs that meet their needs. For example, there is the implementation of Foundations, Ten Marks, Renaissance Learning, Wordly Wise to name a few. Another proud strength is performing frequent classroom observations with actionable feedback within 24 hours.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, will observe every teacher a minimum of 6 times and provide actionable feedback within a timely manner.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the</i>
<ul style="list-style-type: none"> Research-based instructional programs, professional 			

development, and/or systems and structures needed to impact change <ul style="list-style-type: none"> Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			<i>activity/strategy?</i>
Perform a classroom observation on 6-week cycle for classroom teachers	All teachers	September 2014 – June 2015	Principal
Develop an observation calendar	All teachers	September 2014 – June 2015	Principal
Revisit the calendar weekly	All teachers	September 2014 – June 2015	Principal
View Advanced Dashboard (Tracker) regularly	All teachers	September 2014 – June 2015	Supt, Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

n/a

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	Title I Basic	Title I 1003(a)	Title IIA	Title III	P/F Set-aside	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.							

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Every 6 weeks

To date the school has completed 88% of the mandated observations. Over 50% of the staff have more than 6 informals to date.

Part 6b. Complete in **February 2015.**

<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 	x	Yes		No
<ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				
<ul style="list-style-type: none"> Teachers are trending in the “Effective” range due to specific targeted professional development and actionable feedback from classroom observations. 				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	D
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	HE
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	D

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The school has developed a variety of activities on Tuesdays to promote more parent involvement as it relates to promoting data dialogue including mailing personalized thank you letters to parents for their attendance at data meetings, school performances, Parent Association meetings, etc. The school needs to continue to work on fostering a welcoming community.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, there will be an increase in parent engagement with understanding the Common Core Learning Standards and its access to students with disabilities as well as to ELL students.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed 			

<ul style="list-style-type: none"> to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
The school will host a Family Literacy event in February 2015 with a consultant from Scholastic.	Parents/Guardians	February 2015	Administrator, PA, Teachers, Consultant
The school will host a Family Math Night with a consultant from Reading in Math in March 2015	Parents/Guardians	March 2015	Administrator, PA, Teachers, Consultant
The school will host a Heritage Day in November 2014	Parents/Guardians	November 2014	All families and staff
The school will provide parents with 3 progress reports and facilitate data meetings around the progress reports	Parents/Guardians	September - June	All Staff

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

The school and the school will purchase the family night kits for both reading and math.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

Tax Levy	Title I Basic	Title I 1003(a)	Title IIA	Title III	X	P/F Set-aside	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

X Parent engagement money will also be used \$1,979

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

The school will examine sign in sheet, parent surveys and teacher feedback every 3 months and discuss progress at the School Leadership Team meetings.

To date the school has seen an increase of about 10% of parents attending school wide events.

Part 6b. Complete in **February 2015.**

<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 	X	Yes		No
<ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				
<ul style="list-style-type: none"> Evidence from sign-in sheets and parent feedback, parent engagement increases when students present their academic work such as <i>Heritage Project</i>, <i>Assembly Performances</i>, and currently a <i>State Fair Project</i>. Revision to the action plan would be to implement comprehensive school wide projects where families can engage in the process at least every 2 months. 				

Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving at proficiency receive effective and timely assistance. 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 Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, 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.)
English Language Arts (ELA)	ELA Baseline and Benchmark Assessments,	Reading Recovery, Foundations, Reading Tutor AtoZ, Readtheory.org, Renaissance Learning	Small group; one-to-one tutoring	During the school day, After-School Program and Saturday Academy
Mathematics	ELA Baseline and Benchmark Assessments	Ten Marks, GoMath Guided Practice, GoMath interactive boards	Small group; one-to-one tutoring	During the school day, After-School Program and Saturday Academy
Science	ELA Baseline and Benchmark Assessments	Informal Assessments, interactive guided practice	small groups; one-to-one tutoring	During the school day, After-School Program and Saturday Academy
Social Studies	ELA Baseline and Benchmark Assessments	Interactive guided practice	Small groups	During the school day, After-School Program and Saturday Academy
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher referrals, Parent requests	Reading Tutor AtoZ, Ten Marks	Small groups	During the school day, After School

04M375 School Information Sheet Key

School Configuration (2014-15)

Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	341	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	89.2%	% Attendance Rate			92.6%
% Free Lunch	90.9%	% Reduced Lunch			3.0%
% Limited English Proficient	12.1%	% Students with Disabilities			32.9%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	2.4%	% Black or African American			35.0%
% Hispanic or Latino	55.0%	% Asian or Native Hawaiian/Pacific Islander			7.3%
% White	0.3%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	6.34	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			3.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	1.1%	Average Teacher Absences (2013-14)			5.14
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	10.6%	Mathematics Performance at levels 3 & 4			9.8%
Science Performance at levels 3 & 4 (4th Grade)	71.2%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

04M375 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	341	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		89.2%	% Attendance Rate	92.6%
% Free Lunch		90.9%	% Reduced Lunch	3.0%
% Limited English Proficient		12.1%	% Students with Disabilities	32.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		2.4%	% Black or African American	35.0%
% Hispanic or Latino		55.0%	% Asian or Native Hawaiian/Pacific Islander	7.3%
% White		0.3%	% Multi-Racial	N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		6.34	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	3.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		1.1%	Average Teacher Absences (2013-14)	5.14
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		10.6%	Mathematics Performance at levels 3 & 4	9.8%
Science Performance at levels 3 & 4 (4th Grade)		71.2%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing			Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		NO		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

04M375 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	341	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	89.2%	% Attendance Rate			92.6%
% Free Lunch	90.9%	% Reduced Lunch			3.0%
% Limited English Proficient	12.1%	% Students with Disabilities			32.9%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	2.4%	% Black or African American			35.0%
% Hispanic or Latino	55.0%	% Asian or Native Hawaiian/Pacific Islander			7.3%
% White	0.3%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	6.34	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			3.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	1.1%	Average Teacher Absences (2013-14)			5.14
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	10.6%	Mathematics Performance at levels 3 & 4			9.8%
Science Performance at levels 3 & 4 (4th Grade)	71.2%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

04M375 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	341	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	89.2%	% Attendance Rate		92.6%	
% Free Lunch	90.9%	% Reduced Lunch		3.0%	
% Limited English Proficient	12.1%	% Students with Disabilities		32.9%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	2.4%	% Black or African American		35.0%	
% Hispanic or Latino	55.0%	% Asian or Native Hawaiian/Pacific Islander		7.3%	
% White	0.3%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	6.34	# of Assistant Principals (2014-15)		1	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		3.4%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	1.1%	Average Teacher Absences (2013-14)		5.14	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	10.6%	Mathematics Performance at levels 3 & 4		9.8%	
Science Performance at levels 3 & 4 (4th Grade)	71.2%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		N/A	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		N/A	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

04M375 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	341	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	89.2%	% Attendance Rate			92.6%
% Free Lunch	90.9%	% Reduced Lunch			3.0%
% Limited English Proficient	12.1%	% Students with Disabilities			32.9%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	2.4%	% Black or African American			35.0%
% Hispanic or Latino	55.0%	% Asian or Native Hawaiian/Pacific Islander			7.3%
% White	0.3%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	6.34	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			3.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	1.1%	Average Teacher Absences (2013-14)			5.14
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	10.6%	Mathematics Performance at levels 3 & 4			9.8%
Science Performance at levels 3 & 4 (4th Grade)	71.2%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

04M375 School Information Sheet Key

School Configuration (2014-15)

Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	341	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	89.2%	% Attendance Rate			92.6%
% Free Lunch	90.9%	% Reduced Lunch			3.0%
% Limited English Proficient	12.1%	% Students with Disabilities			32.9%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	2.4%	% Black or African American			35.0%
% Hispanic or Latino	55.0%	% Asian or Native Hawaiian/Pacific Islander			7.3%
% White	0.3%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	6.34	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			3.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	1.1%	Average Teacher Absences (2013-14)			5.14
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	10.6%	Mathematics Performance at levels 3 & 4			9.8%
Science Performance at levels 3 & 4 (4th Grade)	71.2%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

04M375 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	341	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	89.2%	% Attendance Rate		92.6%
% Free Lunch	90.9%	% Reduced Lunch		3.0%
% Limited English Proficient	12.1%	% Students with Disabilities		32.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	2.4%	% Black or African American		35.0%
% Hispanic or Latino	55.0%	% Asian or Native Hawaiian/Pacific Islander		7.3%
% White	0.3%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	6.34	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		3.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	1.1%	Average Teacher Absences (2013-14)		5.14
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	10.6%	Mathematics Performance at levels 3 & 4		9.8%
Science Performance at levels 3 & 4 (4th Grade)	71.2%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Job fairs, hiring committee, teacher finder

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Pd team , Network, IUB, Lucy West (math), Creative Schools Literacy Consultant, Frequent observations with timely feedback

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

In June, transition to lunchroom from classroom family-style eating, parent packets, open house, vertical planning

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers are on various teams at Mosaic including the Professional Learning Team, PBIS, Attendance, AIS, etc. These teams meet regular to discuss the school’s needs and offer suggestions to administration.

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$195,960		
Title I School Improvement 1003(a)	Federal	\$16,961		
Title I Priority and Focus School Improvement Funds	Federal	\$73,659	x	Page 10
Title II, Part A	Federal	\$28,230		
Title III, Part A	Federal	\$11,200	x	Page 13
Title III, Immigrant	Federal	n/a		
Tax Levy (FSF)	Local	\$1,936,959	x	Page 17, 15, 10, 13

¹Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual

identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current 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 the school. **Mosaic Preparatory Academy**, 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 the school and the families. The 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 the school community.

Mosaic Preparatory Academy will support parents and families of Title I students by:

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

The 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. The 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 the 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, the 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 School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The 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 including Family Math Night and Family Literacy Night

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers in specified areas including cafeteria support
- 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 (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 04	Borough Manhattan	School Number 375
School Name Mosaic Preparatory Academy		

B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Lissette Caesar	Assistant Principal Jorge Moore
Coach type here	Coach type here
ESL Teacher Nelson Gonzalez	Guidance Counselor Jeffrey Rabinowitz; LCSW
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Sonya Duenas
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	6	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	330	Total number of ELLs	38	ELLs as share of total student population (%)	11.52%
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Part II: 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): SP

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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>	1	1	1	1	1	1								6
Freestanding ESL														
Push-In					2	2								4
Pull-out		8	8	8	8									32
Total	1	9	9	9	11	3	0	0	0	0	0	0	0	42

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	38	Newcomers (ELLs receiving service 0-3 years)	26	ELL Students with Disabilities	12
SIFE	1	ELLs receiving service 4-6 years	11	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 SWD. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language	17	1	3	2			1			20
ESL	9		7	9		3				18

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	26	1	10	11	0	3	1	0	0	38
Number of ELLs who have an alternate placement paraprofessional: _____										

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0													

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	2	19	4	19	2	15	6	9	2	22	2	16							18	100
French			1																1	0
Bengali			1																1	0
TOTAL	2	19	6	19	2	15	6	9	2	22	2	16	0	0	0	0	0	0	20	100

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American: <u> </u>	Asian: <u> </u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u> </u>
	Hispanic/Latino: <u> </u>
	Other: <u> </u>

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		2	1	1	3	3								10
Chinese		1												1
Russian														0
Bengali					1									1
Urdu														0
Arabic		1			3									4
Haitian														0
French						1								1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other					1									1
TOTAL	0	4	1	1	8	4	0	18						

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)	2	2		2	2	1								9
Intermediate(I)		6	3		4	1								14
Advanced (A)		2	1	5	4	3								15
Total	2	10	4	7	10	5	0	0	0	0	0	0	0	38

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	6	2	1		9
5	5				5
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	5		3				1		9
5	5		1						6
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					3		1		4
8						1			1

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

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

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

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
The Lab-R scores in English and Spanish, ELL periodic assessments, interim NYSESLAT assessments, ELA Assessments, Fountas and Pinnell running records are among the assessments administered throughout the year. Data from these assessments and CBM's are analyzed by Mosaic's Inquiry team, and instructional implications are made clear to all teachers of ELL's. 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.)

The ELL periodic assessment was administered the second week of November and data is not yet available, but will be important data teachers will use to drive instruction.

Specifically Lab-r and NYSESLAT data reveals that we have 12 beginner, 11 intermediate and 16 advanced students in English language proficiency. Fountas and Pinnell data available for first and fifth grades indicate that ELLs are reading substantially below grade level. This is no different than the general trend for the gen-ed students based on proficiency scores on last years ELA exam. Scholar's 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 as well as the NYSESLAT scores are used by the ESL coordinator and classroom teachers to determine placement in appropriately-leveled instructional classes. These assessments are also used as a tool to identify targeted native language skills to be addressed and strengthened. Spanish Lab-R data has not yet be received.

Dual language teachers are responsible for administering native language assessments such as the Estellita curriculum for their ELLs, while the ESL teacher is responsible for administering them for ELL's in monolingual classes.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Previous NYSESLAT scores indicate that four scholars (10%) scored at the Beginner level, 14 (28%) scored at the Intermediate level, and 14 (40%) scored at the Advanced level.

When reviewing scholar data across the four language modalities, we have found that, regardless of proficiency level or grade level, listening and speaking continue to be our scholars' strengths. Meanwhile, the data indicate that reading and writing are the greatest challenges or identified areas of weakness for all scholars across proficiency levels and grades. No scholar scored proficient in reading and writing. From the available data, more emphasis needs to be placed on teaching scholars to be critical readers and skilled, creative writers which are skills that will be the focus of the revised Common Core aligned NYSESLAT as well as revised Lab-r.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The latest NYSESLAT scores and AMAO measures are not yet available however using the available data from initial PBA's related to the Ready Gen curriculum and other informal classroom assessments, the direction of instructional decisions are specifically that teachers and service providers will design reading and writing lessons with a strong focus on academic vocabulary development and close text reading to develop stronger comprehension skills. With a rich reserve of academic vocabulary, and strong guided close text reading with inferential and open ended questioning strategies, scholars' reading comprehension and writing skills will improve, which will likely contribute to a growth in their language proficiency levels in the reading and writing modalities which are central to student success in a common core aligned curriculum designed to foster college and career readiness..

4. For each program, answer the following:

- a. 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?

English language learner (ELL) performance was also analyzed across the content areas with similar patterns emerging in ESL and Dual Language programs consistent with overall student performance in the school as a whole. Data from the 2012-2013 state English Language Arts assessment, indicated that 13 out of the 14 (93%) of ELL's tested, did not meet the grade-level standard for proficiency in language arts, scoring at or below level 2 while one student scored a 3. There were no students who obtained a 4 on the 2012–2013 New York State ELA exam. 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. Again, not a single student scored at a level 4.

In mathematics, ELL's scored as follows: ten ELL's (66%) scored at level 1, four (26%) scored at level 2, and 0 scored at level 3, while one (.06%) scored at level 4. Only one ELL exceeded the standard by scoring a level 4 on the 2012 – 2013 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. One very bright outcome were the science scores where three out of the five ELL's who took the test scores a three while one scored a 4! The science scores should confirm the necessary visual and hands on approach that is the pathway to success for ELL's in all content areas including mathematics and ELA.

As of the writing of this report the ELL perodic assessments have yet to be administered but when they are they will be utilized by classroom and the ESL teachers to further inform and differentiate instruction.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5).

(see [RI Guide for Teachers of ELLs](#).)

Through the use of assessments such as the NYSESLAT, Lab-r, CBM's Estrellita, and Read-Gen, and Go-math common core aligned assessments, students that are identified as "at risk" are provided with AIS services via differentiated instruction and flexible groups for Tier 2 in the classroom as well as one on one instruction for Tier 3 in and out of the classroom through a variety of after school and Saturday Academy services to support their specific needs.

6. How do you make sure that a child's second language development is considered in instructional decisions?

The ESL coordinator working with school leadership and classroom teachers utilize the ELL identification process to identify the students home language, conduct interviews with caregivers and students, and when indicated administer the Lab-r in English and in Spanish if necessary. This insures the proper placement based on parental consent in either the ESL or Dual Language program which additionally insures that the child's language developmental needs are met in the native and second language.

In addition to teaching content area teachers use ESL methodologies to insure that ELL students are making progress in acquiring English language skills along with essential content in ELA, Math, Social Studies, Science etc.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

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. 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.

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's are integrated throughout the entire school day and receive the same content instruction in both English and Spanish. Their second language proficiency is assessed via use of CBM's related to Estrellita a respected native language arts program. Dual language teachers are certified in both elementary education and bilingual education and via formative assessments progress monitor second language acquisition of EP's. Currently 6 teachers hold certificates in bilingual education.

EP performance on state level assessments was addressed in detail in the response to question 2 above.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

The use of the Lab-r, NYSESLAT, Ready-Gen, ELA assessments, ELL periodic assessments, as well as teacher created CBM's and other formative assessments are the components used to measure ELL growth in the native and second language and in content areas.

The speaking and listening, and reading and writing components as reported in NYSESLAT scores are a very important source of data that all teachers refer to when assessing the progress of ELL students. The expectations are that beginner, intermediate, and advanced ELLs will make steady progress especially in the more difficult areas of reading and writing and move forward toward proficiency in a timely manner within one to three years..

Part IV: ELL Identification Process

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

- Describe the steps followed for the initial identification of 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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, with the assistance of a certified pedagogue, 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-r is also administered if a student's home language is Spanish.

The ESL teacher is responsible for administering the LAB-r and Spanish LAB-r 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.

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.

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 the ESL program since a TBP does not exist at Mosaic. Program Selection Forms that are returned, are held in the Compliance binder of the ESL Coordinator.

The ELL parent orientation must take place within 10 school days of a student being admitted to the NYC school system.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

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. Additionally, parents are informed by letter of a student has passed the NYSESLAT and is no longer entitled to services. They are made aware that students are still entitled to transition services during their placement in a general education classroom.

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.
In addition to the steps described above, the ELPC screen in ATS is updated within 20 days of the completion of parent choice and placement of the student in the selected program.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The NYSESLAT is administered annually by the ESL teacher with the support of the AIS coordinator.

ATS reports, specifically the RLAT, RLER and RNMR 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.

In addition to attending training sessions, the testing calendar for speaking including make up dates and the dates for the listening, reading and writing tests including make up dates will be made available to all pedagogues involved by the testing coordinator. 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, 3, 4, and 5) which reflects a change from the previous testing bands.

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.

6. 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.) 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. [①](#)

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 38 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 resulting in 18 ELL's at Mosaic enrolled in Free Standing ESL.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))

- 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])?

Mosaic Preparatory Academy has chosen to implement two different programs that will provide its 38 ELL's with their mandated services: a Dual language program for ELL's in grades K through 5, and a free-standing, push-in/pull-out ESL program for ELL's in monolingual K through 5 classrooms. The Dual language program serves a total of 20 scholars, while the free-standing ESL program services 18 scholars

- . 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. 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 in both elementary education and bilingual education. Currently 6 teachers hold certificates in bilingual education.

Free standing ESL: Scholars in the free standing, 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.). Both the Dual and Free standing ESL programs utilized flexible mixed ability groupings that change according to the evolving strengths of students in the four modalities: speaking, listening, reading, and writing. 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 5 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 using code-switching methodologies since the ESL teacher also has a bilingual certification in Spanish; as well as through the use of technology (e.g., Achieve 3000; IPAD applications) 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.

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)?

English Language Learners are served according to their mandated instructional minutes.

In the ESL program, Beginner and Intermediate ELLs receive 360 minutes of ESL services (approximately 8 periods a week), while advanced students receive 180 minutes of ESL and 180 minutes of additional ELA support (approximately 4 periods for each per week). Much effort is made to ensure that teachers' schedules reflect the needs of their ELLs. 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. In the Dual Language program, ELLs receive 50 percent of content instruction in the native language and 50 percent in ELA including ESL support using the roller coaster model. This model also includes additional 45 minutes per day of native language support for beginning, intermediate and advanced 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 to be utilized in instruction to frontload vocabulary and content material as well as to use in "double-dosing" to facilitate comprehension and retention.. 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, 11 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 will 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, cooperative learning strategies, and peer tutoring, as well as code-switching with Spanish ELL's and use of translation with the help of arabic speaking student peers to create an environment conducive to the scholars academic success.

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 foster language development and meet the demands of the Common Core Learning Standards.

In the Dual Language program, 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 in both elementary education and bilingual education. Currently 5 teachers hold 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.).

Currently, with the introduction of the Ready-Gen and Go Math curriculums in use in the Dual Language classrooms and in ESL instruction, these Common Core aligned curriculums will be a great aid in promoting college and career readiness specifically for Mosaic's ELL population as well as all students.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
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. Currently, the assessments being used are Estrellita as well as teacher made CBM's that track the progress of ELL's in Spanish.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
The ESL teacher, Dual language teachers, and classroom teachers use Ready-gen assessments; the ELL periodic assessment, classroom based curriculum measures, quizzes etc. to track the progress of ELL's in the different modalities. Additionally mock NYSESLAT and ELA assessments provide useful data to monitor and adjust instruction.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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 to be utilized in instruction to frontload language and content material as well as to use in "double-dosing" to facilitate comprehension and retention. 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, 11 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 will 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.

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 at Mosaic we have one SIFE student. She will have available all AIS services including the Saturday Academy that will provide Tier 3 one on one intensive instruction in literacy and mathematics to provide her with the kind of differentiation in instruction that will move this student forward.

7. 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?

The ESL teacher/coordinator together with the school leadership team review related documentation including LAB-R, NYSESLAT and IEPs to insure that together with complying with parent choice ELL-SWDs are placed in the appropriate language support program where they will receive mandated services in either the ESL or Dual Language program.

Additionally, when the ESL and Dual Language teachers begin working with ELL-SWD's, the teachers use many hands-on materials, cooperative learning strategies, and peer tutoring. Also, in the ESL program code-switching with Spanish ELLs and use of translation with the help of Arabic speaking peers is utilized to create an environment conducive to the scholars' academic success.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

The school leadership team working with the ESL coordinator in the context of following the ELL identification procedures and parent choice guidelines--make the determination of ELL-SWD placement in ICT classes. A thorough review of each student's language and disability related needs are taken into consideration in order to provide the student with instruction in their least restrictive environment.

Additionally, flexible use of the pull out model is utilized to work with ELL-SWD students to provide sufficient instructional time for intense one on one tier 3 and small group Tier 2 targeted instruction to scaffold retention of language and content and help scholars achieve benchmark levels.

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:			

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

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

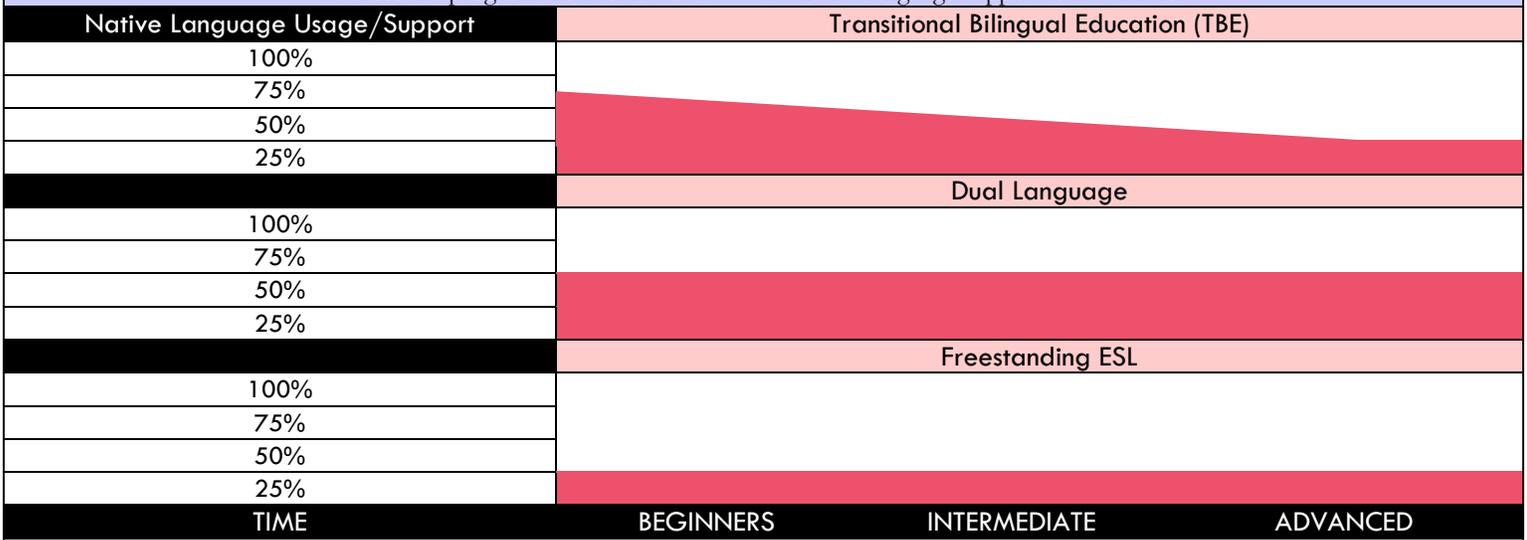
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

9. 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.

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 as well as the recently launched Saturday Academy. In addition, the ESL or Dual language (Spanish/English) 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 Learning A-Z, and Reading Tutors.com. and other online programs. These online programs support all subject areas, from ELA, and Math, to Social Studies and Science in a differentiated manner. All support services and resources are age level and grade level appropriate.

Additionally, 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, as well as students with special needs. 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 to be utilized in instruction to front-load language and content material as well as to use in "double-dosing" to facilitate comprehension and retention.. 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, 11 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 will 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, cooperative learning strategies, and peer tutoring, as well as code-switching with Spanish ELL's and use of translation with the help of arabic speaking peers to create an environment conducive to the scholars academic success..

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The Ready-Gen curriculum is a rigorous ELA program that is aligned with the Common Core Standards and provides for monthly Unit assessments. In addition to providing strong ELA instruction, it also includes built in support for ELLs.

Additionally, given the poor socio-economic background of the majority of students at Mosaic, the percentage of ELL's and students with special needs, the current program at Mosaic including the many after school programs such as Harlem RBI as well as other arts and culturally related support programs are providing valuable support to both our Spanish, Arabic, Chinese and other students. And, specifically, during the Saturday Academy made available to all students, ELL students have been especially recruited by their teachers to attend, and are being provided with extra support in ELA and Mathematics during four hours of intense focused instruction in those areas.

However, the school leadership team in collaboration with teachers and parents recognize that low scores on statewide tests for our scholars, including ELLs, poses a challenge that we need to meet through continual improvement which the school leadership and teachers are all committed to.

11. What new programs or improvements will be considered for the upcoming school year?

Specifically the school has implemented the Common Core aligned Ready-Gen curriculum which not only will support college and career readiness for our ELL's but for all our students. PD's related to Ready-Gen and improved delivery of Go-Math, as well as workshops directly related to best practices for ELL instruction will inform instructional delivery in the new year. Jump math is another curriculum being implemented by teachers in the Saturday Academy that will improve math instruction.

12. What programs/services for ELLs will be discontinued and why?

n/a

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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, including the recently launched Saturday academy. In addition, the ESL or Dual language (Spanish/English) 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 Learning A-Z, and Reading Tutors.com. and other online programs. These online programs support all subject areas, from ELA, and Math, to Social Studies and Science in a differentiated manner. All support services and resources are age level and grade level appropriate and open and available to all ELL students.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

In the Dual Language program, 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 in both elementary education and bilingual education. Currently 6 teachers hold 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.).

Teachers and related service providers (SETSS, speech, AIS, guidance counseling, therapy, etc.) also use a variety of streamlined intervention programs such as Wilson, Foundations, Words Their Way, and Great Leaps to support ELL's during regular school hours all throughout the academic year. Teachers are also encouraged to use Learning A-Z, and Reading Tutors.com. and other online programs. These online programs support all subject areas, from ELA, and Math, to Social Studies and Science in a differentiated manner. All support services and resources are age level and grade level appropriate

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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.

In Free Standing ESL the ESL teacher also holds a bilingual certification in Spanish and uses code switching methodologies to support Spanish speaking ELL's. Peer support via students who are Arabic/English speakers is organized to scaffold learning with Arabic speaking students who are ELL's.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Through the use of Lab-R, NYSESLAT as well as classroom formative and summative assessments, ELL needs are identified (beginner, intermediate, advanced, SPED) and students are then placed in either the Free Standing ESL or Dual Language program, in consultation with parent choice.

As per NYS CR Part 154, the school leadership team in collaboration with the ESL coordinator place ELLs in classrooms and programs that will ensure they receive the services and support required as related to their age and grade level.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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 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's Saturday Academy which is open to ALL students, and is designed to specifically target Math and ELA skills.

18. What language electives are offered to ELLs?

No other language electives other than English are being offered to ELL's at this time.

19. For schools with dual language programs:

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

By definition the Dual Language program offers English fifty percent of the time and Spanish 50 percent of the time for each grade level. EP's and ELL's are integrated throughout the whole day and content areas are never taught separately. All instruction is integrated among the two groups as described earlier. The model used is self contained and one teacher delivers instruction in both languages. On one day instruction is delivered in English the next day in Spanish i.e. instruction is not separated by subject or theme but by day. Emergent literacy is taught in both languages using differentiated instruction and flexible mixed ability groupings in order to take advantage of prior knowledge in native language and culture.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. 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 2013-214 school year, the ESL coordinator and other teachers will attend a series of training sessions, including 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 as well as multiple trainings offered by the Department of Education's Office of English Language Learners (OELL) addressing a variety of ELL-related topics. Additionally, professional development is organized in house as part of the schools professional learning community.

The OELL has offered the following PDs which the ESL, Dual Language as well as other teachers of ELLs have or will attended: Teaching ELLs Reading and Writing in non-fiction 10/3; 12/3; 2/7; 3/25. ESL/Coordinator Training 9/3; Foundations: 9/3; 10/7; 1/28; LAP workshop 10/17; ESL training 12/5; Danielson 11/21, 12/4 as well as others upcoming.

2. All of the above PDs are organized so as to reflect the instructional shifts mandated by the Common Core Learning Standards in English Language Arts and related shifts to align the ESL standards to the Common Core. One example is the PD on reading and writing of non fiction for ELLs which devoted a section to doing close text reading with a focus on teaching idioms to support ELL comprehension.

3. The school leadership provides the staff including the guidance counselor and parent coordinator with dates where middle schools are having orientation sessions and school fairs in order to gather information to be made available to students and parents. All staff, including the guidance counselor are made aware of an encouraged to attend related PDs.

4. All teachers have to record attendance at PDs including ELL related PDs on a data sheet which is made part of their teacher binder kept in the Principals office.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

1. 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. Mosaic parents specifically the men in the family have been invited to special gatherings to get fathers involved . Additionally, parents will be invited to charity events such as the recent Breast Cancer Awareness Fundraiser, as well as upcoming Christmas and Spring events, and 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 as well as not be able to speak or read in English. Many of our ELL parents have not completed a high school education and have little formal education as 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.

2. The school has partnered with antibullying organizations, including the UFT that have provided workshops for ELL parents and students on the issue of bullying.

3. The parent coordinator posts notices and sends out mailings in English and the home language to invite parents to parent conferences and special events organized to involve all parents including ELL parents in food collection drives, multicultural cooking, zumba classes etc.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: <u>Mosaic Preparatory Academy</u>		School DBN: <u>04M375</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lisette Caesar	Principal		12/11/13
Jorge Moore	Assistant Principal		12/11/13
Sonya Duenas	Parent Coordinator		12/11/13
Nelson Gonzalez	ESL Teacher		12/11/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01

Jeffrey Rabinowitz LCSW	Guidance Counselor		12/11/13
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 04M375 School Name: Mosaic Preparatory Academy

Cluster: 6 Network: 606

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

Part A: Needs Assessment Findings

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

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. Currently there are 2 French, 1 Fulani, 1 Asian 2 Bangla and 5 Arabic students with parents who use those languages at home. The remaining 28 students have parents whose home language is Spanish. With just a few exceptions these parents require both written and oral translations. For these parents documents like the Parents Bill of Rights are provided on a counter at the front office in their home language and any other school documents are translated and made available on request.

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 have been assessed by data from the HLIS and were reported to parents and teachers beginning of the school year meeting.

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 such as Parents Bill of Rights, safety plans and others 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 Educations 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 service availability has been sent home. In addition, informative signs regarding language services are posted on the school's main floor and in the parent resource room.



Department of English Language Learners and Student Support

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 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: PS 375 Mosaic Preparatory Acad	DBN: 04M375
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information	
The direct instruction component of the program will consist of (check all that apply):	
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy	
Total # of ELLs to be served: 18	
Grades to be served by this program (check all that apply):	
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5	

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 2
of content area teachers: 1

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: _____

Rationale:

Given that a major instructional focus for the school community here at Mosaic is the goal to raise scores in mathematics through improving mathematical discourse in the classroom, aligning a part our Title III efforts with the same goal is consistent with the needs of our ELL population and overall school population.

The demographic targeted are new comers whose home language is the dominant language, long term ELLs who have been struggling in ELA and Math as indicated by Level 1 scores, and former ELLs who have tested out of the program but would still benefit from continuing English language support as they transition to the monolingual classroom setting. There will be two programs to support these ELLs. An after school program with a literacy focus and a Saturday Academy with a mathematics focus.

The instructional design of the program will be aligned to NYS ESL TESOL standard 4 , "Students will listen,speak, read, and write in English for classroom and social interaction".

The relevant indicator is number (12) "Applying self-monitoring and self-corrective strategies in social and classroom interactions(L,S,R.W)" including utilizing such strategies as "asking questions, starting over, rephrasing, and exploring alternative ways of saying things."

As a bridge to meeting standard 4, the after school program will focus on word work and vocabulary and will be divided into a group of long term ELLs that need basic English literacy support including spelling, grammar, vocabulary, and oral language production, and a second grouping composed of former ELLs who need support in the areas of reading comprehension and writing. These groups will be led by two teachers licensed in ESL and Bilingual education.

Specifics for After School:

Subgroups serviced: Second, Fourth, and Fifth grades and former ELLs(up to two years still eligible for English language support), for a program total of 18 students.

Schedule and Duration: Starting week of January 12 and ending April 18.

Wednesday and Thursday 2:20-3:30.

Two teachers, two groups. Focus will be word work and vocabulary development aligned to TESOL and Common Core standards for ELLs.

The Saturday Academy will focus on helping ELLs develop mathematical discourse to deepen verbal fluency with mathematical applications as well as to deepen sound conceptual understandings through learning key math content vocabulary. Students will aslo compare and contrast solutions and the

Part B: Direct Instruction Supplemental Program Information

meaning of algorithms. Instructional delivery will involve co-teaching with an ESL and Mathematics teacher collaborating to deliver lessons that will utilize ESL methodologies to engage our ELL students.

Specifics for Saturday Academy:

Beginning January 10 and ending April 18.

8:20AM-11:50AM.

One ESL teacher, one Mathematics content teacher. Focus will be Mathematics and mathematical discourse aligned to NYS TESOL standard 4 and common core standards with instruction utilizing ESL methodologies.

Teachers:

ESL, Mathematics.

Materials:

Finish line For ELL's eBooks 1-5

Wordlywise

Jump Math

Above materials are already on hand. Supplementary materials will utilize a combination of Title III and school funds if necessary.

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:

Rationale:

A big percentage of the staff at Mosaic are either new teachers and only two teachers have ESL or Bilingual certification. For success with ELLs, it is important that all teachers that work with ELLs be exposed to the most up to date research backed methods via professional development opportunities that have been proven to support English Language Learners in literacy, math and related college and career readiness skills. As a result we expect that teachers will be able to design rigorous academic tasks, scaffold academic and linguistic development, group students for optimal linguistic and academic achievement, and use data in order to plan instruction. Additionally, Title III teachers through professional development will become more attuned to the cultural needs of ELL students and their families and integrate this knowledge into best practices in the classroom. Finally, Mosaic's Professional development team and ESL staff will provide extra support as needed.

Teachers to receive training:

Three teachers who work with the largest groups of ELL's additional will be organized to attend ongoing professional development workshops offered by DELLs and the UFT as follows and turnkey to staff.

Duration and Topics:

Part C: Professional Development

Rationale: Teachers who are deeply aware of both the challenges and opportunities that exist when working with ELLs can more effectively deliver instruction that will engage ELLs and maximize their academic success.

Topic 1: Brain research: Keeping ELLs in mind.

Four day professional series: October 30, 2014; November 24, 2014; December 11, 2014; January 23, 2105; and June 8, 2015 from 8:30 AM-3:00 PM.

Topic 2: Writing language objectives for ELLs in the Mathematics classroom

Dec. 5; 9AM-3PM

Topic 3: Developng ELLs Mathematical Reasoning in the Early Grades

Dec. 8; 9AM-3PM

Feb. 24; 9AM-3PM

Mar. 26; 9AM-3PM

Name of provider for above:

Department of English Language Learners and Student Support (DELLS)

Additional DELLS ,UFT, and CFN 606 workshops as they become available.

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:

Rationale:

Taking a cue from Chancellor Farina's recent speech at PS 503 where she reiterated the six essential elements that research has shown drives continual school improvement--one of these--strong family and community ties plays a key role in the academic success of all students but especially English Language Learners. In this context, the parent co-ordinator and staff will organize a variety of parent workshops and activities beginning in January thru April, that will support parents of ELL students. These will include the following topics:

Literacy; Health/Zumbathon; ART/Dance; Anti-Bullying; Q/A on Common Core: as well as culturally related activities involving cooking and holidays.

Additionally, workshops will be offered covering ELL-specific topics each month for the duration of the program.

Part D: Parental Engagement Activities

Rationale: The following topics are presented during initial intake of ELLs into a support program. Reviewing them in workshop fashion and allowing time for dialogue will better inform parents of the resources available to them and their children and make it more likely that they will want to participate more fully in the school community.

January Workshop:

Topic: Q&A on ELL programs and how they support ELLs with a focus on the ESL program at Mosaic.

February Workshop:

Topic: Online resources to support ELLs.

March:

Topic: What is the NYSESLAT, what does it measure and how can we use the data in the classroom and at home to support ELLs.

April:

Topic: Translation resources available for parents of ELLs.

Provider: Parent coordinator and ESL coordinator

Notification will be through bilingual parent calendars and announcements sent to the parents of ELL students.

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
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	_____	_____