



2015-16
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
PK – 5
Grades Served: _____
School Address: 141 East 111th 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: Darryl L. Browne
Parents' Association President: Iesha Morgan
SLT Chairperson: Darryl L. Browne
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Shaney Ynfante
Student Representative(s): _____

District Information

District: 04 Superintendent: Alexandra Estrella
160 East 120th Street, Rm. 401, NYC, NY 10029
Superintendent's Office Address: _____
Superintendent's Email Address: AEstrel3@schools.nyc.gov
Phone Number: 212-348-2873 Fax: 212-348-4107

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
333 Seventh Avenue, 8th Fl., New York, NY 10001
Director's Office Address: _____
Director's Email Address: YChu@schools.nyc.gov

Phone Number: 646-470-0721

Fax: 917-339-1765

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 that they have been consulted with 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:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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/Jorge Moore	*Principal or Designee	
Darryl L. Browne	*UFT Chapter Leader or Designee	
Iesha Morgan	*PA/PTA President or Designated Co-President	
Francisco Garcia	DC 37 Representative (staff), if applicable	
Shaney Ynfante	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Nelson Gonzalez	Member/Teacher	
Christina Johnson	Member/Teacher	
	Member/Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/Parent	
Michelle Torres	Member/Parent	
Jason Montalvo	Member/Parent	
Jaime Martinez	Member/ Parent	
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

The Framework for Great Schools and SCEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools

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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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 2015-16 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), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** 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 most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your 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 pennants as well as college boards regarding college information. In addition, Mosaic Preparatory has adopted The Leader in Me curriculum, by Stephen R. Covey's The 7 Habits of Highly Effective People, which is a process for school-wide transformation designed to enhance students' life skills and workforce readiness. The process also directly impacts staff effectiveness and engagement, and creates a safe and vibrant learning environment.

Mosaic Preparatory Academy is an elementary school with approximately 352 students from Pre-Kindergarten through Grade 5 that comprises 34% African-Americans, 57% Hispanics, 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 91%.

Mosaic's mission is to remain committed to providing all scholars with the distinct belief that college is within their reach. Through 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. To name a few, they are: Asphalt green, Target, NY Cares, The Asthma Center, Cushman & Wakefield, Chelsea Piers, Department of Health, Harlem RBI, Wellness in Schools, Garden to Café, Grow To Learn, Girls Inc., Man Up!, and the NYCDOE's Collaborative Action Research Project. In addition, Mosaic Preparatory Academy recognizes special student populations and their specific needs which now includes District 75 and its diverse learners. Under these learning conditions paraprofessionals play a role in the development of this population thereby addressing individual needs of the student learners.

Moving into its 8th year, Mosaic has particular strengths and accomplishments worth celebrating. First and foremost, there is a significant decrease in the number of incidents recorded in the Online Occurrence Reporting System thus increasing the level of engagement in the school's rigorous instruction. The teaching framework and rubric authored by Charlotte Danielson continues to enhance the teaching practice across the grade levels as evidenced during teacher observations. Targeted strategies such as robo-calling, the Dads Take Your Child to School initiative, the Parents Association members greeting fellow parents in the morning, facilitated needs-based parent workshops, and the student-led conferences have all helped to engage parents in meaningful ways. Teachers have cultivated and embraced the idea and importance of teacher collaboration thereby honing a professional learning community. Mosaic supports all learners through the established Positive Behavior/Intervention System (PBIS) model where students are awarded with C.A.R.E.S. bucks for good deeds and academic achievement. In addition, 85% of the entire staff is trained in TCIS (Therapeutic Crisis Intervention System) which significantly decreases the amount of behavioral issues. Mosaic received two awards for creating a Wellness Community both in and out of 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. Instructionally, Mosaic prides itself with the ability to have an ICT (Integrated Co-Teaching) class on every grade level as well as have technology, such as SmartBoards, laptops, iPads and digital cameras, infused in all academic areas. In addition, Mosaic has fully outfitted computer lab and Target Library Media Center.

Mosaic has made many strides in making its targets as identified on the Framework for Great Schools Report. Most significantly in the area of rigorous instruction. Mosaic has worked with various consultants in both ELA and math to help build teacher capacity and provide engage and rigorous instruction. School data as well as city data has shown that all grades and classes have increased in student achievement. Most notably, Mosaic has reduced its level 1s by more than 50%. In addition, Mosaic moved its levels 2s, 3s, and 4s students.

While there are aspects of Mosaic that function well, Mosaic has some challenges. Parent participation during Parent Association meetings remain at low numbers. There are still 60% of the parents who do not exhibit a strong partnership with the school. In addition, having students discuss academic subjects at a literal rather than an inferential level is a major concern. It is the deepening of the academic knowledge that is the challenge.

04M375 School Information Sheet

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 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	HE
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. <p>Mosaic continues to revamp and tweak its rigorous curriculum. However, findings from the 2014-2015 Quality review states that across classrooms, teaching strategies including questioning and scaffolds should provide multiple entry points into the curricula. Student work products and discussions reflect high levels of thinking and participation, yet evidence of extensions and high quality supports were not always strategically implemented.</p> <p>As per the <i>Framework for Great Schools</i>, under the section of Rigorous Instruction, Mosaic received 88% as compared to 93% Citywide on Shifts in Math . As such, Mosaic's implementation of the Collaborative Action Research Project which has a math focus and provides teachers with additional pedagogical support.</p>		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 75% of students in grades K-5 will be able to perform at proficient levels in mathematics as evidenced by student work using the 5 Practices for Orchestrating Productive Mathematics Discussions rubric.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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 subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>On-going professional development on "5 Practices</p>	<p>Classroom Teachers, Gr. K-5</p>	<p>October 2015 – January 2016</p>	<p>Assistant Principal Parent Coordinator</p>

for Orchestrating Productive Mathematical Discussions". . School Leaders, Teachers and Parent Association will facilitate parent workshops to model the 5			
Actively participate in a Collaborative Action Research Project Teachers will provide immediate actionable feedback to students as aligned to the Mathematical Shifts.	Grade Leaders, Gr. K, 1, 2, 3, 4, 5	October 2015 – May 2016	Assistant Principal, Metamorphosis consultant
Students will participate in daily self-reflective and self-assessment practices Students with disabilities and students who classified as ELL will be supported through graphic organizers, talking prompts, and the “collaborative poster” technique.	Students in Gr. K-5	October 2015 – January 2016	Grade Leaders, Gr. K-5
Periodic data meetings to examine student performance will take place every 2 months.	All grades K-5	October 2015 - May 2016	Principal and Assistant Principal
School Leaders will conduct cycles of observations on a bi-monthly basis.	All grades K-5	October 2015 to May 2016	Principal, and Asst. Principal.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> ⌋ School leaders will ensure common planning time for teachers to collaborate 1x a week for 50 minutes ⌋ School leaders will ensure photocopying and distribution of materials is made. ⌋ School leaders will make allowances for professional development during the school day 2x a month at 50 minutes each session. ⌋ School leaders will purchase and secure materials/equipment such as: chart paper, markers, scotch tape, professional books, copy paper, photocopy machine.

⌋ School leaders will contract a consultant from Metamorphosis, Lucy West.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

⌋ Common planning schedule will be reviewed every 2 months to ensure progress towards intended goal

For example: Grades K-2 will submit plans in October, December, March, May.

⌋ Assistant Principal and Grade Leaders will check in to collect data regarding actionable feedback in the following months: November, January, March, May.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	D
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. <p>Mosaic met the intended goals last school year in 2014-2015 as it relates to working with students who exhibited negative behaviors befitting of an OORS report therein significantly decreasing the number of incidents. In so doing, Mosaic intends to maintain a learning environment conducive to academic achievement by implementing a peer mediation team of 5th graders.</p> <p>With the success of diminishing the number of incidents recorded in OORS, Mosaic plans to take preventative measures to integrate peer mediation that speaks to the cultivating a school culture where students feel safe, supported and challenged by their teachers and peers as per the <i>Framework for Great Schools</i>.</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, 50% of all 5th Graders will be trained in peer mediation by integrating The Leader in Me curriculum across all academic areas which will result in a safe and productive learning environment.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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 subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Frequent cycles of professional learning opportunities by school counselors and selected staff</p>	<p>Select Staff</p>	<p>2015-2016</p>	<p>UFT Consultants</p>
<p>Students apply for position of peer mediator</p>	<p>5th Graders</p>	<p>2015-2016</p>	<p>Classroom teachers</p>
<p>Conduct student interviews</p>	<p>5th Graders</p>	<p>2015-2016</p>	<p>Counselors & Select Staff</p>
<p>Frequent observations and feedback by administrators</p>	<p>Select Staff</p>	<p>2015-2016</p>	<p>Principal and Assistant Principal</p>
	<p>Parents</p>	<p>2015-2016</p>	

Plan and organize an event to introduce peer mediation to the parents and community.			Parent Coordinator & Parents Association

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Monthly meeting with Peer Mediators will take place during after school hours.
Weekly meetings with Peer Mediator Coaches and select staff will take place during a common planning time.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	HE
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools 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 trends and sources. 		
.Based on the 2014-2015 NYS ELA and Math exams, Mosaic reduced Level 1's by 50%. However, it was noted that Level 3's and 4's did not increase at the same capacity. Mosaic has identified a priority to train all classroom teachers, paraprofessionals, and cluster teachers in a research based intervention to provide differentiated support to all learners.		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2016, 100% of all instructional staff will be trained in a research-based intervention program where students writing skills will show improvements on the 6+1 Writing Traits rubric.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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 subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Staff will be trained in various research based RTI programs in ELA including but not limited to:</p> <ul style="list-style-type: none"> • Foundations • Sounds in Motion • Wordly Wise • Reward • Phonics Blast • Great Leaps 	<p>All Staff</p>	<p>2015-2016</p>	<p>SETTs teacher, SIT Team, Rtl Team, Central Office Trainers</p>

Staff will be trained in various research based RTI programs in Math including but not limited to: • Renaissance • Math Expressions • Reflex Math	All Staff	2015-2016	SETTs teacher, SIT Team, Rtl Team, Central Office Trainers
Parents will receive notifications and AIS materials regarding placement in the schools AIS Conduct and facilitate parent workshop around Rtl and CCLS During weekly .Parent Breakfast, principal shares a strategy and/or resource with the attendees. Promote Parent Academy by district office	Parents	2015-2016	Parent Coordinator and classroom teachers
	Parents	2015-2016	Parent Coordinator and Principal
	Parents	2015-2016	Principal
	Parents	2015-2016	Parent Coordinator, Principal and classroom teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Teachers who have been trained in the above RTI programs schedules have been adjusted so that they may facilitate two periods of RTI daily. All paraprofessional will also facilitate RTI every Monday and Tuesday during professional learning times as well as selected classroom times based on their schedule. RTI will also take place every Saturday from October – May by classroom teachers hired for Saturday Academy/tutoring using Title 1 Focus money.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
There will be a 4 week cycle where data is reviewed by the RTI team, SIT team and administrators. These teams will identify if the interventions in place are effective, need to continue for more support, need to be changed due to

inappropriateness or discontinued due to mastery. This system and structure will be in place for both ELA and math interventions administered at Mosaic. Data will be reviewed in February 2016.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	HE
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>School leaders frequently communicate with the staff through various means including face to face meetings, emails, webinars, etc. to ensure that the school's vision and instructional focus is always at the forefront. In addition, the administrators conduct frequent cycles of observations with timely feedback to all staff. The school administrators conduct frequent data talks to ensure rigorous instruction, analysis of data and to facilitate the improvement of student achievement as evidenced by Advance and the 2014-2015 Quality Review Report.</p> <p>The school recognizes the need to model for teachers how to analyze their goals frequently based on observation data and other data sources.</p> <p>The school employs the following evidence based systems: PBIS, RtI, Leader in Me/ 7 Habits of Happy Kids, and Bucket Filling to address the students social and emotional needs as well as to impact family engagement. These evidence based systems are currently being evaluated to determine effectiveness.</p>		

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the

identified priority need(s) indicated in Part 1b, and be written as SMART– Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, school leaders will ensure all staff are trained in effective procedures for teacher teams and systems which will result in an increase in students' performance in ELA and math.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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 subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Teachers will be engaged in various monthly meetings around looking at student work in all disciplines.</p>	<p>All Staff</p>	<p>2015-2016</p>	<p>Staff developers, administrators</p>
<p>Teachers will work with Literacy Consultant on PD Mondays to enhance their understanding of the writing process and looking at writing data</p>	<p>All Staff</p>	<p>Every other Tuesday</p>	<p>Teachers, Parent Coordinator</p>

Teachers will engage in a cycle of professional development around effective practices for Teacher Teams based on the work of Paul Bambrlyck Parents will be invited to principal teas to have informal conversations around teaching and learning at Mosaic.	All Staff All Staff	Weekly based on Grade Meetings Schedule December 23rd, 2015 and March 30th, 2016	Administrators/Grade Leaders Principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

The school will work with the PTA to supply the necessary items for the teas. Parent Coordinator will be used to make outreach via phone (robocall), home visits, workshops, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21st Century		C4E
	Title I 1003(a)		Title III	X	PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

The school will examine sign in sheets from each event/meeting to identify if progress in this area is being made or if other strategies must be put in place. This will happen on a 4 week cycle beginning October 2015 and evaluated in February 2016 and again in May 2016.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	HE
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	D
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>The school hosts various opportunities for parents to engage in activities such as one to one meetings, workshops, seminars, etc. to discuss their child’s student achievement and school wide goals. Although during the Student-Led Conferences, Meet the Teacher Events and Family BBQs, we notice a large percentage of parent participation, there is minimal to none at the PTA meetings monthly and Tuesdays Parent Engagement Meetings.</p> <p>Data Source: Attendance Sheets; Framework for Great Schools Report 2015</p> <p>The school does recognize the need for consistency with it's plans, goals and ideas as it relates to parent engagement. This particular need arrived from a team discussion on parent engagement as well as strong family and community ties. Furthermore, the school has identified a need for a mental health partnership for students and parents. Partnerships will also include music, choir and instruments.</p>		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By 2016, the school will increase communication from school to home as evidenced by an increase in parent engagement which will result in higher student achievement.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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 subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>The school plans to host monthly assemblies. Before each assembly the principal or principal’s designee will facilitate a workshop around goals, student achievement or resources for families.</p>	<p>Parents</p>	<p>2015-2016</p>	<p>School Staff</p>
<p>The Parent Coordinator will facilitate two (2) workshops</p>	<p>Parents</p>	<p>2015-2016</p>	<p>Parent Coordinator</p>

monthly based on school wide needs.			
The school will send each parent a Needs Assessment in September to identify areas of need and concerns to be addressed at meetings throughout the year.	Parents	2015-2016	Administrator, Parent Coordinator
Parent engagement Tuesdays will be facilitated to specific parents based on child's instructional level so that the information given is differentiated, timely and appropriate. Mosaic will also implement Family Math Night and Let's Read Math .	Parents	2015-2016	Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Parent Coordinator will be utilized as a resource and a catalyst to assist the school's administrators and teachers in identifying needs of parents and scheduling meetings with staff. Community Based Organizations will be utilized on an as needed basis.											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21st Century		C4E
	Title I 1003(a)		Title III	X	PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
The schools will examine sign in sheet data on a 4 week cycle and make necessary adjustments to engage more parents if need be.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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, Benchmark Assessments, F&P Levels	RTI Interventions	Small group, one to one AIS, Saturday Academy tutoring	2015-2016, 25 Saturdays, before and after school
Mathematics	Math Baseline, Benchmark Assessments	RTI Interventions	Small group, one to one AIS, Saturday Academy tutoring	2015-2016, 25 Saturdays, before and after school
Science	Unit Tests	Guided Practice	Small group, one to one AIS, Saturday Academy tutoring	2015-2016, 7 Saturdays, before and after school
Social Studies	Baseline, Interim Assessments	Guided Practice	Small group instruction	During the school day 2015-2016
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher Referrals and Parent Referrals for Counseling	Group & Individual Counseling Sessions	Group & Individual Services	During the school day as needed

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 section where the response can be found [for example, Section 5A-Part 4]
- 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.
During the 2014-2015 school year, Mosaic had four staff members trained in becoming Certified Mentors by the United Federation of Teachers, selected teachers participate on the school's hiring committee, administrators attend various hiring fair and teacher finder. The administration works to build leadership capacity with the staff and gives everyone leadership responsibilities. The staff works together on a hiring committee to hire new staff. Staff receive commendation letters regularly for work above and beyond.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
The school has an established Professional Learning Team that evaluates the opportunities offered every six weeks through Survey Monkey and the analysis of weekly feedback sheets from the attendees. The school has contracted a literacy coach and math coach. In addition, professional learning activities are all rooted in research based programs and strategies.

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/information, early intervention services, etc.).

In August, there will be a special orientation week for incoming students into the school’s prek program. There will also be a parent orientation hosted by the principal and parent coordinator. Parents who register receive a personal tour of the school as well as the school’s policy handbook.

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.

The school has several teams to build leadership capacity and decision making processes. The school has a MOSL team that meets the first Tuesday of every month.

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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	305,740.00	n/a	Page 16
Title I School Improvement 1003(a)	Federal	\$9,089	n/a	Page 17
Title I Priority and Focus School Improvement Funds	Federal	\$78,941	x	Page 12, 16
Title II, Part A	Federal	28,444.00	n/a	Page 14
Title III, Part A	Federal	11,200.00	n/a	Page 12
Title III, Immigrant	Federal	0	n/a	n/a
Tax Levy (FSF)	Local	2,117,366.00	n/a	Page 15

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):** To 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:** To 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 an 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 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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)

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;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

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 on assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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: <u>PS 375 Mosaic Preparatory Acad</u>	DBN: <u>04M375</u>
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: <u>18</u>
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 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _____

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 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.

Part B: Direct Instruction Supplemental Program Information

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:

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, 2015; 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: Developing ELLs Mathematical Reasoning in the Early Grades

Dec. 8; 9AM-3PM

Feb. 24; 9AM-3PM

Part C: Professional Development

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.

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.

Part D: Parental Engagement Activities

-
Provider: Parent coordinator and ESL coordinator
Notification will be through bilingual parent calendars and announcements sent to the parents of ELL students.

-
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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. 	_____	_____
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	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 4	Borough Manhattan	School Number 375
School Name Mosaic Preparatory Academy		

B. Language Allocation Policy Team Composition

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 ENL teacher, and one parent.

Principal Lisette Caesar	Assistant Principal Jorge Moore
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Nelson Gonzalez	School Counselor Jeff Rabinowitz
Teacher/Subject Area Darryl Browne	Parent Sonya Duenas
Teacher/Subject Area type here	Parent Coordinator Sonyha Duenas
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent Alexandra Estrella	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area/common branch and TESOL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	1
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	2	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	2

D. Student Demographics

Total number of students in school (excluding pre-K)	339	Total number of ELLs	34	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	34	Newcomers (ELLs receiving service 0-3 years)	26	ELL Students with Disabilities	12
SIFE	2	Developing ELLs (ELLs receiving service 4-6 years)	8	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	26	2	8	8	0	4	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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	7	2	6	4								0
Chinese			1											0
Russian														0
Bengali			1											0
Urdu														0
Arabic	1		2			3								0
Haitian														0
French			1	1		2								0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	3		1		3									0
Emerging (Low Intermediate)			0			1								0
Transitioning (High Intermediate)			4		1	3								0
Expanding (Advanced)		1	7	3	2	5								0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total					1									0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total				1	4	5								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

The NYSITELL scores in English and Lab-R scores in Spanish, ELL periodic assessments, NYSESLAT modality reports, ELA Assessments, Fountas and Pinnell running records, and CBM's 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 ELLs. Teachers also use the information from these assessments to form their small groups (i.e., guided reading groups, writing intervention groups, ENL pull-out groups, etc.)

The ELL periodic assessment was administered the second week of November and in the spring, and results indicate an overall 4% average growth in English proficiency across grades 3, 4 and 5. However, these and other assessments reveal a weakness across all grades in reading comprehension and writing. This finding as well as related and similar findings for the gen-ed population has resulted in a school wide effort led by inquiry teams and the school leadership to project an intensive instructional focus on these two areas for the coming school year and related word vocabulary work.

Specifically Lab-R and NYSESLAT data reveals that we have 7 Entering, 1 Emerging, 8 Transitioning and 18 Expanding students in English language proficiency. Fountas and Pinnell data available through December indicate that ELLs in grades 2, 3, 4, and 5 have made modest gains in reading levels as compared to the gen-ed peers, but are still generally reading below grade level.

Scholar's levels of literacy in the native language are taken into consideration so that gen-ed teachers as well as the ENL teacher 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 ENL 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 utilized as a strength for learning.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

Previous NYSESLAT and NYSITELL scores indicate that seven scholars (20.5%) scored at the Entering level, 1 scored (.03%) scored at the Emerging level, 8 (24%) scored at the Transitional level and 18 (53%) scored at the Expanding 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 continue to be the greatest challenges or identified areas of weakness for all scholars across proficiency levels and grades. While a small number of scholars scored proficient in reading and writing, the majority need for these modalities to be a continued area of focus and strengthening. Given this data, the school leadership, teacher teams, and the ENL program is committed to place more emphasis on teaching scholars to be critical readers and skilled, creative writers which are key skills projected in the revised Common Core aligned NYSESLAT as well as the NYSITELL.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The ENL coordinator and ELL team has incorporated the AMAO tool and data as a valuable resource that supplies additional data that helps identify the "at risk" ELL students. As a result, these students receive intense targeted support to scaffold their academic success. The data revealed is similar to the data revealed by the RLAT, RLER, and other ATS functions that have been previously utilized to monitor the progress of our ELL students as described above, however it is a more efficient and specific tool that has allowed the school to target students in a more timely way.

4. For each program, answer the following:

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- What is the school learning about ELLs from the periodic assessments? How is the home language used?

English Language Learner (ELL) performance was analyzed across the content areas with similar patterns emerging that are consistent with overall student performance in the school as a whole. Data from the ELL periodic assessments in the fall and spring as well as available data for promotional criteria utilizing the 2014-2015 state English Language Arts assessment as well as portfolio based assessments indicated that for grades 3, 4, and 5--ten students out of the 18 (55%) of ELLs met the grade-level criteria for English language arts while eight did not. In Math, 11 out of 18 (61%) ELL students met grade level criteria while 7 did not. This confirms the pattern alluded to earlier that reading comprehension and critical writing using the conventions of the English language remain a weakness that affects all content areas and needs to be addressed not only by the ENL program directly but by differentiated instruction organized by the core teachers in support of ELLs in the gen-ed classroom.

Additionally, the data has confirmed the beneficial impact of code-switching Spanish dominant students in order to use their home language as a strength to scaffold their understanding of content. Also in a similar manner, the use of peer translators to support students speaking languages other than Spanish has proven beneficial in scaffolding content for those ELLs.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

The purpose of RtI in relation to ELLs is to provide students with increasingly intensive, targeted instruction designed to match their learning needs, as demonstrated by performance on periodically administered assessments. Mosaic Preparatory Academy follows the protocol called for by RtI which insures that ELL's receive strong core classroom instruction at the Tier 1 level with the mandated ENL support that will enable that student to succeed. If after a period of time corroborated by data (NYSESLAT, F&P's, Periodic assessments, formative assessments) a student needs additional support--the core classroom teacher, together with the school leadership team will propose moving to Tier 2 instruction or a "double dose" of support involving small group settings, extra attention, and activities related to content and English language support. Finally, if the data suggests additional support is needed then Tier 3 instructional support involving intensive and individualized 1:1 instruction will be utilized to help ELLs achieve success.

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

The ENL 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 NYSITELL and the Lab-R in Spanish if necessary. This insures the proper placement based on parental consent in either the ENL program at Mosaic or bilingual program in the district, which additionally insures that the child's language developmental needs are met in the home and English language.

In addition, the ENL teacher and content area teachers use ENL methodologies including code switching, language glossaries and dictionaries to insure that ELL students home language is used as a strength that can aid both in acquiring English language skills along with essential content in ELA, Math, Social Studies, Science etc.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

Not applicable:

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

The use of the NYSITELL, Lab-R in Spanish NYSESLAT, Ready-Gen, ELA assessments, ELL periodic assessments, as well as teacher created formative assessments are the components used to measure ELL growth in English 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 Entering, Emerging, Transitioning, Expanding, and Proficient ELLs will make steady progress especially in the more difficult areas of reading and writing and move forward towards native like 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.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

Mass registration is held in the Spring and immediately before the start of the new school year, although Pre-K students at Mosaic who will attend Kindergarten at the school will begin registering in June. Additionally, 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 ENL 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. During this interview now mandated by CR Part 154, 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. Then according to CR Part 154 a mandated student interview will also take place after the Home Language has been determined as something other than English and the results recorded and filed. Records of both of these interviews are kept and filed in the compliance binder by either the school secretary or the ENL coordinator.

During the interview the ENL teacher will ask the child their name, things they like to eat, favorite TV show, etc...This will help to determine language dominance and whether or not the student should be NYSITELL tested. The NYSITELL is administered within 10 days of student’s admittance if the dominant home language is determined as one other than English. The Spanish LAB-R is also administered if a student’s home language is Spanish.

The ENL teacher is responsible for administering the NYSITELL 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 NYSITELL, he or she is classified as an ELL and is eligible to receive ELL services. The parents/guardians of these scholars must be then notified within 5 days of their child’s eligibility and informed of their right to appeal the ELL status within 45 days of enrollment via an entitlement letter, in both English, and the home language. They are also 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 ENL 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. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

The Oral Interview Questionnaire is used during the SIFE identification process to determine if an ELL has had a gap of two or more years in their formal schooling. Also, the Oral Interview Questionnaire is used to develop a better understanding of a newcomer ELL (potential SIFE) since it has many questions related to literacy and language.

Currently at Mosaic we have two SIFE student. These students 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 them with the kind of differentiation instruction that will move this student forward. At Mosaic the school leadership together with the IEP, ENL coordinator and classroom teachers use the data obtained from F&P's, NYSITELL, Lab-R spanish, NYSESLAT and formative assessments as well as the SIFE questionnaire to determine status.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

The LPT team is composed of the school principal, assistant principal, parent co-ordinator, parent/caregiver of a student being reviewed, and the school secretary working with the ENL coordinator and IEP liason, in the context of following the ELL identification procedures and parent choice guidelines--this team makes the determination of ELL-SWD placement in SWD classes. A thorough review of each students' language and disability related needs are taken into consideration in order to provide the student with instruction in their least restrictive environment. The timeline for the principal to accept or reject LPT recommendations is 20 days. Final eligibility is determined by the District Superintendent.

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

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

The ENL coordinator is responsible for seeing that once students are placed in the appropriate program or do not qualify for services, entitlement or non entitlement letters are sent home to parents, in both English and the home language, notifying them of their child's placement or non entitlement. Students that have already been established as ELLs, and did not score proficient on the NYSESLAT the previous year, are given Continued Entitlement letters, and will continue to receive ELN services. All Program Selection Forms, Entitlement Letters and Continued Entitlement letters are kept by the ENL Coordinator. Additionally, parents are informed by letter when a student scores at the Commanding level on the NYSESLAT. As per changes in CR Part 154 parents are made aware that students who have achieved the Commanding level are still entitled to transitional ENL services during their placement in a general education classroom for up to two years.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

After going through the ELL identification process and once entitlement has been determined the ENL coordinator sends parents an entitlement letter of ELL status notification within 5 school days letting parents know the results and that they have a right to appeal the ELL status within 45 days of enrollment. This is also made clear during the NYC DOE ELL parent video and follow up discussion that is a mandated part of the intake process and is led by the ENL coordinator.

Copies of the above documents are made and stored in the students cumulative folders and the ENL coordinators compliance binder.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

During the English Language Learner Parent orientation in addition to watching a DOE video detailing the specifics of the three program models, the ENL Coordinator and Parent Coordinator explain the three program options to the parents/guardians and answer any questions. The parents/guardians will then fill out the Program Selection form and their child is placed in the program of their choice. Currently Mosaic only offers an ENL option but parents are made aware of the availability of transitional and dual language programs available in other schools in the district. The ENL Coordinator is responsible for maintaining copies of these Program Selection Forms. If parents/guardians opt for a Transitional Bilingual Program (TBE) or Dual Language (DL) (which do 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 or DL programs. 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 ENL program since a bilingual program does not exist at Mosaic. Program Selection Forms that are returned, are filed in the Compliance binder of the ENL Coordinator.

If a sufficient threshold number is achieved that mandates the formation of a bilingual program at the school, the ENL coordinator will work with the school leadership to organized such a program and send a letter to parents/caregivers making them aware of its availability.

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

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

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 ELLs and did not score proficient on the NYSESLAT the previous year are given Continued Entitlement letters and will continue to receive ENL services. All Program Selection Forms, Entitlement Letters and Continued Entitlement letters are kept by the ENL Coordinator and follow up meetings and phone calls are made by the school secretary, parent coordinator and ENL teacher when necessary to insure that surveys and selection are returned in a timely mannner. Additionally, parents are also informed by letter if a student has achieved the Commanding level on the NYSESLAT and is no longer entitled to services. They are made aware that these students are still entitled to transitional ENL services during their placement in a general education classroom.

Parent program choice is then entered into the ELPC parent choice function in ATS for monitoring purposes by the ENL coordinator and to make language program adjustments if necessary.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. All Program Selection Forms, Entitlement Letters and Continued Entitlement letters are kept by the ENL Coordinator and follow up meetings and phone calls are made by the school secretary, parent coordinator and ENL teacher when necessary to insure that surveys and selection are returned in a timely manner.
9. Describe how your school ensures that placement parent notification letters are distributed.

Placement notification letters for parents are hand delivered to each parent by the ENL coordinator.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). Copies of parent ELL notifications and letters are kept in students cumulative folders. Additionally, the ENL coordinator has copies filed in a compliance binder.
11. 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 ENL teacher/coordinator with the support of the school test coordinator. ATS reports, specifically the RLAT, RLER and RNMR are printed regularly so that the ENL coordinator is up to date with all students eligible to take 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 ENL coordinator administers the speaking component with each individual student and a designated and trained pedagogue scores the student responses. 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. These tests are then objectively scored by a team of trained pedagogues who are not ELA or ENL teachers of the children being tested. Teachers and parents are notified of testing dates, and times for their students.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Caregivers of students who will continue to receive ENL services during the coming school year will receive a continued entitlement letter either by mail or in person at the school that they will be asked to sign. Similarly, caregivers of students who achieve a Commanding level on the NYSESLAT and are entitled to receive transitional ENL support for up to two years as they transition to the general education setting will also receive a letter informing them of this fact and asked to sign. Copies will be placed in the students cumalative folders and compliance binder.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Curently Mosaic Preparatory Academy offers a free standing ENL program. Out of 34 ELLs enrolled this past year 22 students have a home language of Spanish (65%), 6 (18%) students are from Arabic speaking homes, and 4 (18%) are from French speaking homes. The trend has been that the parents of Spanish speaking students are interested in bilingual programs but settle for ENL at Mosaic rather than to reregister at another school for a bilingual program. A similar more pronounced trend occurs with the caregivers of students that have home languages other then Spanish. As a result, the language model being offered at the school does align with parent choice.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).

- a. Freestanding ENL program.

Scholars in the free standing integrated "group" model ENL program at Mosaic receive all instruction in English through "push-in" and "pull out" instruction that employs specific ENL methodologies and native language support (e.g., native language dictionaries, glossaries, translations when necessary, code switching, native language literature, etc.). The free standing ENL program utilizes flexible mixed ability groupings that change according to the evolving strengths of students in the four modalities: speaking, listening, reading, and writing. The ENL teacher at Mosaic provides the mandated minutes for ENL services as determined by scholars' levels of language acquisition: 360 minutes for Entering and Emerging students and 180 minutes for Transitioning and Expanding scholars. Students who are at the proficient level receive ENL support (90minutes) for an additional two years. The ENL teacher pushes into classrooms to incorporate ENL strategies and support the mainstream classroom teacher during his/her instruction. Due to the fact that ELLs are enrolled in 10 different classes across 6 different grades, the ENL teacher also pulls out small groups of ELLs according to their language proficiency level and/or linguistic need so as to meet the mandated instructional time necessary to support these ELLs. In the freestanding push-in/pull-out program, literacy is taught using ENL and related ELA methodologies, while subject area content (math, science, social studies) is taught in English using ENL strategies. Since the the ENL teacher also has a bilingual certification, he provides native language support where possible using code-switching involving Spanish and English, peer translators for other languages, as well as support through the use of technology (e.g., Wordlywise; Flocabulary; various IPAD applications) that promote English speaking, listening, reading, and writing, etc.). The ENL teacher is the only individual with an ENL license at Mosaic. When the ENL teacher is not available to provide in-class support, the mainstream classroom teachers are responsible for infusing their content-based instruction with ENL strategies previously discussed with the ENL teacher.

- b. TBE program. *If applicable.*

Paste response to questions here:

- c. DL program. *If applicable.*

Paste response to questions here:

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

English Language Learners are served according to their mandated instructional minutes. In the ENL program, Entering and Emerging ELLs receive 360 minutes of ENL services (approximately 8 periods a week), while Transitioning and Expanding students receive 180 minutes of ENL (approximately 4 periods). Students who are at the proficient level receive ENL support (90minutes) for an additional two years. 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 ENL program, the wide distribution of ELLs across grades and classes makes pull-out a necessary complement.

All classroom teachers at Mosaic Preparatory Academy are made explicitly aware of the ELLs 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. In collaboration with the core classroom teacher, the ENL teacher differentiates instruction in the classroom for ELLs that are newcomers, and for ELLs that have 4-6 years of service by grouping the students according to their proficiency 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 ENL coordinator 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 ENL teacher will also pull out students from classrooms as necessary, to give students one-on-one or small group scaffolding. The school also includes these students in AIS interventions, and after school enrichment program for ELL's.

Five ELLs 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. Additionally, 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.

3. Describe how core content is delivered in each program model. 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.

Currently, core content is delivered to ELLs in the general education classroom via the Ready-Gen and Go Math curriculums adapted to the workshop model and scaffolded via support from the ENL teacher. 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. Scholars in the freestanding, push-in/pull-out ENL program receive all core instruction in English scaffolded by the use of specific ENL methodologies and native language support (e.g., native language dictionaries, glossaries, translations when necessary, home language literature, etc.).

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Though no bilingual program currently exists at Mosaic the ENL teacher who is certified Bilingual/Spanish utilizes code-switching to support Spanish speaking ELLs in both English language acquisition and content. Formative assessments involving conferencing in Spanish and use of the grade appropriate Lab-R spanish assessment provide a useful measure of how the literacy levels in Spanish are progressing and how home language literacy supports English language and content acquisition.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The ENL teacher and classroom teachers use Ready-gen performance based assessments, ELL periodic assessments, classroom based curriculum measures, quizzes, conferencing 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 each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

All classroom teachers at Mosaic Preparatory Academy are made explicitly aware of the ELLs 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 ENL teacher differentiates instruction in the classroom for ELLs that are newcomers, and for ELLs 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 ELLs and also for students with special needs, appropriately leveled materials for learning are gathered by the ENL 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 ENL 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. Five ELLs have been receiving ENL 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.

As mandated in the new CR Part 154 all former ELLs are now mandated to receive language support for two years after reaching proficiency on the NYSESLAT. In addition, these students also receive the mandated ELL modifications when taking predictive, interim, and state assessments. Also, 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 and during pull out instruction.

Currently at Mosaic we have two student. They 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 them with the kind of differentiation in instruction that will move this student forward.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6-12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

Whether a student is identified as an ELL or not an ELL each student will be placed in a grade appropriate setting and receive rigorous common core aligned instruction that will be scaffolded via differentiated instruction to meet each child's learning needs and styles. Related assessments such as F&P's, CBM's, PBA's as well as regular conferencing will insure that the student

Chart will be making academic progress. Re-identification in this context will represent an important fine tuning of the already existing rigorous instruction in place.

8. 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?

At Mosaic, the ENL teacher/coordinator together with the school leadership team review related documentation including NYSITELL, LAB-R Spanish, NYSESLAT and IEPs to insure that together with complying with parent choice ELL-SWDs are placed in the proper least restrictive environment and receive appropriate language support and the necessary and mandated services offered by the ENL program. When the ENL teacher and classroom teachers begin working with ELL-SWD's, teachers use many hands-on materials, cooperative learning strategies, peer tutoring, visual, TPR and other ENL methodologies to support ELLs with disabilities. Additionally, code-switching with Spanish SWD ELLs and use of translation with the help of Arabic speaking peers for this language group and others is utilized to create favorable affective environment conducive to the academic success of these scholars. Home language glossaries and dictionaries are also made available to support these scholars.

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

The school leadership team working with the ENL coordinator in the context of following identification procedures and parent choice guidelines--make the determination of ELL-SWD placement in ICT or self contained classes. A thorough review of each students 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 focused instructional time for intense one on one tier 3 and small group Tier 2 targeted instruction to scaffold development of English language skills and content and help scholars achieve benchmark levels.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
Chart INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

**Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

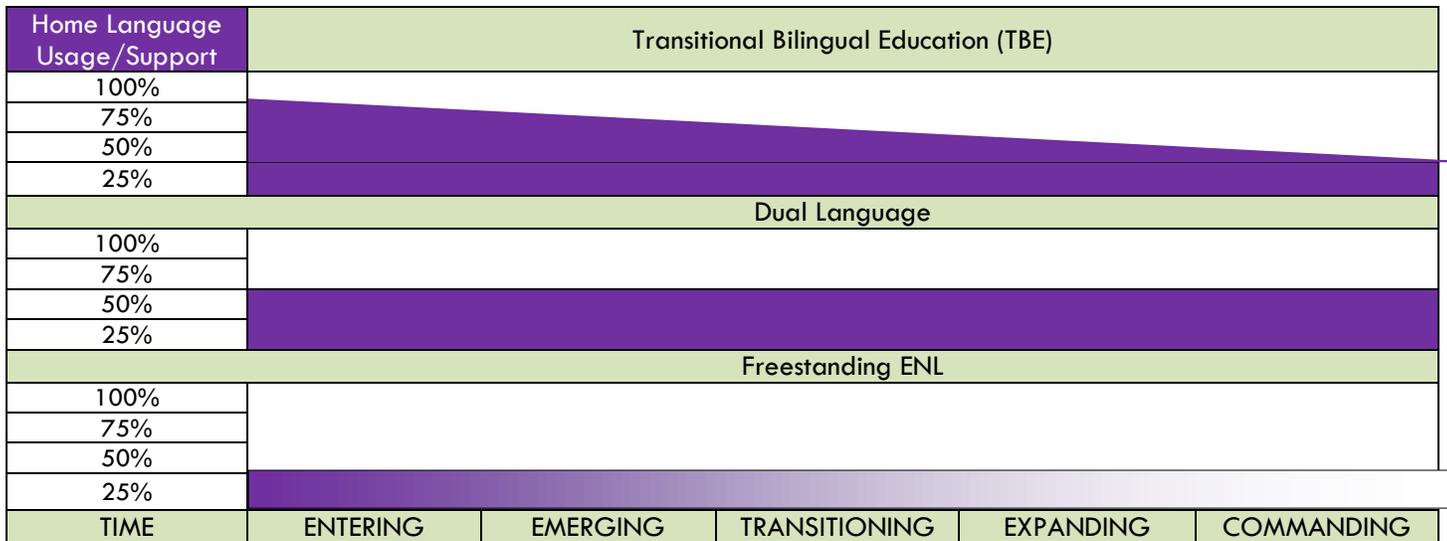


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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, at-risk 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 Saturday Academy. In addition, the ENL 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, Reading Tutors.com., Wordlywise, Flocabulary 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.
11. 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 that is leveraged by collaboration between the ENL teacher and core classroom teacher to serve as a powerful scaffold for ELLs.

Additionally, given the poor socio-economic background of the majority of students at Mosaic, the percentage of ELLs 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. 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.
12. What new programs or improvements will be considered for the upcoming school year?

Professional development focusing on improving student comprehension of text and related writing skills will support teachers in next years instructional focus on improving student writing.

The Five Practices as related to improving Math instruction led by the assistant principal and a teacher team will be promoted as a school wide practice.
13. What programs/services for ELLs will be discontinued and why?

NA
14. 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 ENL 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.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

Teachers are also encouraged to use Learning A-Z, and Reading Tutors.com., Wordlywise, Flocabulary, Khan Academy, KidZone 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. Funded through Title III, ELLs in grades 3-5 are receiving online differentiated literacy instruction via Wordlywise for several days a week during after school tutoring in the schools computer lab.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

At Mosaic given that currently the only language program available is the ENL program, home language support is offered through language glossaries, bilingual dictionaries in Spanish/English, Arabic/English. For Spanish speaking student who are by far the

majority at Mosaic their are bilingual books and the ENL teacher employs code switching to clarify content. Peer translators are used for support to other languages.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels. Through the use of NYSITELL, Lab-R Spanish, NYSESLAT as well as classroom formative and summative assessments, ELL needs are identified (Entering, Emerging, Transitioning, Expanding, Commanding, SWD, SIFE) and students are then placed in either the Free Standing ENL program or referred to another school in consultation with parent choice. As per NYS CR Part 154, the school leadership team in collaboration with the ENL 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.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Currently, our school does not have a program in place to assist newly enrolled ELL students before the beginning of the school year. This school year we will be continuing our Saturday Program for Ells. This program, which we have done for the past couple of years and is funded through the Title III grant, is designed to strengthen ELLs in the areas of history and culture. ELLs 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. :
19. What language electives are offered to ELLs?
NA
20. For schools with dual language programs:
- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - In which language(s) is each core content area taught?
 - How is each language separated for instruction?
 - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
: 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 2015-2016 school year, the ENL coordinator and other teachers will attend a series of training sessions, including a writing institute for ELLs, workshops which address 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.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
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 ENL standards to the Common Core. One example is the PD led by CFN 606 on "Constructing Deep Understanding With ELLs through Collaborative Academic Conversations" which focused on how to promote deep understanding of text through the targeted development of oral conversation skills.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
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. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [*ELL Policy and Reference Guide, Professional Development*](#) section.
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.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

In addition to the meetings mandated by the ELL identification protocols including parent choice surveys and entitlement letters, the ENL coordinator in collaboration with the core classroom teacher at Mosaic additionally sets up annual and individual meetings with ELL caregivers separate and apart from weekly parent conferences. The purpose of these meetings is to discuss and clarify program goals, language proficiency assessment results, and language development needs that have arisen during the school year and how caregivers and teachers can work together to support ELL students. All the necessary arrangements including translators are organized in order to facilitate communication between teacher and caregiver.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

All related outreach letters and written records of other outreach inviting parents to annual meetings are kept by the ENL Coordinator in a binder and follow up meetings and phone calls are made by the school secretary, parent coordinator and ENL teacher when necessary to insure that meetings take place in a timely manner.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. 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. 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.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school has partnered with antibullying organizations, including the UFT that have provided workshops for ELL parents and students on the issue of bullying.

5. How do you evaluate the needs of the 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).

6. How do your parental involvement activities address the needs of the parents?

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. 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.

D. Additional Information

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

Paste response here:

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 04 School Name: PS 375M
Superintendent: Estrella

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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 4 French, 1 Asian 2 Bangla and 5 Arabic students with parents who use those languages at home. The remaining 22 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. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Spanish, French, Arabic, Chinese, Bangla

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

During the beginning of the school year at Mosaic parents receive packets containing school calendars, newsletters, schedules of PTA , and PA meetings, after school programs etc.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Parent teacher conferences are scheduled for every Tuesday per UFT contract. There are two curriculum nights during the year when parents and teachers confer and students lead discussions related to their school performance and academic levels.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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 how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Typically at Mosaic during the first week of school staff are provided with a school handbook that contains important school policies and procedures including information regarding translation and interpretation services that are both mandated and available to support parent teacher interactions.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Notification of translation and interpretation service availability has been sent to caregiver homes. In addition, informative signs regarding language services are posted on the school's main floor and in the parent resource room.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parent conferences, annual meetings, parent surveys.