

U.S. Department of Education
2022 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Dr Mahri Aste
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Mosaic Elementary School
(As it should appear in the official records)

School Mailing Address 9819 Five Oaks Road
(If address is P.O. Box, also include street address.)

City Fairfax State VA Zip Code+4 (9 digits total) 22031-1047

County Fairfax County

Telephone (703) 937-1600 Fax _____

Web site/URL https://mosaices.fcps.edu E-mail maste@fcps.edu

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Michelle Reid E-mail Superintendent mreid@fcps.edu
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Fairfax County Public School District Tel. (571) 423-1010

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board President/Chairperson Ms. Rachna Sizemore Heizer
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2016 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2017, 2018, 2019, 2020 or 2021.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2021-2022) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 142 Elementary schools (includes K-8)
 - 26 Middle/Junior high schools
 - 28 High schools
 - 2 K-12 schools
- 198 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

3. Number of students in the school as of October 1, 2021 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	7	8	15
K	48	55	103
1	58	51	109
2	54	59	113
3	54	66	120
4	71	82	153
5	65	69	134
6	71	72	143
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	428	462	890

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.3 % American Indian or Alaska Native
 - 29.9 % Asian
 - 8.3 % Black or African American
 - 15.9 % Hispanic or Latino
 - 0.1 % Native Hawaiian or Other Pacific Islander
 - 37.9 % White
 - 7.6 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2020 - 2021 school year: 4%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2020 until the end of the 2020-2021 school year	17
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	17
(3) Total of all transferred students [sum of rows (1) and (2)]	34
(4) Total number of students in the school as of October 1, 2020	890
(5) Total transferred students in row (3) divided by total students in row (4)	0.04
(6) Amount in row (5) multiplied by 100	4

6. Specify each non-English language represented in the school (separate languages by commas):

Arabic, Portuguese, Uyghur, Nepali, Azerbaijani, Spanish, Urdu, Farsi/Persian, Somali, Kurdi, Gujarati, Marathi, Serbian, Russian, Amharic, French, German, Assamese, Telugu, Vietnamese, Korean, Turkish, Chinese/Mandarin, Tamil, Hindi, Bengali/Bangla, Indonesian (or Bahasa), Tagalog/Pilipino, Kanarese/Kannada, Cantonese, Japanese, Pilipino (Prior to 8/99), Kurdish, Albanian, Tibetan, Sinhalese/Sinhala, Chinese/Hakka, Krio, Singhalese, Hungarian, Finnish, Macedonian, Oriya, Tigrinia, Kyrgyz Kirghiz, Romanian, Fante, Cambodian/Khmer, Thai, Tatar, Pashtu (Pushtu), Greek, Mongolian, Ukranian

English Language Learners (ELL) in the school: 18 %
161 Total number ELL

7. Students eligible for free/reduced-priced meals: 23 %

Total number students who qualify: 203

8. Students receiving special education services with an IEP or 504: 14 %
125 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>10</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>18</u> Other Health Impaired |
| <u>6</u> Developmental Delay | <u>29</u> Specific Learning Disability |
| <u>2</u> Emotional Disturbance | <u>29</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>2</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 18
10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	3
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	39
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	19
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	14
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 23:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	99%	98%	96%	97%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2021.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

Mosaic Elementary School provides a safe, nurturing, student-centered learning environment for all students. Our goal is to continuously see and welcome each child as an individual and embrace their unique identities. We strive to strengthen our partnership with our parents and the community to prepare our students to be lifelong learners, ethical citizens, and leaders.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

[https://go.boarddocs.com/vsba/fairfax/Board.nsf/files/9WBGD2433BDB/\\$file/P1450.pdf](https://go.boarddocs.com/vsba/fairfax/Board.nsf/files/9WBGD2433BDB/$file/P1450.pdf)

17. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SCHOOL OVERVIEW

The division School Board voted in February 2021 to adopt a new name for our school. Our new name, Mosaic Elementary, encapsulates the wonderfully diverse nature and context of our school. A mosaic is comprised of many different small pieces combined in one big picture to form a stunning masterpiece. Our students selected the name Mosaic because our school community is comprised of students from 40 different countries who speak 28 languages, yet when all the different cultures are put together, we are a beautiful picture. As a staff, we honor, value, and respect every student's background and story. We believe in a collaborative approach to building positive relationships with students and families. By providing what is needed for safety, inclusivity, and equity, we are committed to developing engaged and inspired learners who will become independent, responsible, and ethical citizens.

Mosaic Elementary School is a joyful, child-centered, family-oriented, academically rigorous, and culturally diverse suburban learning community set in the heart of Fairfax, Virginia. We are not only culturally diverse, but we are economically, ethnically, and socially diverse as well. Over 200 of our students qualify for free/reduced lunch, more than 250 students are English Learners (ELs) and over 200 students from neighboring schools attend our Full-Time Level IV Advanced Academic Program Center, for eligible students in third through sixth grade.

There are several key strategies implemented at Mosaic to encourage and challenge all students to reach their full potential. Mosaic has an extremely talented, dedicated staff who works diligently to know each student by name and by need. Our all-hands-on deck approach inspires every single professional in the building to teach and support students. From the classroom teachers to specialists, EL teachers, special education teachers, paraprofessionals and custodians, everyone has a role in teaching our children. Small group instruction even in our largest classes makes it possible to meet individual needs and provide necessary enrichment or scaffolding. Our dedicated and talented staff members collaborate in teams to focus on continuous improvement of student achievement through implementation of best practices for teaching and learning. Our staff has high expectations for our students and ourselves. With exceptional teachers, students are regularly challenged to extend beyond the required curriculum through Project Based Learning (PBL) and enrichment activities.

One of the most innovative programs at Mosaic is our arts-integrated approach to instruction. Arts integration is an approach to teaching in which students construct and demonstrate their understanding through an art form. Students have opportunities to engage in art, music, and drama. An instrumental music program begins in third grade and arts integration builds from Pre-K and continues through 6th grade. Students engage in a creative process which connects an art form and another subject area. This approach to teaching is grounded in the belief that learning is actively built, experiential, evolving, collaborative, problem-solving, and reflective. Teachers plan instruction that engages students in visual, aural, and kinesthetic learning modalities so that students can actively process what they are learning.

Mosaic partners with George Mason University's nationally recognized, Elementary Education Professional Development School (PDS) Program. Through the PDS program, Mosaic serves as a clinical practice school, annually hosting 5 interns/teacher candidates. These teacher candidates are placed in two classroom settings over the course of an entire school year, as they work towards completing their master's degree and obtaining their teaching license. Teacher candidates learn from our mentor teachers' expertise while our students benefit from an increased teacher to student ratio, more individualized attention, innovative ideas and the most current research-based practices coming from George Mason University. Our teachers refine their expertise in instruction and mentoring skills while we develop excellent teachers for our school and the profession.

Our Standards of Learning (SOL) Academy and Breakfast Clubs are before and after school programs that focus on our students who need intense remediation or re-teaching to be successful on their SOL tests. The additional instructional time is provided by classroom and special education teachers and takes place twice a week for an hour before or after school. Students are invited to the academy based on formative and summative data from teachers and county wide division assessments. Students are instructed using games,

hands-on practice, and other engaging instructional strategies to help enhance their thinking skills and build confidence.

Our high academic standards are evident in our rigorous and differentiated instructional practices. Balanced literacy is practiced across all grade levels and teachers tailor instruction based on continued formative assessments. In math, teachers focus on conceptual understanding and introduce students to a variety of strategies. Mosaic's Science, Technology, Engineering, Art, and Mathematics (STEAM) program empowers students as they problem solve and utilize their mathematical thinking while tackling real-world inspired engineering design challenges. Our division's Portrait of a Graduate (POG) Skills of Communicator, Collaborator, Goal Oriented and Resilient Individual, Critical and Creative Thinker, and Global Citizen are intentionally embedded in core instruction. Technology is fully integrated in our daily learning to enhance curriculum as our teachers use a multitude of online resources to support and differentiate instruction.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas:

Mosaic Elementary’s approach to instruction allows students to be active participants in the learning process and shifts the focus from knowing facts to being able to use and apply information learned in meaningful ways. Teachers help develop the strengths and talents of all students by facilitating learning that prepares them not only for the classroom, but for the ever-changing 21st century world. By consistently embedding critical and creative thinking strategies, visible thinking routines, and providing students with authentic opportunities through PBL, thinking is revealed, student voice is amplified, and individual strengths are celebrated. Students can explain what they are learning using specific content-based vocabulary, empowering them to be actively engaged by providing explicit goals to work toward and gain opportunities for self-reflection.

Teachers plan for rigorous instruction using standards based on the Virginia SOL and Fairfax County Public Schools’ (FCPS) Program of Studies and follow grade-level planning and pacing guides that promote the use of research-based strategies and resources that encourage higher level thinking. Teachers use formative data to inform their instruction and improve their practice. As a Collaborative Learning Team (CLT), they reflect on their teaching practice and student data to inform them about ways to move forward. Teams also use the iReady Universal Screener, the Developmental Reading Assessment (DRA2), and districtwide assessments using the Horizon platform to determine student growth and gauge mastery of state identified standards assessed at the end of year. Detailed analysis of all assessment data leads teams to identify student strengths and challenges in order to plan for further instruction and individualized interventions and enrichments.

Teachers use instructional technology in a way that allows for exploration, differentiation, and demonstration of learning. Students have the opportunity to read and explore topics on different computer applications that focus on reading and language arts. In addition, students demonstrate thinking and understanding through interactive digital platforms and celebrate critical and creative thinking in real-time. Classroom teachers partner with our school-based technology specialist to learn about best practices in using technology.

1b. Reading/English language arts curriculum content, instruction, and assessment:

Our staff takes great pride in delivering outstanding language arts instruction and our classrooms follow a workshop model for both reading and writing. Using this model enhances our ability to provide whole group, small group, and individual instruction. The whole group focus lessons carried out by our teachers follow state standards as outlined in the FCPS planning and pacing guide. We use a variety of delivery methods including inquiry lessons, scaffolded demonstration, and shared or interactive read alouds. Within the lessons, opportunities to model various strategies are prevalent and guided student practice is an expectation.

After the whole group lesson, our students are given opportunities to practice literacy skills both independently and in small groups. Teachers will pull a group of students together to focus on specific and targeted skills through the use of leveled or decodable texts. In addition to the text, a game or activity may be used to support student needs. These small groups are fluid and flexible and are formed using a variety of data points including running records, anecdotal notes, and the DRA2. While some students work with the teacher, others will complete meaningful, independent tasks. These tasks may include reading independently, reading with a buddy, working with word patterns, and phonics activities. Writing workshop is run similarly as there is a focus lesson followed by small group support, individual writing conferences, and peer support including editing, revising, and sharing. While the whole group focus lessons in both curriculum areas are key for student success, the small group and individualized instruction is where we

refine student literacy skills.

In addition to reading and writing workshops, we greatly expanded our practice into teaching intentional and explicit phonological awareness and phonics instruction. With the addition of word study lessons into the FCPS pacing guide, we are building the vital foundational literacy skills of our students. We administer the Developmental Spelling Analysis (DSA) to identify students' stages of spelling development and to highlight specific strengths and areas for growth. Our teachers participate in a variety of professional development to ensure their understanding of the many skills that fall under the phonological awareness umbrella.

Monitoring student progress is an important step we take to secure student success. Various formative and summative assessments are used to track student mastery of concepts. We administer the iReady Universal Screener to identify students who may struggle in the five domains of literacy. Our reading specialists provide extra support to students who are struggling to attain grade level skills. We also work closely with teachers during CLT meetings to determine the level of support needed for their students and knowing students by name and by need is an integral part of this process. Once students are identified as needing additional support, the reading specialists use a variety of interventions to close achievement gaps of these students. We use a multisensory method of instruction which provides our students with a structured framework to build literacy skills. Exceptional language arts instruction is a cornerstone of our instruction program.

1c. Mathematics curriculum content, instruction, and assessment:

At Mosaic Elementary, collaborative grade-level math instructional teams meet regularly to deconstruct local and state standards alongside formative data to plan for small group differentiated instruction. Classroom teachers and math resource teachers determine prior learning that will become a pathway for access to each standard. Additionally, they break down each standard into a learning progression that will create an access avenue for each student. Teachers also investigate pre-assessment data to inform readiness for instruction on each learning target and discuss small group, guided math, and targeted intervention plans that will support all students along the learning trajectory.

Mosaic teachers and specialists work together in CLTs to nurture a rich learner centered environment that is crucial for best practice mathematics instruction. This is implemented using the math workshop model which capitalizes both on whole group mathematics sense making, core instruction, task and project work, and daily differentiated small group instruction provided to meet the specific learning needs of each individual, based on ongoing assessment at the point of instruction. Tier 2 and 3 intervention is provided for all students whose Add+Vantage Mathematics Recovery Diagnostic Assessment (AVMR) data indicates need for targeted instruction on foundational conceptual understanding and skills in both push-in and pull-out sessions, depending on student, teacher, and grade level needs. All mathematics experiences and instruction is planned and implemented through an equitable lens so that all students are guaranteed access to not only content standards, but meaningful mathematical experiences that will both enrich their learning experiences here at Mosaic and their success in subsequent school years and life.

Initial examination of data, including the Virginia Growth Assessment and the iReady, provide us with a bird's eye view of our students. From here we are able to identify individuals for further diagnostic assessment including AVMR assessments, anecdotal small group observations, and student work. Assessment occurs on a continual basis at the point of instruction, which begins the first week of school when teachers observe their students' attitudes toward math and their varied approaches to math tasks through the process of rolling out their mathematics workshop.

A core piece of this ongoing assessment and adjustment process is administration of the AVMR. This assessment is an action-interview process that informs teachers of incremental developmental thinking within the following mathematics strands: Forward and Backward Number Sequence, Number Identification, Structuring Numbers, Addition and Subtraction, Place Value, Multiplication and Division, and Fractions. AVMR data is also used by our mathematics resource team to plan and implement Tier 2 and 3 interventions for all students who would benefit from targeted instruction in both push-in and pull-out

sessions, depending on student, teacher, and grade level needs. This keen attention to how students approach mathematics, as well as observations of their math habits of mind inform instructional approaches planned within our collaborative grade-level teams to ensure the success of each student at their unique point of entry.

1d. Science curriculum content, instruction, and assessment:

Throughout their pre-kindergarten through sixth grade experience, students at Mosaic Elementary develop scientific conceptual understandings through hands-on discovery of life processes, living systems, physical science, and Earth and space systems, both inside and outside of the classroom.

Our 21st century students are taught not only to view the world as scientists but also to be digital citizens as they learn to code, and communicators as they share their observations of monarch butterflies hatching and other natural phenomena. Students become collaborators as they use the engineering process to build hurricane and earthquake proof structures and ethical citizens as they learn about the Chesapeake Bay watershed by visiting our local stream in 3rd grade and then monitoring that stream's water quality in 6th grade. All students are taught to think critically and creatively about scientific problems such as vertical farming and water-runoff in urban areas through grade-level PBL and Engineering is Elementary units.

Enduring understandings, essential questions, and student-driven learning outcomes frame science instruction at Mosaic Elementary. All students are provided with access to rigorous science learning opportunities through our Young Scholars program, STEAM, and PBL. A balance of formative and summative assessments provide students with opportunities to share their growth in multiple ways.

Science at Mosaic goes beyond the walls of our classrooms. All students are invited to participate in a celebration of science, Einstein Night, where they can showcase their own science exploration. For several years, Mosaic has hosted a guest scientist from the American Association for the Advancement of Science (AAAS) who has been not only a resource for teachers but has assisted students with hands-on learning and answering their scientific wonders. After-school enrichment opportunities and in-school assemblies have connected students with real and diverse scientists from the National Aquarium, Space Force, and beyond.

1e. Social studies/history/civic learning curriculum content, instruction, and assessment:

Mosaic follows the FCPS Social Studies curriculum that aligns with the Virginia SOL and aims to empower all students to be positive contributors to their communities. Teachers implement PBL across grade levels, to provide students with appropriate, practical, real-life problem solving around social studies content. PBLs establish not only the foundational skills of the social studies content, but the skills needed to be global citizens for success in college, career, and life. Students also gain skills in research, communication, and collaboration, which culminates in the presentation of content. Using both formative and summative assessments, students are assessed on their ability to identify the difference between primary and secondary sources, compare and contrast historical concepts and analyze how historical events impact current events through various perspectives.

Mosaic teachers implement PBLs across all grade levels with a diverse array of topics. Our primary students learn about geography, history, civics, and communities, while our upper grades students examine local and world cultures and American history. Central to the success of the social studies PBL is how this type of learning allows Mosaic students to examine history through multiple lenses and perspectives and then develop a sense of connection and belonging to the greater community.

We take advantage of our location in the National Capital Region to seize real life experiences that connect to the social studies curriculum. Students benefit from field trips to Washington, D.C. to immerse themselves in the branches of government and the rich history the monuments and museums represent, all-day trips to Jamestown to examine colonial life in-person, visits to Richmond to learn about state government, and tours of the American Portrait Gallery incorporate our arts integration with the social studies curriculum. Through these experiences, students are better equipped to investigate and respond to authentic, engaging, and complex historical questions, problems, or challenges.

1f. For secondary schools:

1g. For schools that offer preschool for three- and/or four-year old students:

Mosaic is host to a FCPS PreK/Head Start program that is run and managed through the FCPS Early Childhood Office. All academic and social-emotional curriculum is developed in this office, and our Mosaic classroom implements the curriculum with guidance and structure provided from this office. We use the Conscious Discipline curriculum to meet the social-emotional needs of our youngest learners

We believe a child's early years are essential in developing a foundation for school success. At Mosaic, we work hard to provide programs and services that prepare young children and parents who need extra guidance and support to be ready to start kindergarten feeling confident and ready to learn. High quality instruction in the Early Childhood classroom supports childrens' social and emotional development by providing an integrated curriculum that focuses on improving their self-control, mental flexibility, and working memory.

High expectations are held for all students. Teaching teams work together to continuously plan and instruct students in a variety of ways to foster individual growth and development. The eight areas of focus for learning are math, science, social studies, language arts, music, art, health and physical education, and approaches to learning social and emotional development.

Early Childhood supports students and families with school readiness. This includes developing the well-being of the whole child so that it aligns with the kindergarten expectations. Incorporated into this specific program is collaboration between preschool and kindergarten teachers, collaboration between schools and families, ongoing instructional communication, and alignment of curriculum.

While our program is for 3 and 4 year old students, it often serves as a critically important pipeline of preparation for school and success in the primary grades. Each year, the majority of the 17 students transition to our own Mosaic kindergarten classes. Teachers are able to collaborate as a team and support students by name and need.

2. Other Curriculum Areas:

The Mosaic Specials program consists of physical education, art, music, band and strings, STEAM, and library. Each special curricular area enriches learning for students in PreK through 6th grade, providing developmentally appropriate opportunities for learning, exploration and discovery.

Physical education at Mosaic follows Virginia's Physical Education and Health Standards of Learning. Activities focus on the components of fitness such as strength, endurance, and flexibility, as well as locomotor movements, coordination, and team-building skills. Students learn about developing habits for positive mental and physical health and are encouraged to set and achieve personal goals. Friendly competition in P.E. class offers students an opportunity to develop social skills, learn how to be a good teammate, and display respectful sportsmanship.

Students in kindergarten through 6th grade receive art instruction once per week. Each grade's curriculum centers on a theme, which guides students' exploration of various art forms, materials, and techniques. These themes connect students' work to themselves, their community, and the world. In art class, students develop their visual communication skills. They hone their thinking processes while solving problems and making meaning of their work. Through the creative process, students explore ideas, think critically and creatively, and are challenged to persevere when faced with complex tasks. Student artwork is proudly displayed in the halls, showcases, and library of Mosaic Elementary.

Mosaic's robust music program introduces students to music theory, music vocabulary, and music history. Students develop technical skills by listening to music, singing, creating music, and moving to music. Our

students explore a variety of music genres while engaging in self-expression. Students in PreK through 6th grade have weekly music classes, and the upper grades also have the opportunity to participate in chorus, band, and strings. The entire school community enjoys regular performances from our chorus and instrumental ensembles.

The Mosaic STEAM program challenges students to think critically and work within a growth mindset. Problem solving is at the heart of STEAM lessons, as students design and build using a variety of materials to construct original creations, engineer solutions, or master computational thinking activities via computer coding and robotics. Teamwork is a primary element of STEAM activities, requiring students to listen, communicate, and collaborate. Many STEAM lessons are designed in collaboration with classroom teachers to extend the science content beyond the classroom. The open-ended nature of STEAM lessons ensures that students have authentic learning experiences that help them build resilience while working towards a goal.

The Mosaic Elementary Library is the learning hub of our school, offering a diverse collection of print and digital resources to meet the needs and interests of our school community. All students visit the library at least once per week to check out books for recreational reading and/or to conduct research. Students in PreK and Kindergarten, first and second grade have weekly library instruction, and our librarian collaborates with teachers in grades 3 through 6 to provide relevant, on-demand instruction that supports research and classroom learning throughout the year. Library lessons align with the American Association of School Librarians (AASL) National School Library Standards, which are centered around inquiry, inclusion, collaboration, curation, exploration, and engagement.

3. Academic Supports

3a. Students performing below grade level:

At Mosaic, we use a strategic approach to ensure instruction, interventions, and assessments are meeting the needs of all students. At every CLT, the “kid talk” portion of the agenda provides opportunities for teachers, specialists, and counselors to identify students who require additional academic or social-emotional interventions and support. We also use a Multi-Tiered Systems of Support (MTSS) approach. The Student Support Team (SST) meets bimonthly and is comprised of a multi-disciplinary team of specialists and teachers from various grade levels. This committee revisits students regularly to evaluate progress and to offer teachers specific suggestions for interventions/supports. Tailored instruction, small group work, and modified and alternative materials are implemented at the Tier 1 classroom level. Tier 2 support includes highly skillful math and reading resource teachers providing small group instruction for a measured time using a variety of evidenced-based programs and materials. The school social worker and the counselors also provide small group and individual counseling to address the many behavioral and social-emotional needs of students performing below grade level. To address some of the achievement gaps in the Hispanic and Economically Disadvantaged subgroups of students, EL teachers work collaboratively with special education and classroom teachers to provide additional small group instruction and interventions to support those identified students. After careful monitoring and data collection, students not responding to an intervention after a designated amount of time may be referred to the Local Screening Committee for possible testing and identification of special education services or a Section 504 Plan.

3b. Students performing above grade level:

At Mosaic Elementary, we have four levels of service in the Advanced Academics Programs (AAP). All students are eligible for Level I services because we truly believe in talent development and the need to provide access to rigorous and challenging curriculum for all students. This curriculum is provided in 100% of our classrooms, at least once a quarter. Students who have a particular content area of strength (ex: math or reading) are eligible for Level II services where our teachers provide differentiated instruction in small groups within the classroom setting. This differentiation is provided using advanced materials and/or teaching the above grade level standards. Students who have above grade level needs in multiple subject areas may be eligible for Level III services which would be provided through a weekly enrichment lesson from our AAP resource teacher, in addition to their classroom differentiation. Students who show exceptional behaviors in all four content areas may be eligible for the Level IV program, which is a self-

contained classroom where the AAP curriculum is utilized full-time and the math content is at least one grade level above. The AAP curriculum used in all subject areas is concept-based and focuses on making interdisciplinary connections to foster creative and critical thinking.

In addition, we also have a Young Scholars program that is an initiative to increase the identification and support of students in historically underrepresented populations who show high potential for AAP abilities. These students are flexibly grouped in classes to create a peer group and to allow teachers to nurture their abilities with high expectations and wrap around support services. These students are also invited to enrichment opportunities, such as STEAM club, both in and out of school to provide them with increased access, advocacy, and affirmation in preparation for more challenging coursework throughout elementary school and beyond.

3c. Special education:

We have made great progress in closing the achievement gap for students with disabilities. We've done this by having an outstanding team of special education teachers who are trained in specialized reading and math programs and who work diligently to have a comprehensive knowledge of student's abilities as well as their challenges. Our students with special education needs receive small group and individual instruction from highly-skillful teachers. Teachers instruct using a variety of alternative research-based programs and materials such as Leveled Literacy Intervention (LLI), Cognitive Reading Strategies, Foundations, AVMR, and Unstuck and on Target to address reading, math and behavioral goals. Students with special education needs participate in core instruction, with accommodations and necessary services, along with their general education peers, whenever possible. Students also receive instruction in team-teaching models, small groups and one-on-one to meet their individualized goals and needs. Classroom teachers work in collaboration with special education teachers to frontload academic vocabulary and foundational skills in order for these students to access the general education curriculum. Special education teachers often loop with their students to provide continuity and build on their strengths over multiple school years.

Our Local Screening Committee (LSC) consisting of our full-time social worker, psychologist, special education lead teacher and speech pathologist meet weekly with parents and teachers to evaluate students, determine eligibility for special education services and provide resources and supports to students. Our clinical team also consistently provides counseling and support for students with social-emotional and behavioral needs. In addition, teachers often consult with and enlist the help of a behavioral specialist and the Pyramid Support Liaison (PSL) for strategies and interventions for some students with special education needs.

3d. English Language Learners, if a special program or intervention is offered:

At Mosaic Elementary we acknowledge the individual needs of our diverse learners and strive to provide all students with equitable Tier 1 instruction. Guided by the analysis of various data points, such as annual English language proficiency assessments (Access for ELLs), SOL assessments, common assessments, rubric scores, observations and student work samples, we are able to provide students with Tier 2 and Tier 3 instruction. This ensures that our ELs have access to the rigorous grade level academic curriculum.

Instruction for our ELs takes place in a variety of different settings, which include small group pull-out instruction, push-in instruction, and co-teaching. Each one of these settings provides ELs with an opportunity to acquire the English language and demonstrate their success throughout the curriculum. Small group instruction allows us to focus on English Language Development, providing ELs with an opportunity to communicate information, concepts, and ideas in the four domains of language. Push-in instruction allows us to work closely with students in need of Tier 2 or 3 instruction. In collaboration with the students' teachers and specialists, differentiated instruction and assessments are developed to allow students to access the academic content. Co-teaching allows us to provide Tier 1 scaffolds and support for all students, allowing them to learn using their multiple intelligences and giving ELs the confidence to participate and collaborate with their peers.

support or access to AAP. Our ELs arrive with varying levels of knowledge, and once they are able to transfer their first language skills into their second language, their language acquisition and academic growth can be exponential. Only by truly looking at the whole child can we provide them with an education that allows them to grow and flourish as a child, student, and school community member.

3e. Other populations (e.g., migrant, homeless), if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

At Mosaic Elementary we strive toward knowing each child by name and by need. Teachers utilize the Responsive Classroom (RC) principles to guide our practice of emphasizing social-emotional learning as a critical and equal component to academic success. All classrooms start their day with a morning meeting where social interactions are used to foster a classroom environment of student ownership. Lesson topics include relationships, help-seeking, habits for success, self-awareness, decision making, and self-management. In addition to RC, we intentionally and explicitly teach and practice the POG attributes. These skills emphasize both college and career readiness skills and empower students with the tools necessary to be productive citizens in a global society. The principles established through the RC and POG function as guides for classroom expectations. Data from our Social Emotional screener suggest that 84% of Mosaic students feel that school is interesting, important, and useful and 91% of students were rated as feeling supported through relationships with others.

During distance learning we were committed to maintaining connections with our students and families, especially our English learners and students with disabilities. We maintained an extremely high attendance rate during distance learning due to the efforts by teachers, support staff, and administrators, who made sure students had equipment such as the distribution of over 900 laptops, Mi-Fis, and headsets in order to connect. Teachers also provided engaging lessons that capitalized on blended learning strategies using resources such as Peardeck, Padlet, and Jamboards through both Google Classroom and Schoology. Our general education, EL, and Special Education teachers held daily whole group and small group synchronous instruction with their students as well as daily office hours. Further, teachers provided monthly check-in open houses for families to receive extra academic, social-emotional support, or simply use it as a time to answer questions, voice concerns, or share celebrations.

With the return to in-person learning, students have opportunities to engage in activities that foster both academic and social-emotional growth such as Student Council Association, safety patrol, Engineering Club, and book clubs, to name a few. The Student Council Association is responsible for providing various spirit days throughout the school year to promote a sense of pride and community spirit. Our School Ambassadors will also serve as tour guides and a student point of contact for all new students to Mosaic Elementary. In addition, students have access to after school enrichment classes such as Lego robotics, hip-hop dancing, yoga, glass fusing, drawing, or chess, which are all sponsored by the PTA.

2. Engaging Families and Community:

Mosaic Elementary School prides itself on the interdependent relationship with the greater community. We view ourselves as not just a school that supports the community but are fortunate to have a community that supports the school and our families. Central to our mission is our relationship with the Mosaic Parent Teacher Association. The Mosaic PTA is an active organization who works closely with the school staff to augment programming opportunities, such as virtual arts and STEAM assemblies, and funding for field trips. The PTA is integral at supporting the well-being of both students and staff through fundraising efforts and monthly meetings.

Our school counselor, social worker, and parent liaison are essential connections to our community outreach and are instrumental at developing community advocacy. Through our partnerships with Oakton United Methodist Church and First Baptist Church of Vienna, our families are provided with basic necessities such as school supplies, household goods, winter clothing, and coats, as well as emergency funding that equips our families with rental assistance, extracurricular activities support, food gift cards, and daily snacks. In addition, our social worker and parent liaison hold weekly meetings with families to help them contact the county department of coordinated services and apply for Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF) and other programs that aid our families. The school support staff guides families through the entire process from start to finish and helps them partner with the local medical community who provide treatment for low income families.

We also partner with Oakton Pantry, Oakton United Methodist Church, and Rustic Love of Vienna to support our Blessings in a Backpack program. Through this program, our community partners assist with the distribution of food bags to over 60 families each week. The program is run entirely by community volunteers and coordinated by our PTA, school counselor, and social worker.

Connections to the community, reading support as well as mentoring opportunities are provided to students through our Teen Trendsetters program. Founded by the Barbara Bush Literacy Foundation, Teen Trendsetters enables high school students to be trained in early literacy practices and provides books and materials to our students. Each week, high school mentors spend time to help struggling first and second grade students to practice reading, make connections and build confidence.

Mosaic promotes community outreach through both our Mosaic Matters weekly newsletter as well as our Mosaic Elementary PTA weekly updates newsletter and our schoolwide Twitter account.

3. Creating Professional Culture:

Relationships are at the forefront of everything we try to accomplish at Mosaic Elementary. Ensuring teachers feel empowered to meet the needs of students, particularly over the last two years, is vital in order to provide a seamless transition to and from distance learning. At Mosaic, we center the community spirit in everything we do. We have a shared responsibility for all students and every attempt is made to support students collectively and not in isolation. As vital stakeholders and through a shared and distributed leadership model, teachers are active participants and the heart of our decision-making processes. We honor teacher leadership and build a sustainable culture through our Faculty Advisory Council and frequent rotation of our team leaders.

Communication and collaboration are essential to our professional learning culture, and teachers are provided the opportunity to use both their education and experience to support instructional practices. We strive to build capacity within our building by highlighting the strengths of our staff through professional learning experiences delivered as turn-around training within our CLTs. Throughout this school year, our teachers participated in embedded professional development particularly in the area of language arts. We value the Equitable Access to Literacy (EAL) plan put in place by FCPS, and our administrative team supports the ongoing learning that occurs during our CLT meetings. We foster multiple opportunities for teams to participate in engaging conversations around student strengths and needs. Our CLTs serve as a platform to both discuss student achievement through Kid Talk and provide differentiated and targeted opportunities for the development of the learning cycle. Reflection and professional growth are core values at Mosaic. Classroom teachers and support staff are afforded opportunities to select professional learning opportunities such as Orton Gillingham and AVMR training.

We also realize that while shared responsibility and professional learning experiences are critical for student success, we recognize the need to support the social-emotional health of our staff. As a leadership team, we are intentional about providing opportunities for our staff to be recognized for their outstanding contributions during these challenging few years. In conjunction with the PTA, we try to maintain a positive morale and uplift the staff through small gifts, staff breakfasts, luncheons and snack carts on particularly busy times of year. In addition to these acknowledgments, our staff is given the opportunity to celebrate each other on a weekly basis through Staff News High Fives. This is a valued part of our caring school culture.

4. School Leadership:

The core values of our school leadership revolve around high expectations, a caring culture, and excellence for all. The principal maintains a positive, optimistic attitude that is contagious to students and staff. Despite so many challenges in our students' and staff lives, Mosaic is a place for joy. School leadership and staff embrace and celebrate every single individual child. Our goal is to make students feel emotionally, mentally, and physically safe. Every staff member conveys our message, we see you, we welcome you, and you belong.

Collaborative leadership is another core value held by our school leadership team. The principal and two assistant principals attend every CLT meeting and contribute to teachers' collaborative efforts to strengthen and refine our daily instruction. Every teacher is seen as a leader and serves in some capacity to share their skills on a school committee. Grade level team leadership changes each year which infuses new ideas and provides professional growth opportunities for all staff.

Mosaic's leadership team practices servant leadership by listening with empathy, acknowledging fears, proactively preparing for challenges ahead, and frequently communicating with staff to provide them time to share frustrations and move forward in a positive way. The principal and assistant principals remind teachers to keep a growth mindset and measure their progress, not perfection, as they navigate through difficult waters. The leadership constantly reminds staff that we are stronger together, and we can do hard things.

The principal is a creative innovator, and she inspires and supports that spirit in her staff. Teachers come to her with ideas for new approaches or refinements in their current practices. The principal supports those research-based practices with resources and collaboration with FCPS offices and resource personnel. The principal is a risk taker who understands that there is not one right way to do anything. School leadership knows that children bring unique, special gifts and talents and that they need engagement, challenges, and unlimited opportunity to learn, give, and thrive at Mosaic.

5. Culturally Responsive Teaching and Learning:

With students from 40 countries who speak 28 different languages, our multiculturalism, which is mirrored by the makeup of our staff, is valued as one of our greatest assets. As a staff and community, particularly over the last two years, we set forth a mission to learn about each other, while valuing individual student identity. In 2020, we introduced monthly equity meetings to provide a platform for members to gain knowledge on culturally responsive practices which were then featured during our CLT meetings, staff development, and curriculum discussions. Our goal is to continue our momentum and highlight opportunities for staff to engage in asset-based thinking and strength-based language when speaking about students and examining achievement data. Over the past two years, staff participated in book studies and podcasts analyzing how the intersectionality of racial, cultural, religious, gender, and neurodiversity differences impact our instructional and social-emotional wellness practices. The Mosaic PTA established a Diversity, Equity and Inclusion chairperson, who attended all equity team meetings, coordinated a PTA podcast study, and presented a diversity panel at a PTA meeting to engage multiple perspectives on schooling experiences. Our Equity Leads delivered several cultural proficiency modules to the entire staff that included Culturally Responsive Family Engagement and Conducting Empathy Interviews.

During our CLTs, staff at Mosaic took several steps to ensure cultural responsiveness, diverse perspectives, and representation were central to our instructional materials and texts. Book collections are curated to showcase underrepresented authors and minoritized groups. Our book room features a Windows and Mirrors collection, where students can select books that provide a window into perspectives different than their own and books that strengthen their own identities as they see themselves reflected in the texts.

Mosaic Elementary School is also recognized as a Purple Star School for responsiveness to the unique needs of military-connected students. Our programming strives to capitalize on the perceived strengths of military-connected students and promote a culture of resilience and adaptability, instead of only viewing military-connectedness through a deficit lens. Through our Student Ambassadors program, we increase a culture of belongingness and connection for not only our highly transient military and government connected students, but for all of our new students to develop opportunities for advocacy and peer mentorship.

To track our implementation of culturally responsive practices, we utilized a schoolwide equity audit. According to teacher reflection on the audit, growth was demonstrated in the areas of bridging home/school gaps, utilizing diverse texts and instructional materials, and access to and participation in professional learning on equity and cultural responsiveness.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

At Mosaic Elementary School, we celebrate our community as a place where all students can learn, give, and thrive. Even with nearly a thousand students, one of the most important keys to our success is that we know each and every student as an individual. This relentless focus on community has been the most instrumental practice in our school's success.

To accomplish these goals, we emphasize a Responsive Classroom approach, which develops the community spirit within each classroom. We use culturally responsive practices to value and honor the diverse identities of each student. In addition, we are highly connected to our greater community and serve as a hub of resources for families in need. In our daily interactions with students and families, we strive to know every student by both name and by need. We value our students' diverse cultures and backgrounds and strive to know their stories and challenges. Guided by the learn, give, and thrive philosophy, we use a collaborative approach to build scaffolds to ensure that each student has the foundation necessary to meet their full potential. We believe the success of our students is a direct result of our efforts to build a solid understanding of targeted academic and social-emotional needs, as well as ensure that every child has multiple adults to advocate for and embrace the uniqueness of each individual.

Teachers and staff work in collaborative teams to analyze data for the implementation and continuous monitoring of high-quality Tier 1 instruction, social-emotional, and behavioral supports, common assessments, and interventions. Because we know our students learn in so many different ways, we plan targeted programs to address unique needs, such as Young Scholars enrichment, Mindfulness, and book and homework clubs. We are able to educate the whole child by tailoring our instruction to meet children where they are and inspire them to reach their greatest potential.

This work is so challenging in normal times and is intensified exponentially during the pandemic. Throughout so many difficult times, our staff stayed committed to their profession and, more importantly, to our Mosaic community. They are willing to do whatever it takes to help our students grow and be successful. We know we are stronger together. As a result, the Mosaic community is a place for excellence and a place for joy.

Our credo is most eloquently stated by a sixth grade student,

"We are all different cultures and then when we are put together, we are a beautiful picture where all belong. In a mosaic, every tile is different, but we celebrate unity."