BILINGUAL/ESL THREE-YEAR PROGRAM PLAN

SCHOOL YEARS 2011-2014

N.J. Department of Education
Office of Student Achievement and Accountability
Bureau of Bilingual/ESL Education
P.O. Box 500
Trenton, NJ 08625-0500

NEW JERSEY STATE DEPARTMENT OF EDUCATION
Division of Student Services
Office of Student Achievement and Accountability
Bureau of Bilingual/ESL Education
P.O. Box 500
Trenton, NJ 08625-0500

BILINGUAL/ESL THREE-YEAR PROGRAM PLAN
SCHOOL YEARS 2011-2014
SECTION I

A. District Information

UNION/039
County Name/Code

Yvonne Lorenzo, Supervisor
Name and Title of Person Completing Plan

YLorenzo@twpunionschools.org
Email Address

(908) 851-6535
Telephone Number of Person Completing Plan

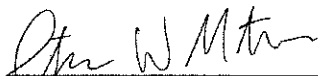Yvonne Lorenzo, Supervisor
Name and Title of Contact Person

YLorenzo@twpunionschools.org
Email Address

(908) 851-6535
Telephone Number of Person Contact Person

TOWNSHIP OF UNION/5290
District Name/Code

2350 North 3rd Street
Street Address of District

Union, New Jersey   07083
City   State   Zip Code

B. Statement of Assurances (N.J.S.A.18A:35-15 to 26 and N.J.A.C. 6A:15)

1. The bilingual and/or ESL program will be operated in compliance with New Jersey statutes and regulations.

2. A bilingual parent advisory committee should be established in the district implementing a bilingual program.

3. The parents/guardians of limited English proficient students will be notified in their native language of their rights to determine their child's participation in or exit from the program, in accordance with New Jersey regulations.

4. District staff will receive training in strategies to meet the needs of limited English proficient students.

Dr. Patrick Martin, Superintendent of Schools
Chief School Administrator

_____   _____6/1/12_____
Signature   Date Signed

_____
Date of Board Approval

BILINGUAL/ESL THREE-YEAR PROGRAM PLAN
SCHOOL YEARS 2011-2014
SECTION II- PARTS A to B

COUNTY and CODE: UNION 039   **DISTRICT and CODE: TOWNSHIP OF UNION/5290**

A. PROGRAM STAFF
Indicate the number of certified teachers in the chart. Teachers counted in 1 and 2 should not be duplicated in 3.

	TEACHER CERTIFICATION	NUMBER OF TEACHERS
1.	Bilingual-certified	
2.	ESL-certified	7
3.	Bilingual/ESL (dual certification)	

B. PROGRAM TYPE
For each program type, indicate the number of students in bilingual and/or ESL programs, and language(s) used for instruction in bilingual programs (if applicable). If any of the program types are not applicable, leave the section blank. Please refer to N.J.A.C. 6A:15 -1.2 located at: http://www.state.nj.us/education/code/current/title6a/chap15.pdf for definitions of program types.

Program Type	Number of Students	Language(s)
Full-Time Bilingual (self-contained or departmentalized) (list by language)		
Alternative programs that use students' native-language for instruction (Bilingual Part-time, Bilingual Tutorial, Bilingual Resource)		
Dual-Language		
Alternative programs that are English-based (High-Intensity ESL, Sheltered English Instruction)	52	
ESL-Only Programs	146	
Other (Please specify)		

BILINGUAL/ESL THREE-YEAR PROGRAM PLAN
SCHOOL YEARS 2011-2014
SECTION III PART A: BILINGUAL PROGRAM NARRATIVE

COUNTY and CODE: **UNION 039**   DISTRICT and CODE: **TOWNSHIP OF UNION/5290**

Districts operating a **full-time and/or alternative program(s) that use native language** (Bilingual Part-time, Bilingual Tutorial, Bilingual Resource) should complete a narrative describing the bilingual program. The narrative must include the following:

- The goals of the program
- The instructional setting (self-contained, pull-out, departmentalized, etc.)
- A description of how the native language is used for instruction
- An explanation of how the bilingual instruction/methodologies is aligned to the New Jersey Core Curriculum Content Standards (NJCCCS) and Common Core Standards
- A description of how the ESL curriculum is aligned to the World-Class Instructional Design and Assessment (WIDA)™ English Language Proficiency Standards for English Language Learners in Pre-K through Grade 12
- Describe how the English language learners are monitored in the mainstream after they exit the language assistance program.
- The review process for exiting the program (multiple measures)

The narrative must provide a description of ESL instruction offered as part of the bilingual program.

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BILINGUAL/ESL THREE-YEAR PROGRAM PLAN
SCHOOL YEARS 2011-2014
SECTION III: BILINGUAL PROGRAM DESCRIPTION

COUNTY and CODE: **UNION 039**   DISTRICT and CODE: **TOWNSHIP OF UNION/5290**

Bilingual Program (Full-time and/or alternative program(s) that use native language)

Name of language	NOT APPLICABLE – See Attached Waiver

Check (✓) the appropriate box indicating the bilingual program(s) implemented in each school.

SCHOOL NAME	Bilingual Full-Time	Dual Language	Alternative program(s)that use native language			SCHOOL GRADE SPAN FROM - TO (one grade per box)	
			Bilingual Part-time	Bilingual Tutorial	Bilingual Resource		

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Districts operating an **Alternative English-based** (High-Intensity ESL, Sheltered English Instruction) **and/or ESL Only program** should complete a narrative describing the program. The narrative must include the following:

- The goals of the program
- The instructional setting (pull-out, push-in, class period, etc)
- An explanation of how the ESL curriculum is aligned to the World-Class Instructional Design and Assessment (WIDA) ™ English Language Proficiency Standards for English Language Learners in Pre-K through Grade 12
- Describe how the English language learners are monitored in the mainstream after they exit the language assistance program.
- The review process for exiting the program (multiple measures)

Additional pages may be added if necessary.

Program Goals:

Goal 1:	**The student will be able to understand and respond to spoken narrative.** (Listening) **Objective:** By June of each school year, students will demonstrate improvement and/or mastery in following directions, understanding basic expressions and vocabulary, and answering questions. **Outcome/Measurement:** Improvement/mastery will be demonstrated on the WAPT, MAC, ACCESS for ELLs, and teacher-made tests.
Goal 2:	**The student will be able to verbalize on grade level.** (Speaking) **Objective:** By June of each school year, students will demonstrate improvement and /or mastery in using correct word order and satisfactory pronunciation. **Outcome/Measurement:** Improvement/mastery will be demonstrated on written tests and in oral presentation.
Goal 3:	**The student will be able to read and interpret the written word.** (Reading) **Objective:** By June of each school year, students will recognize basic sight vocabulary and be able to interpret reading selections.

Outcome/Measurement:
Mastery will be demonstrated on the WAPT, MAC II, ACCESS for ELLS, NJ ASK, GEPA, HSPA and teacher-made tests.

Goal 4: **The student will be able to write compositions:**
(Writing)
Objective:
By June of each school year, students will demonstrate usage of correct punctuation and correct grammatical structures when writing paragraphs.
Outcome/Measurement:
Mastery will be demonstrated on the WAPT, MAC II, ACCESS for ELLs, NJ ASK, GEPA, HSPA and teacher-made tests.

Goal 5: **The student will develop cross-cultural awareness:**
Objective:
By June of each school year, students will demonstrate an understanding of holiday/traditions of the United States and other countries of fellow classmates.
Outcome/Measurement:
Understanding of the traditions of the United States and other countries will be demonstrated by students through discussions and reports on written tests.

Goal 6: **At the time of exiting the program, the student will perform on grade level in academic areas.**
Objective:
Students will function on par with classmates on standardized tests.
Outcome/Measurement:
Mastery will be demonstrated on the COGAT, Terra Nova, NJ ASK, HSPA, and subject-area tests.

Instructional Setting

In the elementary school, students are seen daily for at least 30 minutes in a pull-out program. Students are grouped by level of proficiency---port of entry to advanced---with additional ½ hour daily of E.S.L. for port-of-entry students.

From grades 5 through 12, students have an assigned class period of E.S.L. with a double period for port-of-entry students, and for other students, when necessary.

The E.S.L. teachers work with the classroom teachers so that the instruction of the regular classes is reinforced and supported. Units are coordinated. Teacher-made packets geared to the students' proficiency levels are used.

Students will test out of E.S.L. based on their own rate of acquired proficiency in English---some after a half year of E.S.L. support, most after one or two years in E.S.L. All students will function on grade level in a "regular" program at the end of the third year of E.S.L. instruction. E.S.L. instructors monitor the progress of exited E.S.L. students for one year.

Curriculum Alignment with the World Class Instructional Design and Assessment

The E.S.L. instructors have rewritten elementary, middle school and high school course guides, aligning these with the World-Class Instructional Design and Assessment English Language Proficiency Standards for English Language Learners. Additionally, when courses are rewritten, a language arts instructor is part of the writing team to add expertise and insight.

Curriculum:

K-5   TPR, Whole Language Learning, Cross-curricula, differentiated and multi-cultural instruction.

5-8   TPR, whole Language Learning, Cross-curricula, differentiated and multi-cultural instruction, Cognitive Academic language learning approach.

9-12   TPR, Whole Language Learning, Cross-curricula, differentiated and multi-cultural instruction, Basal Readers.

Review Process for Exit

- Standardized tests used in the district are: COGAT, NJ ASK, TERRA-NOVA, HSPA, K District Assessment.
- Students must meet or exceed the cutoff scores.
- The WAPT, MAC II and ACCESS for ELLs cut off scores must be met.
- Classroom performance is evaluated with the use of tests, written and oral reports, compositions, homework, class participation, notebook/folder checks, portfolio evaluations, and conferences with classroom teachers.
- Exited students are monitored for one year and may be placed back in E.S.L. if it is determined that this is for the best interest of the student.

Enrichment Program

- William Patterson Recitation Contest
- Opportunities for music and art summer programs
- Trips
- Opportunities for art, music, and advanced math and science courses
- Dances and volleyball games
- Out-of-district pen pals
- ISO (International Student Organization) and ISO Plus (Honor Students)---cultural club, peer tutors
- Teachers, parents, and peers help port-of-entry students when they come into our school system. A "buddy" is assigned to each new youngster and helps him/her throughout the year.

Parent and Community Programs

- Cultural festivals where parents participated.
- Open House---meetings with teachers and parents.
- Parent volunteers to help teachers; also for cultural presentations and translations.
- A yearly fall meeting of parents of all E.S.L. students.
- Parent-teacher conferences.

In-Service/Professional Development

- Three days for workshops are included in the school calendar. The topics include learning styles, instruction, cultural diversity, and other relevant issues. Additional workshops (TESOL, etc.) are attended by all E.S.L. instructors.
- Mainstream teachers receive in September "You and Your E.S.L. Students: Meeting the Special Challenge"---information and tips for the classroom teacher---compiled by R., Bopp and D. Niceforo, two Township of Union E.S.L. teachers.

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English Program Participants (ESL-Only and/or alternative English-based programs)

Check (✓) the appropriate box indicating the English program(s) implemented in each school.

SCHOOL NAME	ESL-Only	Alternative English-based programs		SCHOOL GRADE SPAN FROM - TO (one grade per box)	
		High-Intensity ESL	Sheltered English Instruction		
Battle Hill	8			K	4
Connecticut Farms	16	1		K	5
Franklin	24	4		K	4
Hannah Caldwell	9	3		K	5
Livingston	10	2		K	4
Washington	39	3		K	5
Hamilton (Central 5)	2			5	5
Burnet Middle School	14			6	8
Kawameeh Middle School	3	5		6	8
Union High School	23	32		9	12

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Entrance Assessment
Check (✓) all that apply

      ✓ Maculaitis Test of English Language Proficiency (MACII)
          Language Assessment Scale (LAS)
          Language Assessment Scale Links
          Comprehensive ELL Assessment (CELLA)
          IDEA Proficiency Test (IPT)
    ✓ WIDA-ACCESS Placement Test (W-APT)
          MODEL

Exiting Assessment
Check (✓) all that apply

      ✓ Maculaitis Test of English Language Proficiency (MACII)
          Language Assessment Scale (LAS)
          Language Assessment Scale Links
          Comprehensive ELL Assessment (CELLA)
          IDEA Proficiency Test (IPT)
    ✓ ACCESS for ELLs™
          MODEL

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Pursuant to N.J.A.C. 6A:15-1.15, " *each district board of education implementing a bilingual education program shall establish a parent advisory committee on bilingual education on which majority will be parent(s) of students of limited English proficiency.* "
Please note that districts receiving a bilingual waiver must also have a parent advisory committee and complete this section.

Please provide documentation of the existence of the Bilingual Parent Advisory Committee which may include school administrators, Bilingual/ESL teachers, mainstream teachers, special education teachers, parents, paraprofessionals, and community representatives by submitting the following information:
- Tentative Meeting Dates
- Objectives/Goals of Committee
- Topics of Discussion
- Composition (members) of committee
- Any existing by-laws
- Examples of parental involvement in providing input and feedback regarding the bilingual program

Union Township Bilingual Parent Advisory Committee

Objective: The purpose of the E.S.L. program is to provide eligible students the opportunity to acquire English language skills to successfully participate in an English-only program.

Goals of the Committee: The participants of the committee are parents of LEP students as well as teachers in the district. Working together we hope to bridge the communication gap between the school/teacher and the parents and to consistently advance the ESL program.

Topics of Discussion: The topics of discussion will center on the success of the instructional activities for the students as well as services for the bi-lingual community. They will include but not limited to the following:

- Facilitate appropriate instructional activities to ESL students at all levels of comprehension.
- Cultural sensitivity – developing an awareness and melding the student's culture with the American culture
- Expectations for success and exiting the program
- Improving communication between the school and the parent
- Helping the parents to understand the academic needs of their child
- Providing aid and support for parents in communicating with teachers and the community at large

Tentative Meeting Dates: The committee will plan to meet 3 to 4 times per annum – November, January, March and May. In addition an open house is offered for the ESL community in October.

Agendas: An agenda is prepared for each meeting and the minutes of each meeting are documented and on file.