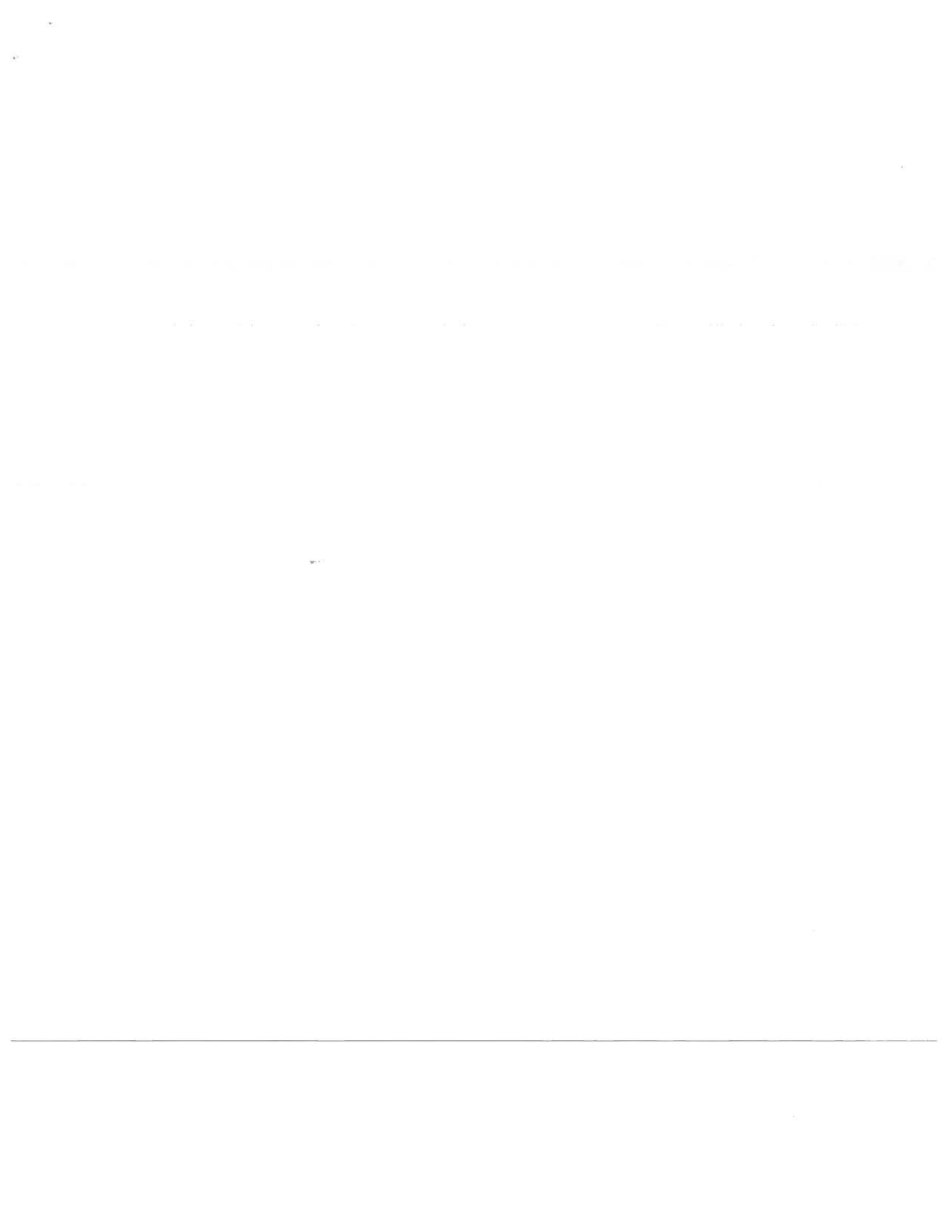


BILINGUAL/ESL THREE-YEAR PROGRAM PLAN

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 2008-2011
SECTION I**

A. District Information

Ocean / 029
County Name/Code

Donna Horrocks
Name and Title of Contact Person

(732) 262-2590 1514
Telephone Number of Contact Person Extension

dhorrocks@brickschools.org
E-mail address

Brick Township / 0530
District Name/Code

101 Hendrickson Avenue
Street Address of District

Brick, NJ 08724
City State Zip Code

B. Statement of Assurances

1. The bilingual and/or ESL/ELS program will be operated in compliance with New Jersey statutes and regulations.
2. A bilingual parent advisory committee has been established in the district implementing a bilingual program.
3. The parents 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.

Walter J Hrycenko
Chief School Administrator

Walter J Hrycenko
Signature

8/16/11
Date Signed

Date of Board Approval

C. DISTRICT/SCHOOL PROGRAM TYPES

LEADS
(Check (✓) if applicable)

IDEAL
(Check (✓) if applicable)

READING FIRST
(Check (✓) if applicable)

**BILINGUAL/ESL THREE-YEAR PROGRAM PLAN
SCHOOL YEARS 2008-2011
SECTION II – PARTS A TO C**

COUNTY: Ocean DISTRICT: Brick Township

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	5
3.	Bilingual/ESL (dual certification)	3

B. PROGRAM TYPE

For each program type, indicate the number of students in bilingual 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.

Program Type	Number of Students	Language(s)
Full-Time Bilingual (list by language)	48	Spanish
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)	125	
ESL-Only Programs		
Other		

BILINGUAL/ESL THREE-YEAR PROGRAM PLAN

SCHOOL YEARS 2008-2011

SECTION III PART A: BILINGUAL PROGRAM NARRATIVE

Ocean

County Name

Brick Township

District Name

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 curriculum is aligned to the New Jersey Core Curriculum Content Standards (NJCCCS) and /or whether the ESL curriculum is aligned to the World-Class Instructional Design and Assessment (WIDA)TM English Language Proficiency Standards for English Language Learners in PreK through Grade 12
- A description of how students are transitioned into English instruction
- 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.

GOALS OF PROGRAM:

The philosophy and goals of the Bilingual Program in the Brick Township Public Schools is to provide effective and consistent instruction to LEP students in the five areas of literacy: phonemic awareness, phonics, vocabulary, comprehension and fluency as set forth in No Child Left Behind and the WIDA Standards. The district's goals for LEP students are that each student will demonstrate the ability to listen, speak, write, read and view the English language to a level whereby the student will function independently in an English-only speaking classroom.

INSTRUCTIONAL SETTING:

The bilingual program is a self-contained program that services students in grades kindergarten, one and two. The kindergarten bilingual teacher instructs the students in Spanish for most of the school year, the grade one bilingual teacher begins the year instructing the students in Spanish and then by midyear begins the transition into English and the second grade bilingual teachers instructs the students totally in English. District wide, the elementary literacy program is Harcourt Storytown. To accommodate the bilingual students, the kindergarten and first grade teachers instruct using the Villa Cuentos program, which is the Spanish version of the Storytown program. The kindergarten and first grade bilingual teachers also use the Spanish version of the Everyday Math program that is also used district wide in the elementary classrooms. The ELL teacher goes into the bilingual classroom to assist with various lessons. The ELL teacher also pulls out small groups of students for

intensive instruction in the areas of student need. These small groups change constantly depending on the needs of the students.

DESCRIBE HOW THE NATIVE LANGUAGE IS USED FOR INSTRUCTION:

The native language is utilized as a tool for better communication between the students and the bilingual teacher. The students become familiar with the classroom content and various tools in their native language, a comparison is made and the student becomes familiarized with the content in English. The content standards contend that students assimilate the content as closely to their native language as possible when new content is being taught. This is possible when the teacher is fluent with the language the student is speaking.

ALIGNMENT OF CURRICULUM:

The bilingual curriculum is currently aligned to the New Jersey Core Curriculum Content Standards and the WIDA standards.

TRANSITIONING INTO ENGLISH:

Currently the kindergarten bilingual teacher instructs in the students native language, Spanish, using the Villa Cuentos literacy program and the Everyday Math Program. The first grade teacher begins the year instructing in Spanish and then midway through the year the students transition into English using the Storytown literacy program and the English Everyday Math Program. This plan will continue through the 2014 school year.

REVIEW PROCESS FOR EXITING: (multiple measures)

The Bilingual/ELL staff has developed exit criteria for the students that involve multiple measures. These measures include looking at all of the standardized data available on the students: DIBELS, (both in Spanish and English), the ACCESS tests results, the NJASK and HSPA results, and the W-APT assessment results. Along with these standardized test results, there is also a student assessment to be completed by the teacher which includes assessing the students, informally, in the areas of pronunciation and fluency, comprehension, reading, written expression and preparation and participation. The staff has also developed a follow up report to be completed by the classroom teacher to ensure that the exited student is making adequate progress and that the services being offered to the student are appropriate.

BILINGUAL/ESL THREE-YEAR PROGRAM PLAN SCHOOL YEAR 2008-2011

SECTION III. PART B. ESL PROGRAM NARRATIVE

Ocean

County Name

Brick Township

District Name

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 PreK through Grade 12
- The review process for exiting the program (multiple measures)

Additional pages may be added if necessary.

GOALS OF THE PROGRAM:

The philosophy and goals of the English as a Second Language Program in the Brick Township Public School System is to provide effective and consistent instruction to the LEP students in the five areas of Language Arts/Literacy: listening, speaking, reading, writing, and viewing as set forth in the NJCCCS and the WIDA Standards. The district's goal for LEP students is that each student will demonstrate the ability to listen, speak, write, read and view the English language to a level whereby the student will function independently in an English-only speaking classroom.

INSTRUCTIONAL SETTING:

The instructional setting for the two and a half hour kindergarten program is a pull-out for 30-minutes per day plus in-class support for all LEP students. This program develops the child's basic interpersonal communication skills so that he/she can comfortably interact in an English speaking environment. As the student advances, he/she begins to develop the cognitive skills needed for academic success in the areas of literacy, mathematics, science and social studies.

The instructional setting at the elementary magnet school, Emma Havens Young, is a 40 minute per day push-in/ pull-out program for those identified LEP students and an additional 40 minutes for bilingual students. The program emphasizes small group instruction in English that incorporates TPR methods to help increase English vocabulary. The ELL teachers use the ELL component of the Harcourt Storytown Literacy Program and the components of Project READ. The ELL teachers collaborate

extensively with the regular classroom teacher to ensure that the appropriate supports are given to each LEP student.

The secondary level begins in grades six, seven and eight. The LEP students are serviced twice a day both in a pull-out program and an in-class support instructional setting. Students develop both academic and social language skills. They receive assistance in content area classes where a variety of materials and assessment tools are utilized.

High school students are serviced for one eighty minute period a day. This period is used to develop the academic language in the areas of literacy, mathematics, science, and social studies. In addition, this period is also used for support in the content areas. A variety of materials and assessment tools are utilized to accomplish these goals.

REVIEW PROCESS FOR EXITING:

The Bilingual/ELL staff has developed exit criteria for the students that involve multiple measures. These measures include looking at all of the standardized data available on the students: DIBELS, (both in Spanish and English), the ACCESS tests results, the NJASK and HSPA results, and the W-APT assessment results. Along with these standardized test results, there is also a student assessment to be completed by the classroom teacher which includes assessing the students, informally, in the areas of pronunciation and fluency, comprehension, reading, written expression and preparation and participation. The staff has also developed a follow up report to be completed by the classroom teacher to ensure that the exited student is making adequate progress and that the services being offered to the student are appropriate.

SCHOOL YEARS 2008-2011

SECTION IV – PART A – LANGUAGE PROFICIENCY INSTRUMENT

County Name <u>Ocean</u>	District Name <u>Brick Township</u>
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Entrance Assessment

Check (✓) if applicable

- Maculaitis Test of English Language Proficiency (MACII)
- Language Assessment Scale (LAS)
- IDEA Proficiency Test (IPT)
- WIDA-ACCESS Placement Test (W-APT)

Exiting Assessment

Check (✓) if applicable

- Maculaitis Test of English Language Proficiency (MACII)
- Language Assessment Scale (LAS)
- IDEA Proficiency Test (IPT)
- WIDA-ACCESS Placement Test (W-APT)
- ACCESS for ELLs™

SECTION V – PARENT ADVISORY COMMITTEE

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 provide documentation of the existence of the Bilingual Parent Advisory Committee by submitting the following information:

- Tentative Meeting Dates
- Objectives/Goals of Committee
- Topics of Discussion

OBJECTIVES/GOALS OF COMMITTEE

It is the goal of the parent advisory committee to reach out to the parents of the ELL students to assist them in becoming a part of their child’s education. It is an organization that provides support for families not only with their child’s education, but also with community and family issues. ~~In attending the meetings, it is a goal of the committee that parents gain confidence in~~ dealing with their child’s education and are better informed thus being able to make better decisions for their child.

TENTATIVE MEETING DATES/TOPIC OF DISCUSSION

- September 2011, 2012, 2013, 2014 Overview of Bilingual/ELL program
Filling out forms for your child's school
 - October 2011, 2012, 2013, 2014 Hispanic Heritage Night at Brick Township Library
 - November 2011, 2012, 2013, 2014 What to Expect at Your Child's Conference
 - February 2012, 2013, 2014 Supporting Your Child's Education
 - March 2012, 2013, 2014 World Language Showcase Night
 - April 2012, 2013, 2014 New Jersey State Testing
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