

Harrison Township School District
BILINGUAL/ESL THREE-YEAR PROGRAM PLAN
School Years 2017-2020

NEW JERSEY DEPARTMENT OF EDUCATION
Division of Learning Supports and Specialized Services
Office of Supplemental Educational Programs
Bureau of Bilingual/ESL Education
P.O. Box 500
Trenton, NJ 08625-0500

Email completed plan to: ellreports@doe.state.nj.us

Save the plan using the following file name format:
countycode-districtcode-districtname (e.g. 00-0000-sampledistrict.docx)

For a summary of Three Year Plan program review elements, consult:
<http://www.nj.gov/education/bilingual/policy/ImplementingELLPrograms.pdf>

NOTE: Districts that are requesting a waiver from a full-time bilingual education program must submit a bilingual waiver on <http://homerom.state.nj.us/> under “Bilingual” in addition to completing this plan.

District Information

Gloucester / 15
County Name/Code

Harrison Township / 2070
District Name/Code

Andrew P. Davis, Ed.D.
Name and Title of Person Completing

Andrew P. Davis, Ed.D.
Name and Title of Contact Person

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Telephone Number of Person Completing Plan

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120 North Main Street
Street Address of District

Mullica Hill, New Jersey 08062
City State Zip

HARRISON TOWNSHIP BOARD OF EDUCATION

**120 N. Main Street
Mullica Hill, NJ 08062
(856) 478-2016
fax (856) 478-0699**

**Dr. Missy Peretti
Superintendent**

**Robert E. Scharlé
Business Administrator/Board Sec.**

Certification of Minutes

May 23, 2017

**State of New Jersey
County of Gloucester**

I, Robert E. Scharlé, Secretary of the Board of Education of the Township of Harrison in the County of Gloucester, State of New Jersey, hereby certify that the foregoing extract is from the Minutes of the Meeting of the Township of Harrison Board of Education held on May 22, 2017.



Seal of the Township of Harrison
Board of Education


Robert E. Scharlé, Board Secretary

Motion: Approval of ESL ELL Three Year Plan 2017-2020.

Motion: Ms. Clark
Vote: Roll Call (8-0-1)
Absent: Mrs. DeSimone

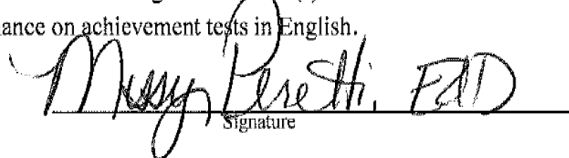
2nd: Mrs. Williams
Carried: Yes

BILINGUAL/ESL THREE-YEAR PROGRAM PLAN
SECTION I: GENERAL ASSURANCES

A. General Assurances Based on N.J.A.C. 6A:15 [Mark "X" for each if in compliance]

1. X The bilingual and/or ESL program is operated in compliance with New Jersey statutes and regulations.
2. X The ESL curriculum has been developed, aligned to the WIDA English Language Proficiency Standards for English Language Learners, and adopted by the local board of education.
3. X Within 30 days of the beginning of the school year, the parents/guardians of ELLs are notified annually by mail in their dominant language that their child has been identified as eligible for enrollment in an ELL program and of their right to decline program services in accordance with New Jersey regulations. In addition, parents are notified by mail in their dominant language when a determination has been made to exit a student. Parents/guardians also receive individual student progress reports as indicated in N.J.A.C.6A:15-1.13.
4. X A budget for the bilingual and/or ESL program is developed that specifies how state/local funds are directly related to the bilingual/ESL program instructional services and materials.
5. X The district uses a screening process, initiated by a home-language survey, to determine which students must be tested for English proficiency.
6. X All ELLs are identified for services with an approved ELP assessment (list can be found at http://www.nj.gov/education/bilingual/resources/prof_tests.htm). All ELLs in grades K-12 are tested annually with ACCESS for ELLs, the state English language proficiency assessment.
7. X ELLs who are determined to be eligible for special education and related services or eligible for speech-language services continue to receive bilingual/ESL services. These students are exited from ELL status using multiple measures, not through an IEP determination.
8. X Students are monitored for at least two years after they exit ELL status. Former ELLs are evaluated for academic progress to ensure they have not been prematurely exited, gaps in content knowledge due to ELL program services have been addressed, and ELLs are meaningfully participating in the standard instructional program comparable to their English-speaking peers.
9. X When parents/guardians refuse program services, alternative supports are provided for these students (e.g., training the student's classroom teacher in sheltered instruction) and an annual ELP test is administered until the student has been exited from ELL status.
10. X The district uses the following multiple indicators to determine which students are ready to exit a language assistance program:
 - Department-established standard on an English language proficiency test
 - Classroom performance and the student's reading level in English:
 - Judgment of the teaching staff member(s); and
 - Performance on achievement tests in English.

Missy Peretti, Ed.D.
Chief School Administrator


Signature

May 23, 2017
Date Signed

May 22, 2017
Date of Board Approval

**BILINGUAL/ESL THREE-YEAR PROGRAM PLAN
SCHOOL YEARS 2017-2020
SECTION II: GENERAL PROGRAM INFORMATION**

A. PROGRAM STAFF

Indicate the number of certified/trained teachers in the chart. Teachers counted in 1 and 2 should not be duplicated in 3.

	TEACHER QUALIFICATIONS	NUMBER OF TEACHERS
1.	Bilingual-certified	0
2.	ESL-certified	One (1)
3.	Bilingual/ESL (dual certification)	0
4.	Sheltered English Instruction Trained Teachers	Five (5) 3-day SiOP Overview

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 (Two Way Immersion)		
Alternative programs that are English-based (High-Intensity ESL, Sheltered English Instruction)	5	
ESL-Only Programs		
Other (Please specify)		
ELL program parent refusal		

NOTE: ESL-ONLY PROGRAMS SHOULD CONTINUE TO SECTION V ON PAGE 8.

**BILINGUAL/ESL THREE-YEAR PROGRAM PLAN
SCHOOL YEARS 2017-2020**

SECTION III: FULL-TIME BILINGUAL AND ALTERNATIVE PROGRAM DESCRIPTION

A. Full-Time Bilingual and Alternative* Program Information (Not Applicable for 15-2070)

*Alternative programs are implemented as a result of a district requesting a waiver from the requirement to implement a full-time bilingual education program.

Name of language *Not Applicable*

Mark “X” in the appropriate box indicating the program(s) implemented in each school. Complete one SECTION III Part A form for each language for which you provide full-time bilingual and/or alternative programs.

SCHOOL NAME	Full-time bilingual program(s)		Alternative bilingual program(s)			Alternative English-based programs(s)		SCHOOL GRADE SPAN	
	Bilingual Full-Time	Dual Language	Bilingual Part-Time	Bilingual Tutorial	Bilingual Resource	High Intensity ESL	Sheltered English Instruction	FROM - TO	(one grade per box)
Harrison Township Elementary	N/A	N/A	N/A	N/A	N/A	N/A	N/A	PK	3
Pleasant Valley Elementary	N/A	N/A	N/A	N/A	N/A	N/A	N/A	4	6

B. Full-Time Bilingual and Alternative* Program Assurances (Not Applicable for 15-2070)

Assurances for all Bilingual and Alternative Programs

[Mark Y (yes), N (no), or N/A (not applicable)]

1. Y A parent advisory committee has been established in the district consisting primarily of the parents of the ELL students.
2. Y Teachers receive professional development in strategies to meet the needs of ELLs.
3. Y Administrators who supervise bilingual/ESL programs and administrators/personnel who observe and evaluate teachers of ELLs receive professional development in strategies to meet the needs of ELLs.
4. N/A All ELLs are provided at least one full period of ESL instruction per day from a certified ESL teacher. A period is the time allocated in the school schedule for instruction in core subjects.
5. N/A Students in High-Intensity ESL programs receive at least 2 periods of ESL per day from a certified ESL teacher.
6. N/A Students enrolled in a bilingual program receive instruction from bilingual teachers who are certified in bilingual education and the applicable content area(s).
7. N/A Teachers in Sheltered English classes are regular classroom teachers who have received training on strategies to make subject-area content comprehensible for ELL students.
8. Y The maximum number of students for ESL classes fall under the framework below for ESL class size maximums. **If “no”, complete the following justification for exceeding maximums.**

Framework for ESL Class Size Maximums		
	Classes including Proficiency Level 1-2 students	Classes including only Proficiency Level 3 and higher students
K-1	21 Students	25 Students
2-12	15 Students	20 Students

Grades K-1 ESL Class Size Maximum: ___ (number of students)	Grades K-1 Content Class Size Maximum: ___ (number of students)
Grades 2-12 ESL Class Size Maximum: ___ (number of students)	Grades 2-12 Content Class Size Maximum: ___ (number of students)
<p>Justification for exceeding ESL class size maximums (150 words or less) Include what district trends justify the class size (high class sizes for all students, etc.):</p> <p><i>We do not exceed the Framework for ESL Class Size Maximums in any grade or content area.</i></p>	

Program Assurances for Full-Time Bilingual Programs Only (Not Applicable for 15-2070)
[Mark Y (yes) or N (no)]

1. N/A The bilingual curriculum is aligned with state standards, delivers content through the use of native/home language and English, and is adopted by the local board of education.
2. N/A The maximum number of students in bilingual classes fall under the framework below for bilingual class size maximums. **If “no”, complete the following justification for exceeding maximums.**

Framework for Bilingual Class Size Maximums		
	Classes including Proficiency Level 1-2 students	Classes including only Proficiency Level 3 and higher students
K-1	21 Students	25 Students
2-12	18 Students*	25 Students

*These class sizes also reflect maximum size for bilingual classes with students with a limited or interrupted formal education (SLIFEs).

Grades K-1 Bilingual Content Class Size Maximum: ___ (number of students)	Grades K-1 Non-Bilingual Content Class Size Maximum: ___ (number of students)
Grades 2-12 Bilingual Content Class Size Maximum: ___ (number of students)	Grades 2-12 Non-Bilingual Content Class Size Maximum: ___ (number of students)
<p>Justification for exceeding bilingual class size maximums (150 words or less) Include what district trends justify the class size (high class sizes for all students, etc.):</p> <p style="text-align: center;"><i>Not Applicable</i></p>	

**BILINGUAL/ESL THREE-YEAR PROGRAM PLAN
SCHOOL YEARS 2017-2020
SECTION IV: FULL-TIME BILINGUAL AND ALTERNATIVE PROGRAM 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.”

Note: Districts with an alternative program as the result of a bilingual waiver must also have a bilingual parent advisory committee and complete this section.

A. Please provide tentative meeting dates for the district’s bilingual parent advisory committee.

2017-2020	<p>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.”</p> <ul style="list-style-type: none"> • ESL Parent Advisory Committee Meeting Dates: <ul style="list-style-type: none"> ○ July/August (After ACCESS Testing Results Arrive) ○ September/October (Open House Meetings) ○ ESL/ELL is also a part of yearly BOE Curriculum Committee Agendas • Objectives/Goals of Committee <ul style="list-style-type: none"> ○ To facilitate and foster the learning of our identified ESL students ○ To gather input from all stakeholders ○ To advise the district administration (programs and procedures) • Topics of Discussion <ul style="list-style-type: none"> ○ Entrance & Exit Data Review ○ Program Design & Delivery ○ ESD & ESY Programs ○ Title III Purchases (Resources and Materials) ○ Teacher Trainings ○ Parent Involvement Strategies ○ Parent Trainings • Composition (members) of Committee & Instruction <ul style="list-style-type: none"> ○ Director of Curriculum ○ All ESL Parents/Guardians ○ Certificated ESL Teacher ○ ELA Interventionists ○ Standing GE ESL Teachers ○ Building Administration (Principals & Supervisor of Student Services) • By-Laws (do not currently exist)
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B. Select which of the following groups participate in the bilingual parent advisory committee. [Mark (X) each if applicable]

Bilingual/ESL teachers

Administration

Mainstream teachers

Other: _____

Special education teachers

Other: _____

Parents

Paraprofessionals

Community representatives

C. Please succinctly provide examples of parental participation in providing input and feedback regarding the bilingual or alternative program. (150 words or less)

- WAP-T Entrance Results
- Student Entrance Meetings
- WIDA/ACCESS Results
- District ESL/ELL Program Meetings

**BILINGUAL/ESL THREE-YEAR PROGRAM PLAN
SCHOOL YEARS 2017-2020
SECTION V: ENGLISH AS A SECOND LANGUAGE PROGRAM
DESCRIPTION**

A. ESL-Only Program Information *(Not Applicable for 15-2070)*

Note: High Intensity ESL and Sheltered English Instruction programs must complete all sections above, but leave Section V (this section) blank.

Indicate the name of the school and the grade span in which an ESL-Only program is provided. ESL-Only programs are for students who are not enrolled in a Full-Time Bilingual or Alternative program in a school district with 10 or more ELLs.

SCHOOL NAME	SCHOOL GRADE SPAN	
	FROM - TO (one grade per box)	
Not Applicable		
Not Applicable		

C. ESL-Only Program Assurances *(Not Applicable for 15-2070)*

[Mark Y (yes) or N (no) for each]

1. N/A Students are provided at least one full period of ESL instruction per day by a certified ESL teacher. A period is the time allocated in the school schedule for instruction in core subjects.
2. Y District wide, there are less than 20 ELL students in any one language classification enrolled in the ESL-Only program.
3. Y Teachers receive professional development in strategies to meet the needs of ELL students.
4. Y Administrators who supervise bilingual/ESL programs and administrators/personnel who observe and evaluate teachers of ELLs receive professional development in strategies to meet the needs of ELLs.

APPENDIX

The Harrison Township School District ESL Program Narrative

The goal of the English as a Second Language (ESL) program in the Harrison Township School District is to provide an environment in which the district's Limited English Proficient (LEP) can develop their social and academic skills in order to become successful and proficient users of the English language (listening, speaking, reading, and writing). The students will be provided with the educational opportunities to learn language through the content areas to enable ELLs to acquire age/grade appropriate standards while developing English language proficiency. The ESL services are designed to increase the students' understanding and fluency in the nuances of the English language. Academic English is a critical component to a student's college and career readiness. ELLs must be able to converse with classmates and teachers and complete high-level academic assignments. By implementing a tiered (time-intensity) and varied model (push-in and pull-out) the Harrison Township ELL students are provided with a language-rich environment that promotes high-academic achievement. The Harrison township School District strives to create a learning environment that values bilingualism and respects the cultural and linguistic heritages represented in our community.

The goals of the ESL program are aligned to the district mission statement:

The mission of the Harrison Township School District, in partnership with the home and community, is to provide all children with the opportunity to develop their intellectual, physical, emotional and social potential; to become confident, capable, life-long learners. It is the expectation of the Board of Education that students at all grade levels achieve the New Jersey Core Content Curriculum Standards. Together, we are committed to fulfill our mission by providing the necessary resources to foster a safe, caring, supportive environment of mutual respect, communication, teamwork and appreciation of the individual.

Twenty-first century skills require global awareness. Harrison Township School District strives to create an environment that encourages the integration into the English language and culture while maintaining respect for and pride in their culture and linguistic heritage. Fluency in two or more languages is an asset that is valued by the Harrison community.

The development and implementation of the ESL program is supervised by the Director of Curriculum and Instruction with continued consultation with the district's ESL-certified teacher and the grade level reading interventionists. The reading interventionists (ESL/BSI) and classroom teachers that support our ESL learners are provided with continuous support in order to develop strategies that will assist them to meet the needs of the LEP students. Trainings include in- and out-of district workshops and partnerships with local universities (Rowan University (EIRC) and Arcadia University).

The instructional setting of the ESL delivery is dependent upon the individual student needs but follows some general educational designs.

Our kindergarten students are immersed in the oral and written language of the NJCCCS curriculum. For much of the time, the ESL students are engaged in the daily lessons. When needed, they may work with an early literacy trained instructional aide. The IAs have been instructed to work with the district curriculum (NJCCCS & CCSS) and other early literacy development programs (Reading ASSIST, Great Leaps, etc.). Additional instructional support may be provided by one of our reading interventionists and/or the ESL-certified teacher in a one-on-one or small groups. Depending upon the level of the intervention, the instruction may take place in- or out-of the general education classroom setting.

Students in grades 1 through 6, receive tiered supports throughout the school day. Typically, ESL students are assigned to a homeroom which will receive supports from an interventionist for 45-60 minutes daily. These supports include listening, speaking, reading, and writing based on the grade level content and skills being instructed. Additional time (44 minutes daily) has been set aside for the students to receive support in the content areas (SS and Science) and writing as needed; these supports include further language/vocabulary and communication (speaking and writing) development while the students is immersed in the district curriculum. Scaffolding of the lesson content and skills as well as pre-teaching and re-teaching strategies are used to support our ESL students.

Historically, we have been able to offer an Extended School Day and Extended School Year program for our identified ELL students as well.

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 English as a Second Language (ESL) program is provided to *immigrant* students in our district whose native language is not English and who meet specific criteria as identified by the ACCESS (Accessing Comprehension and Communication in English State to State for English Language Learners) assessment which was developed by the WIDA Consortium. A student's English language proficiency level is determined based on this state-required assessment.

Student's Proficiency Levels (as identified by ACCESS):

- Entering (Level 1)
- Beginning (Level 2)
- Developing (Level 3)
- Expanding (Level 4)
- Bridging (Level 5)
- Reaching (Level 6)

The above proficiency level is determined by assessing students in each of the following academic areas (depending upon the appropriate grade/age level of the student):

- Oral Language: 50% Listening score and 50% Speaking score
- Literacy: 50% Reading score and 50% Writing score
- Comprehension: 70% Reading score and 30% Listening score

The overall score is determined by combining 35% of the Reading score, 35% of the Writing score, 15% of the Listening score and 15% of the Speaking score. This overall score is then interpreted into a proficiency level.

Alignment to the WIDA Standards:

Students, who fall into any of the first four of the proficiency levels listed above receive additional support in either *Listening, Speaking, Reading* or *Writing*(*the four Language Domains from the WIDA Standards*), which is determined by the level of proficiency in each of these areas (as identified by the ACCESS assessment and addressed in the WIDA English language Proficiency Standards *CAN DO Descriptors for the Levels of English Language Proficiency listed above*). To develop a student's *oral language* ability (the *Listening and Speaking Domains*), s/he is provided opportunities to enhance his/her listening skills by scaffolding learning with visuals, as much as possible. Students are asked to use pictures, words, phrases and follow oral directions. To develop their speaking skills, ELLs are spoken to, while looking directly at them. Students are also asked to repeat English sentences that have relevance in their daily lives. They are given opportunities to name and describe objects, people and pictures and eventually restate facts or statements. As they advance in the English language, students are given choices of specific sentences to be used to reply to specific questions and to describe processes and procedures. Eventually, students are guided to respond in English to random questions and to give oral reports. All of this is done with a great deal of scaffolding.

For *Reading* (*another WIDA Language Domain*), students are guided through Small Group Reading Instruction, using the Reading Street anthology and small group readers. These readings include teaching phonemic awareness (where applicable), phonics, word study, vocabulary, comprehension and fluency. ELLs are first asked to match icons and symbols to words, phrases or environmental print. Eventually, students are guided to sequence pictures and events and identify the main idea and to find details to support that main idea. The levels of texts are presented to students based on their instructional reading level, which is determined through the administration of various assessments (Reading Street weekly, benchmark, and unit tests, RS fresh reads for fluency, MAP, Fountas and Pinnel benchmark assessments, etc.). Teachers may select from the below, on level, and above level readers. Teachers also have the option of using the English Language Development (ELD), English Language Learner (ELL), or Concept Literacy readers. During small group instruction, the students are provided with targeted and scaffolded instruction based on their individual needs.

Writing Instruction (*The final WIDA Language Domain*) is provided through one-on-one conferences using the six-traits writing process as a foundation. ELLs are encouraged to expand their writing using English vocabulary by writing about their own life and using visuals to assist in this endeavor. At the very beginning of this process, students are encouraged to draw in response to oral directions, and then to make lists, and eventually producing expository or narrative text. When composing, students are encouraged to first think about their Ideas (Trait 1), then they are taught to develop their skills in Organization, Word Choice, Sentence Fluency, Conventions and finally, Voice. The district's writing workshop model has morphed into more guided and response-to-text writing as is demanded by the Common Core State Standards and the NJCCCS.

The review process for exiting the program contains multiples measures. Our students in kindergarten through 5th (6th) grade are exited from our ESL program if they score ≥ 4.5 on the Accessing Comprehension and Communication in English State to State (ACCESS) for ELLS™ assessment. A score of 4.5 is half-way between the Expanding and Bridging proficiency levels. Kindergarten students may exit with a score of 3.0 (developing) if multiple criteria support the decisions. These parameters follow and fall within the New Jersey Department of Education guidelines.

Additional data that is considered for students exiting the ESL program include:

- DIEBELS (ISF, LSF, PSF, NWF)
- Instructional Reading Levels
- Classroom Assessment Data (Reading Street & Writing)
- Measures of Academic Progress (MAP)
- NJ ASK (PARCC)

The English language learners are monitored and supported throughout their time within the Harrison Township School District. Students that have recently exited a language assistance program are placed accordingly. Some of the students will require the continued support of an ELA Interventionist and/or instructional aide. They may also formally qualify for the ESD or ESY programs offered by the district. ELL (present and exited) students are carefully placed in homerooms with teachers that have had or will have some additional training in working with this population. In addition, the district administration analyzes and evaluates student data during the course of the school year. All students (GE, SE (IEP-504), ELL, OT/PT, I&RS) are reviewed by the Response to Intervention (RtI) committee two to three times a year. By using a broad and fine net, many if not all of our students are supported academically and social/emotionally during their tenure in Harrison Township.