



Trenton Public Schools

“Children come first; los niños son primero.”

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

Department of Bilingual/ESL Education

108 N. Clinton , Trenton, NJ 08609

(609) 656-4900 ext. 5473 or 5733

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TRENTON PUBLIC SCHOOLS

**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**

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Mercer / 21
County Name/Code

Trenton / 5210
District Name/Code

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**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 four 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.

Dr. Fred McDowell
Chief School Administrator

Signature

Date Signed

State Monitor

Signature

Date Signed

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	41
2.	ESL-certified	49
3.	Bilingual/ESL (dual certification)	12
4.	Sheltered English Instruction trained teachers	60

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)	1,297	Spanish
Alternative programs that use students' native-language for instruction (Bilingual Part-time, Bilingual Tutorial, Bilingual Resource)	697	Spanish
Dual-Language (Two Way Immersion)	157	Spanish

Alternative programs that are English-based (High-Intensity ESL, Sheltered English Instruction)	155	
ESL-Only Programs	226	
Other (Please specify)		
ELL program parent refusal	72	

**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

*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

SPANISH

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 One-Way	Dual Language Two-Way	Bilingual Part-Time	Bilingual Tutorial	Bilingual Resource	High Intensity ESL	Sheltered English Instruction	FROM - TO	(one grade per box)
Columbus Elementary						√	√	K	5
Franklin Elementary						√	√	K	5
Grant Elementary		√						K	5
Harrison Elementary						√	√	K	5
Martin Luther King Elementary	√							K	4
Mott Elementary						√	√	K	5

Parker Elementary	√							K	4
Robbins Elementary	√							K	5
Robeson Elementary	√							K	5
Washington Elementary						√	√	K	5
Wilson Elementary	√							K	5
Dunn Middle School *(Hybrid)			√			√	√	6	8
Hedgepeth Wm. Middle *(Hybrid)			√			√	√	6	8
Rivera Middle School			√			√	√	6	8
Trenton Ninth Grade Academy *(Hybrid)			√			√	√	9	
Trenton Central High School-West and Hanover Sites * (Hybrid)			√			√	√	10	12
Daylight-Twilight HS **			√			√	√	9	12

*(Hybrid): The program offered at Dunn Middle School, Hedgepeth Williams and Rivera Middle School, TNGA and Trenton Central High School-West and Hanover Campus, will have both Bilingual certified and General Education certified Teachers that are highly qualified in subject content area of math, science, and social studies, as well as other extracurricular subjects, meeting the instructional needs of English Language Learners (ELLs). All ELLs will receive ESL instruction daily. Staff will receive SEI training

**Daylight-Twilight Program will offer Bilingual certified teachers to Newcomer Immigrant students that have gaps in their educational background. Students will receive ESL instruction daily and attend classes with certified teachers trained in Sheltered English Instruction.

B. Full-Time Bilingual and Alternative* Program Assurances
Assurances for all Bilingual and Alternative Program

[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. Y 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. Y Students in High-Intensity ESL programs receive at least 2 periods of ESL per day from a certified ESL teacher.
6. Y Students enrolled in a bilingual program receive instruction from bilingual teachers who are certified in bilingual education and the applicable content area(s).
7. Y 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. N 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 <u>ESL Class Size</u> 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: __25__ (number of students)	Grades K-1 Content Class Size Maximum: __25__ (number of students)
Grades 2-12 ESL Class Size Maximum: __25__ (number of students)	Grades 2-12 Content Class Size Maximum: __25__ (number of students)

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.):
 Due to recent influx of bilingual immigrant students in all grade levels, the amount of 21 students per class, could not be honored with limited Bilingual teaching staff members within current budget constraints and inability to expand the program.

Program Assurances for Full-Time Bilingual Programs Only

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

1. Y 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 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 <u>Bilingual</u> 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: <u>25</u> (number of students)	Grades K-1 Non-Bilingual Content Class Size Maximum: <u>25</u> (number of students)
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Grades 2-12 Bilingual Content Class Size Maximum: <u>25</u> (number of students)	Grades 2-12 Non-Bilingual Content Class Size Maximum: <u>25</u> (number of students)
<p align="center">Justification for exceeding bilingual class size maximums (150 words or less)</p> <p>Include what district trends justify the class size (high class sizes for all students, etc.): Due to recent influx of bilingual immigrant students in all grade levels, the amount of 21 students per class, could not be honored with limited Bilingual teaching staff members within current budget constraints and inability to expand the program.</p>	

Bilingual Program Description

The mission of the Trenton School District is that “*All students will graduate with a vision for their futures, motivated to learn continually and prepared to succeed in their choice of college or career*”. The Trenton School District has implemented a Bilingual/ESL Program in accordance with state law and administrative code in designated elementary school sites. It is designed to meet the educational needs of all Limited English Proficient (LEP) students in grades K-5. The Bilingual/ESL program is created to meet the needs of students regardless of the English language proficiency level they demonstrate upon entering the Trenton school system.

The primary goal of Trenton Public School’s Bilingual /English as a Second Language (ESL) program is to increase the proficiency levels of second language students in the skill areas of listening, speaking, reading, and writing, so that they may acquire the academic language necessary to function successfully in mainstream American classrooms. Through the Bilingual/ESL programs, students become aware of American customs and culture while respecting and embracing their native cultures. The Bilingual/ESL Program supports students in becoming bilingual and bicultural citizens that are competitive in our global society.

Participation in the Bilingual/ESL Program will enable English Language Learners (ELLs) to develop:

- Academic achievement in literacy and computational skills.
- English language proficiency in the four language domains: listening, speaking, reading, and writing.
- English language proficiency in subject content areas: language arts, math, science, and social studies.
- An understanding and appreciation of their own culture and the diverse cultures of the people of the United States.

Instructional Setting

The goals of the Trenton Public School’s Bilingual/ESL Program are to cultivate and deepen understanding of the student’s native language and culture and develop English language proficiency. These will enable the students to academically find success in the mainstream classroom. In order to accomplish these goals, the Trenton Public Schools has traditionally implemented the *Transitional Bilingual Education Model (TBE)*. In the TBE model, the student’s first language is used as a vehicle to develop literacy skills and acquire academic knowledge. The shift from instruction in the first language to English should be gradual and will decrease as English instruction is increased and the student demonstrates high levels of proficiency in listening, speaking, reading and writing on the ACCESS test.

The bilingual program is designed to prepare ELL students to acquire sufficient English skills and content knowledge to meet the Common Core Curriculum State Standards. All ELL students participating in bilingual programs must also receive ESL instruction through an ESL program curriculum that addresses the Common Core Standards, the WIDA English Language Proficiency Standards and access to the full range of required courses and activities offered on the same basis and under the same rules that apply to all mainstream students within the school district. The student’s native language is used as needed to facilitate comprehension and application of concepts while students gradually learn English. *A shift from Transitional Bilingual Program to a One-Way Dual Program will be implemented to guarantee Bilingualism and Biliteracy up until students achieve exit proficiency in the ACCESS test.*

- Ratio of native language use versus English during bilingual classroom instruction in kindergarten may vary in order to support students as they transition into their educational journey. After Kindergarten, students are exposed 50-50% of the time in both languages as much as possible.

Kindergarten Whole Group/Mini Lesson Instruction Guidance		
Subject	Native Language	English
Literacy	60%	40%
ESL	0%	100%
Math, Science, Social Studies	60%	40%
Specials	0%	100%

Elementary Grades 1-5 Whole Group/Mini Lesson Instruction Guidance								
	Entering 1.0 – 1.9		Emerging 2.0 – 2.9		Developing 3.0 – 3.9		Expanding 4.0 – 4.9	
Subject	Native Language	English	Native Language	English	Native Language	English	Native Language	English
Literacy	50%	50%	50%	50%	50%	50%	50%	50%
ESL	0%	100%	0%	100%	0%	100%	0%	100%
Math, Science,	50%	50%	50%	50%	50%	50%	50%	50%

Social Studies								
Specials	0%	100%	0%	100%	0%	100%	0%	100%

Dual Language Program

This program is intended for both general education and for Spanish speaking English Language Learners. The goal of the program is to develop bi-literacy and bilingual skills in the English and the Spanish language. Currently, this is a full-time program of instruction in a designated elementary school which provides structured English language instruction as well as instruction in a second language (Spanish) in all content areas.

In this program, students will develop oral and cognitive academic language proficiency in English and in Spanish while mastering grade level knowledge and skills in the content areas. The program is based on a 50/50 model, in which 50% of the instruction is delivered in English and the other 50% is delivered in Spanish. This program is designed to teach children a second language in a natural way, through content instruction and everyday conversation. Students will remain in the program from Kindergarten to the Fifth Grade.

The mission of the Dual Language (DL) Program is to prepare students to become bilingual and bi-literate in order to maximize their current and future academic potential in a multicultural diverse global society. The program integrates native English speakers with native Spanish speakers and provides instruction through both languages to both groups of students.

Two-Way Immersion Program Goals

1. *Academic/Linguistic*- Students in the dual language program will develop high levels of oral and written proficiency and meet or exceed all academic standards in both languages.
2. *Cultural*- Students in the dual language program will demonstrate positive cross-cultural attitudes and behaviors as well as high levels of self-confidence.

3. *Promote cross-cultural tolerance, appreciation, and understanding toward other cultures.*

Two-Way Immersion Program Parameters and Look Fors

1. Classroom composed of Native English Speaking Students and Spanish (ELLs) Native Speaking Students
2. Two teachers (bilingual & monolingual) will provide literacy and content area subjects in both languages with ESL support
3. 50% : 50% target language instruction in content areas
4. Content areas alternate languages weekly
5. Absolute separation of target languages – NO TRANSLATIONS

One-Way Immersion Program Overview

The one-way dual language program offers native Spanish speaking students the exciting opportunity to continue learning in their native language while acquiring English. This will include listening, speaking, reading, writing, and content area skills in both languages.

In this program, students will develop oral and cognitive academic language proficiency in English and in Spanish while mastering grade level knowledge and skills in the content areas. The program is based on a 50/50 model, in which 50% of the instruction is delivered in English and the other 50% is delivered in Spanish.

This program is designed to teach children English and Spanish in a natural way, through content instruction and everyday conversation. Students will remain in the program from Kindergarten to the Fifth Grade. In the One-Way Immersion Dual Language Program Implementation, each subsequent year an additional grade will be added to the program.

Dual Language One-Way Immersion Program Goals

1. **Academic/Linguistic-** Students in the dual language program will develop high levels of oral and written proficiency and meet or exceed all academic standards in both languages. They will maintain academic achievement at or above grade level.
2. **Cultural-** Students in the dual language program will demonstrate positive cross-cultural attitudes and behaviors as well as high levels of self-confidence.
3. *Promote cross-cultural tolerance, appreciation, and understanding toward other cultures.*

One-Way Immersion Program Parameters and Look Fors

1. Classroom composed of Bilingual Students (ELLs) Spanish speaking only
2. Instruction provided by a bilingual teacher with ESL support
3. 50% : 50% target language instruction in content areas

4. Content areas alternate languages weekly
5. Absolute separation of target languages – NO TRANSLATIONS

Full Time Bilingual One Way and Two-Way Dual Language Program Assessments

1. WAPT /WIDA Screener (September all incoming ELL students)
2. Brigance Spanish Test (September all Newcomer Students)/Star Reading Diagnostic
3. EDL 2 (Jan.)
4. ACCESS 2.0 (March/April – ELLs only)
5. District Curriculum Benchmarks

Grading One Way and Two-Way Dual Language Program

1. Literacy – Separate grades for Spanish Language Arts and English Language Arts (both teachers will grade all the students in literacy)
2. Content Areas – One grade per content
3. ESL Grade for all ELLs

High Intensity ESL and Sheltered English Instruction (6-12)

Middle and high school students are taught by general education teachers certified in subject content areas of science, mathematics, and social studies. Teachers, who are trained in Sheltered English instructional practice, deliver the courses in English and differentiate instruction according to the students' language proficiency levels. Sheltered teachers may be able to speak the students' native language, but are not required. All students receive at least one period daily of high intensity ESL instruction for language development and acquisition of the English language. Students with limited and/or interrupted formal education (SLIFE) will receive a double period of ESL, as well as literacy and numerical basic skills instruction by a certified bilingual teacher.

English as a Second Language (ESL) Program

English Language Learner (ELL) students have particular educational needs of acquiring language proficiency that will provide them with equal educational opportunities. The offering of "English as a Second Language (ESL) Program" will allow students the English language fluency necessary for access to an equitable education.

An ESL program is a daily developmental second language program of up to two periods of instruction based on student language proficiency which teaches comprehension, speaking, reading, and writing in English using second language teaching techniques, and incorporates the cultural aspects of the students' experiences in their ESL instruction. A period is the time allocated in the school schedule for instruction in core subjects.

ESL Assessments

- 1. WAPT/WIDA Screener (Program entry screener /placement for all ELLs)
- 2. Formative and Summative teacher assessments
- 3. ACCESS 2.0 (Yearly -March/April –All ELLs)
- 4. District Curriculum Benchmarks
- 5. PARCC ELA and Math assessments

Grading

ESL Teachers provide a quarterly grade that reflects students’ vocabulary and language acquisition

**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.”

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

2017- 2020	September 2017/2018/2019	February 2017/2018/2019
	November 2017/2018/2019	April 2017/2018/2019

B. Select which of the following groups participate in the bilingual parent advisory committee. [Mark (X) each if applicable]

- Bilingual/ESL teachers
- Mainstream teachers
- Special education teachers
- Parents
- Paraprofessionals
- Community Representatives
- Other: Administrator
- Other: Parent Liaison
- Other: _____

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

Parents have expressed their concerns regarding their child placement and current immigration issues, lack of accessibility to transportation, and language barriers in communicating with district staff.

Action Steps: Parents received letters and orientation on their child’s English proficiency scores and appropriate placement. Various presentations on immigration have been scheduled. Spanish classes have been offered to district secretaries and teachers to alleviate communication barriers. Assistance to provide transportation has been provided to parents. After school English intervention program has been offered to further assist students in their academic language development. Parent ESL classes and student civic classes have been offered.

Bilingual Parent Advisory Committee (PAC) is comprised of parents of children in the Bilingual/ESL Program as well as school staff and department administrative staff. The purpose of this committee is to provide parents the opportunity to be active participants in the planning, operation, and evaluation of department programs. All parents of students in the bilingual department are invited to become members of the Bilingual Parent Advisory Committee.

Trenton _____ / 21 _____

Mercer _____ / 5210 _____

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

SECTION V: ENGLISH AS A SECOND LANGUAGE PROGRAM DESCRIPTION

A. ESL-Only Program Information

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
Columbus Elementary	K	5
Franklin Elementary	K	5
Harrison Elementary	K	5
Mott Elementary	K	5
Washington Elementary	K	5

-

B. ESL-Only Program Assurances
[Mark Y (yes) or N (no) for each]

1. Y 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.

English as a Second Language (ESL) Program

English Language Learner (ELL) students have particular educational needs of acquiring language proficiency that will provide them with equal educational opportunities. The offering of "English as a Second Language (ESL) Program" will allow students the English language fluency necessary for access to an equitable education.

An ESL program is a daily developmental second language program of up to two periods of instruction based on student language proficiency which teaches comprehension, speaking, reading and writing in English using second language teaching techniques, and incorporates the

cultural aspects of the students' experiences in their ESL instruction. A period is the time allocated in the school schedule for instruction in core subjects.

ESL Assessments

1. WAPT/WIDA Screener (Program entry screener /placement for all ELLs)
2. Formative and Summative teacher assessments
3. ACCESS 2.0 (Yearly -March/April –All ELLs)
4. District Curriculum Benchmarks
5. PARCC ELA and Math assessments

Grading

ESL Teachers provide a quarterly grade that reflects students' vocabulary and language acquisition.