Glassboro Public Schools

MEMO

To: Dr. Mark Silverstein, Superintendent of Schools

From: Dr. Robert Preston, Chief Academic Officer

Date: February 22, 2022

Re: Action Memo
    February 23, 2022 Board Meeting

Recommend Board of Education approve the English Language Learner Three Year Plan for the school years 2021 through 2024.

Glassboro Public Schools

NJDOE English Language Learner Three-Year Plan Submission Form
2021-2024 School Years

New Jersey's Administrative Code (N.J.A.C. 6A-15-1.6) requires that school districts, "providing a bilingual program, English as a second language (ESL) program, or English language services (ELS)shall submit a plan every three years to the Department of Education for approval."

Instructions:

1. The homeroom application will be available from December 1, 2021 through February 28, 2022.
2. This submission will include the district's plan for the 2021-2024 school years.
3. This is a 2-part submission:
   a. Complete the Three-Year Plan Form.
   b. Upload dated board-approved minutes in Homeroom.
   c. You will receive instructions on how to upload the board approved minutes after youclick submit.
4. Each response should be informed by available data.
5. All questions are required; you will receive an error message if any questions are left blank.
6. You may change your responses at any time; use the back and next buttons to toggle betweensections.
7. Once you have carefully reviewed each section of your response, click the "submit" button.
8. Once you click "submit" you will not be able to edit the form responses.

Supporting Documents – Download documents from Homeroom:

- Instructions document.
- Printable PDF version of the electronic Forms application.
  o Print the PDF and complete a hard copy.
  o Obtain Chief School Administrator approval and signature (electronic signatures are acceptable).
- Submit to the district board of education for approval.
- Reference document with hyperlinks for sources in each section.

Section 1

Entity Type

1. Select your entity type:
   - Traditional school district, including Education Service Commissions and Jointures
   - Charter school or Renaissance School Project

Section 2

County of District

2. Select the county where your district is located:
   - Gloucester County

Section 3-24

3. Select your district:
   - ==Glassboro Public Schools==

Section 25

Contact Information

25.   Enter the Bilingual/ESL Point of Contact Name

   ==Amy Masso==

26.   Enter the email address for the Bilingual/ESL Point of Contact

   ==amasso@gpsd.us==

27.   Enter the Chief School Administrator/Charter School Lead Person Name

   ==Dr. Robert Preston==

28.   Enter the date of Board Approval for the Three-Year Plan (SY 2021-2024). [Note: Enter an anticipated date, if necessary. After the board meeting has occurred, ensure the correct date is entered before final submission.]

   ==2/23/2022==

Section 26

Background

Purpose

In 2015, the Every Student Succeeds Act (ESSA) was signed into law, reauthorizing the Elementary and Secondary Education Act (ESEA). ESSA includes provisions to ensure:

- English Language Learners (ELLs) and immigrant students succeed academically.
- ELLs are provided high quality language instruction educational programs (LIEPs).
- ELLs meet both state academic standards and develop English language proficiency.

Goal

The overall goal of the three-year planning process is to ensure an equitable and appropriate educational learning environment for students who are in the process of learning academic English. Thisgoal is accomplished by:

- Increasing the number of ELLs who achieve English language proficiency (ELP).
- Ensuring equitable access to all programs and services in school for ELLs (ESSA §§3001 and N.J.A.C. 6A:15).
- Providing schools with a framework for using data.
- Informing district policies and classroom practices, including effective instruction for ELLs.
- Providing a guide for districts to analyze and review data that relates to ELLs.
- Identifying trends and develop goals that will enable ELLs to succeed academically andlinguistically.
- Aligning funding sources to ensure educators have the tools and skills to instruct ELLs.

- Ensuring alignment of program practices with the district's vision for student success.
- Articulating which LIEPs the district is implementing for ELLs for the next three years.

Section 27

Regulatory Requirements

N.J.A.C. 6A:15 Bilingual Education Regulations require that school districts submit a three-year plan outlining the programs and services they are providing for ELLs. The three-year plan must contain the following components:

A. Identification of students – Students are identified through home language survey at time of registration, WIDA MODEL placement assessment, and intake interviews by a member of our ESL staff

B. Program description – The district will utilize a Sheltered Instruction Model (pending receipt of a bilingual waiver) which is defined as:

> "An instructional approach used to make academic instruction in English understandable to ELLs. Sheltered English classes are taught by regularclassroom teachers who have received training on strategies to make subject-area content comprehensible for ELLs."

C. The number of certified staff hired for the program – 4 across the district

D. Bilingual and ESL curriculum development – The ESL teachers are currently supporting language and content through the utilization of the district ELA curriculum (Wit & Wisdom, aligned to NJSLS) currently being aligned to the new WIDA 2020 standards.

E. Evaluation design – Students are evaluation for progress utilizing multiple measures including: progress monitoring, MAP testing, MAP Fluency assessment, classroom assessments, ongoing assessments during ESL class, Wit & Wisdom module assessments (K-8)

F. Review process for exit – Students are found eligible for exiting the program based on scores from the WIDA ACCESS assessment, the WIDA MODEL assessment, and the multiple measures form.

G. A budget for the bilingual and ESL program or English language services – Title III and local funds are allocated and utilized to fund the program to ensure student needs are met.

For further information see the following regulations: N.J.A.C. 6A:32.; P.L. 2007, c. 260; N.J.A.C. 6A:13.

Additional Resource References (Download reference document in Homeroom)

- Implementing ELL Program Services in New Jersey.
- Castañeda v. Pickard, 1981.
- New Jersey Tiered Systems of Support (NJTSS) essential components.
- NJTSS One-Page Brief.

Section 28

A. Identification

For ELLs, the identification process must include measures of both content and language proficiency anddevelopment. Educators must be mindful of the screening tools used to ensure they are culturally and linguistically appropriate. The content area classroom teacher should consult with the bilingual/ESL teacher to ensure that screening tools are appropriate, including whether accommodations are needed.ELLs should also participate in school universal screening or benchmark assessments administered to all students.

Other sources of data may contextualize results from a screening tool. Other sources may include but are not limited to:

- Intake interviews in home language and English.
- Screening in home language and English (home language for CST Evaluations).
- Grade level meeting notes.
- Academic achievement data (in home language and English).
- WIDA ACCESS for ELLs scores (composite and domain scores).
- Cumulative school records (previous schooling information).
- Cultural background information.

Citation: (ESSA §§ 3111 (b)(2)(A) and N.J.A.C. 6A:15-1.3(a)(b)2)

Resource Reference: NJDOE ELL Entry and Exit Requirements (May 2021)

29. Who is responsible for overseeing the ELL identification process?

- Bilingual ESL Director or Supervisor
- Bilingual/ESL Lead Teacher
- Content Area Supervisor
- District Intake Center
- Front Office Staff
- No one assigned
- Other

30. How is the home language survey (HLS) completed? Select all that apply.

- At home self-report (during registration process)
- Over the phone interview
- In-person interview
- Not administered
- Other

31. In what language is the HLS completed?

- Home language
- English
- Both
- Not administered

32. Who conducts the Records Review Process (NJDOE ELL Entry and Exit: Step 2 of the ELLIdentification process)? (Select all that apply).

- Bilingual/ESL Director or Supervisor
- Bilingual/ESL Lead Teacher
- Bilingual/ESL Teacher
- General Education Administrator
- General Education Teacher

- Basic Skills Teacher
- Step 2 is not completed in the district
- Not Sure
- Other

33.   The district identifies pre-school students as ELLs.

- **Yes (June of each year)**
- **No**
- **Not Sure**

Section 29

B. Program Description

An effective and appropriate program includes a high-quality, evidence based curricular LIEP design andharnesses the value of family engagement.

Pursuant to N.J.S.A. 18A:7F-46, the district board of education shall provide all kindergarten to 12th- grade ELLs enrolled in the school district with all required courses and support to prepare ELLs to meetthe New Jersey Student Learning Standards (NJSLS) for high school graduation.

Also, family engagement in student learning and achievement is a central element that enriches and improves a student's ability to apply the knowledge and skills gained in the classroom across all facets oftheir personal, academic, and social life. Families should have input into the design of LIEPs implemented in the district. 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."

Citations: ESSA §§ 1112 (3)(C)), N.J.A.C. 6A:8-3.1(a), N.J.A.C 6A:15-1.8, N.J.A.C. 6A:15-1.15, QSAC Personnel Indicators 2

Resource Reference: Implementing ELL Program Services in New Jersey

34.   Which LIEP *(Language Instruction Educational Program)* Program(s) does your district implement? (See Bilingual Education code for program definitions). Select all that apply.

- ELS Only
- Full-time bilingual
- Dual language
- Bilingual part-time
- Bilingual resource
- Bilingual tutorial
- Hi-Intensity ESL
- **Sheltered English Instruction**
- ESL Only

35. The district has a procedure for the selection of their LIEP(s).

- **Yes**
- No
- Work in progress
- Not Sure

36. The district has a procedure for placing ELLs in appropriate LIEPs.

- **Yes**
- No
- Work in progress
- Not Sure

37. The district reviews the master schedule to ensure that ELLs have access to the full curriculum, including Advanced Placement (AP), Gifted &Talented (G&T) and International Baccalaureate (IB).

- **Yes**
- No
- Not Sure

38. Which school-based extra-curricular activities include ELLs? Select all that apply.

- **Academic (e.g. Debate, Honor Society, Language, Student Paper, College Prep)**
- **Sports (e.g. Soccer, Basketball, Tennis)**
- **Arts (e.g. Dance, Photography, Band, Choir, Culture Club)**
- **Life Skills (e.g. Conflict Resolution, Cooking)**
- **Internship or Volunteer**
- None
- Other

39. A bilingual parent advisory committee (PAC) is established in the district consisting primarily ofthe parents of ELLs.

- **Yes**
- No (Go to Q. 43)
- Does not apply, we have an ELS program only (Go to Q. 43)

40. Which of the following groups participate in the district's bilingual PAC? Select all that apply.

- Parent/Family of ELLs
- Bilingual/ESL Educators
- Bilingual/ESL Supervisor
- Community Representative
- General Education Educators
- Teachers/Child Study Team Member
- Student Delegate

- Principal or School Administrator
- **All of the above**
- None of the above
- Other

41. How often does the PAC meet?
    - Once per month
    - Once every other month
    - **Quarterly**
    - Twice a year
    - Once a year
    - Never
    - Other

42. Do members of the district's PAC contribute to the selection of the LIEP(s) type?
    - **Yes**
    - No
    - Not Sure

43. The following topics are shared with parents of ELLs. Select all that apply
    - **Helping with Homework**
    - **What does it mean that my child is an ELL?**
    - Adult ESL
    - **How to use technology**
    - **Community resources**
    - None
    - Other

44. The district/school creates a culturally and linguistically welcoming environment for studentsand families.
    - **Yes**
    - No

Section 30

C. The number of certified staff hired for the program (staff capacity)

The district has a plan that includes hiring the appropriate number of certified teachers to staff the LIEP.The district board of education shall develop a plan for in-service training for bilingual, ESL, and general education teachers; administrators who supervise bilingual/ESL programs; and any personnel who observe and evaluate teachers of ELLs.

Citation: ESSA §§ 3115 (c)(2)(A-D), QSAC Personnel Indicators 2, N.J.A.C. 6A:15-1.8 (a), N.J.A.C. 6A:8-3.1(a), N.J.A.C 6A:15-1.8.

45. What is the district's total K-12 student size?

- < 99 students
- 100-499 students
- 500-2499 students
- 2500-9999 students
- 10000-50000 students

46. What is the district's K-12 ELL size?

- 1-9 ELLs
- 10-99 ELLs
- 100-499 ELLs
- 500-2499 ELLs
- 2500-9999 ELLs
- 10000-50000 ELLs

47. How many total K-12 certified teachers are in the

district?

237

48. How many K-12 Bilingual/Bicultural certified teachers are in the district? (Include only teachers serving in LIEPs).

1

49. How many K-12 ESL certified teachers are in the district? (Include only teachers serving in LIEPs).

2

50. In the district, are all certified teachers required to be Sheltered English Instruction (SEI) trained(e.g. per district hiring practices and/or training policy).

Sheltered English instruction "means an instructional approach used to make academic instruction in English understandable to ELLs. Sheltered English classes are taught by regularclassroom teachers who have received training on strategies to make subject-area content comprehensible for ELLs."

- Yes
- No

51. How many K-12 certified teachers in the district are trained in SEI?

- None
- Less than 10%
- About 25%
- About 50%
- About 75%
- 100%

52. What percent of K-12 certified teachers are trained in socio-emotional and/or culturallyresponsive teaching and learning?

- None
- Less than 10%
- About 25%
- About 50%
- About 75%
- 100%

53. In the past 3 years, the district's ELL population has . . .

- Stayed the same
- Increased significantly
- Increased somewhat
- Decreased somewhat
- Decreased significantly

54. In the past three years, the district has hired K-12 Bilingual/Bicultural and/or ESL certified staff to match the ELL population demographic growth trends.

- Yes – Positions have been reconfigured to meet the needs of the program
- No

55. In the district, scheduling classes for ELLs is prioritized when creating the master schedule.

- Yes
- No
- Other

56. In the district, there is common planning time for general education teachers and bilingual/ESLteachers.

- Yes
- No
- Other

Section 31

D. Bilingual and ESL curriculum development

As per federal and state requirements, ELLs must be provided equitable educational opportunities. School districts are required to implement LIEPs that assist ELLs in achieving English language proficiency(ELP) while learning the challenging content state standards.

In New Jersey, LIEPs include: Full-time bilingual, dual language, bilingual part-time, bilingual resource,bilingual tutorial, high-intensity ESL, sheltered English instruction, English as a second language (ESL), and English language services (ELS).

Citation: N.J.A.C. 6A:15-1.4(d)

57. For the past three years, what is the district's average 4-year graduation rate for all students?

92%

58. For the past three years, what is the district's average 4-year graduation rate for current ELLs?

100%

59. For the past three years, what is the district's average 4-year graduation rate for former ELLs?

100%

60. There is a process for developing ESL/bilingual curricula aligned to the WIDA English Language Development Standards.

- Yes
- No

61. If you answered, no to Q. 60, explain

why.N/A

62. In the past three years, the district has reviewed the eligibility criteria for participation inadvanced courses to ensure equitable access for ELLs and parity in participation.

- Yes
- No

63. The district participates in the N.J. State Seal of Biliteracy.

- Yes
- No (Go to Section 32)

64. In the past year, how many total students received the N.J. State Seal of Biliteracy in the district?

0

65. In the past year, how many current ELLs received the N.J. State Seal of Biliteracy in the district?

0

66. In the past year, how many former ELLs received the N.J. State Seal of Biliteracy in the district?

0

Section 32

E. Evaluation design

Annually engaging stakeholders to analyze data, assess needs and identify root causes, identify LIEPs,and monitor progress is a strong best practice to effectively improve academic support for ELLs.

Consultation with diverse sets of stakeholders is also required under ESSA whenever a local education agency (LEA) receives federal funding. School and district leadership teams, inclusive of administrators, educators and parents representing multiple content areas and support services should be culturally andlinguistically representative of the district and school populations. Districts teams must ensure LIEP(s) are effective and appropriate.

67. What assessments and other measures are used to evaluate the effectiveness of the LIEPs?Select all that apply.

    - Class grades
    - Formative assessments
    - Summative assessments
    - WIDA assessments (ACCESS for ELLs, Alternate ACCESS, MODEL, Screener)
    - New Jersey Student Learning Assessment (NJSLA) English language arts (ELA) performance
    - NJSLA math performance
    - Start Strong Assessment
    - National Assessment of Educational Progress (NAEP) performance
    - Graduation rate
    - None of the above
    - All of the above
    - Other

68. In the past three years, the district evaluated the LIEP(s) implemented.

    - Yes
    - No

69. In the past three years, the district modified the LIEP(s) in response to available data.

    - Yes
    - No

70. For the last year in which assessments were administered, ELLs in the district met the ELA academic achievement indicator.

    - Yes
    - No
    - Did not meet N-size of 20

71.　For the last year in which assessments were administered, ELLs in the district met the Math academic achievement indicator.

- Yes
- No
- Did not meet N-size of 20

72.　For the last year in which assessments were administered, ELLs in the district met the ELAprogress indicator.

- Yes
- No
- Did not meet N-size of 20

73.　For the last year in which assessments were administered, ELLs in the district met the Mathprogress indicator.

- Yes
- No
- Did not meet N-size of 20

74.　For the last year in which assessments were administered, ELLs in the district met the ELPindicator.

- Yes
- No
- Did not meet N-size of 20

75.　For the last accountability year, ELLs in the district met Chronic Absenteeism target.

- Yes
- No
- Did not meet N-size of 20

76.　In which language domain do most of the district's Kindergarten ELLs need additional support?Select all that apply.

- Reading
- Writing
- Speaking
- Listening
- All of the Above
- None of the Above
- N/A

77. In which language domain do most of the district's Grade 1-3 ELLs need additional support? Select all that apply.

- **Reading**
- **Writing**
- Speaking
- Listening
- All of the Above
- None of the Above
- N/A

78. In which language domain do most of the district's Grades 4-5 ELLs need additional support? Select all that apply.

- **Reading**
- **Writing**
- Speaking
- Listening
- All of the Above
- None of the Above
- N/A

79. In which language domain do most of the district's Grades 6-8 ELLs need additional support? Select all that apply.

- **Reading**
- **Writing**
- Speaking
- Listening
- All of the Above
- None of the Above
- N/A

80. In which language domain do most of the district's Grades 9-12 ELLs need additional support? Select all that apply.

- Reading
- **Writing**
- Speaking
- Listening
- All of the Above
- None of the Above
- N/A

81. The district shares WIDA ACCESS for ELLs, Alternate ACCESS scores and/or ELP Indicator data with general education teachers.

   - **Yes**
   - No

82. Based on the results from the last administration of ACCESS for ELLs, Alternate ACCESS or MODEL, what is the average ELP level of the district's Kindergarten ELLs?

   - **1.0-1.9**
   - 2.0-2.9
   - 3.0-3.9
   - 4.0-4.9
   - 5.0-6.0
   - N/A

83. Based on the results from the last administration of ACCESS for ELLs, Alternate ACCESS or MODEL, what is the average ELP level of the district's Grade 1-3 ELLs?

   - 1.0-1.9
   - **2.0-2.9**
   - 3.0-3.9
   - 4.0-4.9
   - 5.0-6.0
   - N/A

84. Based on the results from the last administration of ACCESS for ELLs, Alternate ACCESS or MODEL, what is the average ELP level of the district's Grade 4-5 ELLs?

   - 1.0-1.9
   - 2.0-2.9
   - **3.0-3.9**
   - 4.0-4.9
   - 5.0-6.0
   - N/A

85. Based on the results from the last administration of ACCESS for ELLs, Alternate ACCESS or MODEL, what is the average ELP level of the district's Grade 6-8 ELLs?

   - 1.0-1.9
   - 2.0-2.9
   - **3.0-3.9**
   - 4.0-4.9
   - 5.0-6.0
   - N/A

86. Based on the results from the last administration of ACCESS for ELLs, Alternate ACCESS or MODEL, what is the average ELP level of the district's Grade 9-12 ELLs?

- 1.0-1.9
- 2.0-2.9
- 3.0-3.9
- 4.0-4.9
- 5.0-6.0
- N/A

87. General education teachers use WIDA ACCESS for ELLs scores and/or ELP indicator data toinform classroom instruction, strategies, and practices.

- Yes
- No

88. For ELLs, which grade levels require additional supports based on their performance on the following assessments (e.g. NJSLA performance, NAEP, WIDA ACCESS for ELLs)? Select all that apply.

- Kindergarten
- Grades 1-3
- Grades 4-5
- Grades 6-8
- Grades 9-12
- N/A

Section 33

F. Review Process for Exit

Students must demonstrate readiness to exit based on a department-established standard on the English language proficiency assessment (which measures the four language domains of listening, speaking, reading, and writing) and multiple criteria included in the English Language Observation Form.A student can be eligible for exit with an ACCESS for ELLs or WIDA MODEL composite proficiency level of
4.5 or higher.

In addition, former ELLs must be monitored for two years after they exit ELL status to evaluate theiracademic progress and ensure they have not been prematurely exited, have no gaps in content knowledge and their progress in ELP is supported.

Citation: QSAC DPR I&P #5, N.J.A.C. 6A:15-1.10(e)

Resource Reference: US ED EL Fact Sheet, May 18, 2020

89.   What is the average amount of time the district's ELLs remain in a LIEP program?

- 1-2 years
- 3-4 years
- ==5-7 years==
- Other

90.   What percent of ELLs exited ELL status in the past three years?

==2017-18: 11.6%; 2018-19: 15.7%; 2019-20 (COVID , untested year); 2020-21: 4.7%;==

==Average over 3 years: 10.7%==

91.   What percent of former ELLs were re-identified as an ELL within 2 years due to lack of progressin English-only classes?

==0%==

92.   What percent of former ELLs met the ELA academic achievement indicator?

==0%==

93.   What percent of former ELLs met the Math academic achievement indicator?

==0%==

94.   What percent of former ELLs met the chronic absenteeism indicator?

==38%==

Section 34

G. Budget Plan

The district must use state and federal funds to support ELLs. The federal funds must supplement thestate funds.

95.   The district uses state funds to support - Select all that apply:

- Salaries of Teachers
- Other Salaries for Instruction
- Purchased Professional-Educational Services
- Purchased Technical Services
- Other Purchased Services
- General Supplies
- Textbooks
- Other Instructional Programs Salaries
- Other Instructional Program Materials
- Other Instructional Program Purchased Services
- ==All of the Above==
- None of the Above
- Other

96. What is the status of the district's federal Title III allocation?

- Accepted Funds - stand-alone LEA
- Accepted Funds - joined a consortium
- Refused funds
- No allocation received in the last fiscal year

97. What is the status of the district's federal Title III Immigrant allocation?

- Accepted Funds
- Refused Funds
- No allocation received in the last fiscal year

98. The district typically carries over funds to support ELLs

- Never
- Rarely
- Sometimes (e.g. every 2-3 years)
- Occasionally (e.g. every 4-5 years)
- Every Year

Section 35

Plan Submission

Carefully review responses in each section, then click the "submit" button.

Note: Once you click "submit" you will not be able to edit the form responses.
Do not complete the questions that indicate "DO NOT RESPOND - INTERNAL USE ONLY."

99. On this date, I the Chief School Administrator assure the district's Three-Year Plan is board approved

    Please input date in format of m/d/yyyy

100. **The district application status is (DO NOT RESPOND - INTERNAL USE ONLY)**

    Approved

    Disapproved

    Conditional

    In Review

101. **The district's board approved minutes are uploaded into homeroom. (DO NOT RESPOND -INTERNAL USE ONLY)**

    Yes

    No

In Review (More information requested)

102. **The district application status was determined on (DO NOT RESPOND - INTERNAL USE ONLY)**

   Please input date in format of m/d/yyyy

103. **The district application was reviewed by (DO NOT RESPOND - INTERNAL USE ONLY)**

   Enter the name of the reviewer