Bilingual Program
Freehold Borough Public Schools
If there are 20 or more students in one language classification in the district, then a bilingual program must be established. The Bilingual Education Law of 1974 (N.J.S.A. 35-15 to 26)

- Meet Core Curriculum Content Standards
- ESL Instruction/Curriculum
- Include full range of courses
- Meet the Special needs of eligible LEP students
- Taught by teachers certified in:
  - Bilingual (Spanish) and
  - K-5 (Elementary) or Subject Matter (Middle School)
- ESL K-12 (all ESL teachers)
Entering the Program

**SCREEN**
Home Language Survey

**TEST**
state approved English language proficiency exam: IDEA Proficiency Test or W-APT

- Academic background
- Parent Discussion
- Teaching Staff Input

Teacher Recommendation
• Parents are notified of student eligibility into program
• Send progress reports in manner and frequency as other students enrolled in district
• Notify parents when students have met exit criteria
• Must be communicated in parent’s native language and in English
Freehold Borough Bilingual Program Design

- Kindergarten through 2nd Grade Full–Time Bilingual with ESL support

- 3-8 Alternative Program
  - Bilingual Part-Time Component
  - Requires approval by state via waiver process (May)
  - Must prove impracticality due to age, grade, location
  - Services must include: Math, Language Arts, and ESL
# Student Numbers by School

<table>
<thead>
<tr>
<th>Grade</th>
<th>FLC</th>
<th>PAE</th>
<th>FIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>29</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>1st</td>
<td>17</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>2nd</td>
<td>21</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>3rd</td>
<td>7</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>4th</td>
<td>12</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>5th</td>
<td>8</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>6th</td>
<td></td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>7th</td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>8th</td>
<td>Total: 94</td>
<td>Total: 85</td>
<td>3 Total 15</td>
</tr>
<tr>
<td></td>
<td><strong>District Total</strong></td>
<td><strong>194</strong></td>
<td></td>
</tr>
</tbody>
</table>
Exiting the Bilingual Program

- Recommendations are submitted by the ESL/Bilingual teacher
- Multiple Measures are considered
  - 4.5 proficiency score on ACCESS
  - Report Card
  - Developmental Reading Assessment Score
  - NJASK
  - Teacher Recommendation
  - Support Teacher Input (if applicable)
- Committee Convenes
  - Teachers- ESL/Bilingual all grade levels
  - Supervisor of ESL/Bilingual
  - Director of Special Education
  - Principals
Exiting Bilingual and Entering the Mainstream

- Newly Exited Students- Monitor and Communicate
  - Transition Coach
- Place in a monolingual English program
- Minimum ½ academic year in mainstream
- Up to 2 years to return
  - Must demonstrate difficulty in communication
  - Must be retested with state approved language proficiency exam
  - English language teacher must recommend
  - Parent agreement
Reporting to the State

- Maintain census and report to the state
  - Bilingual Exit Data
  - LEP count
  - Immigrant Student Count
Title III Requirements

- **Standards:** WIDA English Language Development Standards
  [http://www.wida.us/](http://www.wida.us/)

- **Assessment:** ACCESS for ELLs® English Proficiency Test

- **Accountability:** Annual Measurable Achievement Objectives
The WIDA Consortium's English Language Proficiency Standards for English Language Learners (ELLs) in Pre K through Grade 12 include:

- Social and Instructional language
- the language of Language Arts
- the language of Mathematics
- the language of Science
- the language of Social Studies
• **ACCESS for ELLs®** stands for Assessing Comprehension and Communication in English State-to-State for English Language Learners.

• **WIDA Standards**

• Comprehension and Communication in English Language
  ◦ BICS
  ◦ CALPS
### Grade Level Clusters and Tiers

<table>
<thead>
<tr>
<th>Grade</th>
<th>Beginner</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-2</td>
<td>Tier A</td>
<td>Tier B</td>
<td>Tier C</td>
</tr>
<tr>
<td>3-5</td>
<td>Tier A</td>
<td>Tier B</td>
<td>Tier C</td>
</tr>
<tr>
<td>6-8</td>
<td>Tier A</td>
<td>Tier B</td>
<td>Tier C</td>
</tr>
</tbody>
</table>

### Language Proficiency Levels

- Level 1 - Entering
- Level 2 - Emerging
- Level 3 - Developing
- Level 4 - Expanding
- Level 5 - Bridging
- Level 6 - Reaching

[http://www.wida.us/standards/PerfDefs.pdf](http://www.wida.us/standards/PerfDefs.pdf)
Title III requires that schools meet AMAOs

AMAO I relates to making annual increases in the percentage of children making progress in learning English.

AMAO II relates to the number or percentage of children attaining a composite score of 4.5 on the ACCESS for ELLs®.
# Title III Annual Measurable Achievement Objectives (AMAOs)

**AMAO 1: PROGRESS**

**2010-11 TARGET:**

77% of students will improve 10 scale score points or more on the ACCESS for ELLs test.

<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>78%</td>
</tr>
<tr>
<td>2012-13</td>
<td>79%</td>
</tr>
<tr>
<td>2013-14</td>
<td>80%</td>
</tr>
</tbody>
</table>
AMAO 2 ATTAINMENT

5% of students in language assistance programs for less than one year through four years will attain a 4.5 composite score on the ACCESS for ELLs test.

50% of students in language assistance programs for 5 years or more will attain a 4.5 composite score on the ACCESS for ELLs test.

AMAO 2 includes two cohorts: students that have been in a language assistance program up to four years, and those that have been in a program five or more years. In order to meet AMAO 2, districts must meet both cohorts.
## AMAO1: Progress

<table>
<thead>
<tr>
<th>School</th>
<th>Target 77%</th>
<th>AMAO2: Attainment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freehold Borough District</td>
<td>85.6%</td>
<td>4 Years or &lt; Target 5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5 Years or &gt; Target 50%</td>
</tr>
<tr>
<td>Freehold Learning Center</td>
<td>92.3%</td>
<td>Freehold Borough District</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4 Years or &lt; 17.7%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5 Years or &gt; 23.1% (13 students tested 3 were proficient)</td>
</tr>
<tr>
<td>Park Avenue Elementary</td>
<td>86%</td>
<td>Freehold Learning Center</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4 years or &lt; 16.1%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5 Years or &gt; 60% (5 students)</td>
</tr>
<tr>
<td>Freehold Intermediate</td>
<td>58.8%</td>
<td>Freehold Intermediate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4 years or &lt; 25%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5 Years or &gt; 0% (4 students)</td>
</tr>
</tbody>
</table>
Parents of LEP students must be informed that the district did not meet the objectives for the 2010-11 school year.
Communicate with Parents to encourage involvement and to disseminate information:

- Back to School Night/ Program Introduction
- Literacy Night
- ACCESS/NJASK informational session
- Strategies for Behavioral and Emotional Challenges
- Summer Roundtable
Mrs. Fattorusso’s Class
100th Day of School
Read Across America, March 2, 2012
ESL Teacher Ms. Sabel
Mrs. Zimmer and 1st Graders
Reading Buddies
Mrs. McMahon’s 1st Grade
Reading Buddies
Buddy Readers
Mrs. Fattorusso and Mrs. McMahon
Read Across America
Mrs. Cote’s Class
Mrs. Cote,
Mrs. Kohlman, & Mrs. Perski
Parent helping during a math lesson in Mrs. Cote’s class.
Thank You!
World Language Program

Freehold Borough Public Schools
World Languages Education in the 21st Century

New Jersey Core Curriculum Content Standard for World Languages Mission:

The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures.

http://www.nj.gov/education/cccs/standards/7/intro.pdf

The world languages standard is benchmarked by proficiency levels, developed by the American Council on the Teaching of Foreign Languages (ACTFL) Performance Guidelines for K-12 Learners (ACTFL, 1998), the ACTFL Proficiency Guidelines—Speaking (ACTFL, 1999), and the ACTFL Proficiency Guidelines—Writing (ACTFL, 2001).

Fully defined World Languages Performance Level Descriptors Table:
http://www.state.nj.us/education/cccs/standards/7/descriptors.pdf
Performance Level Descriptors

☐ **Novice-Mid Level**: Students communicate using *memorized words and phrases* to talk about familiar topics related to school, home, and the community.

☐ **Novice-High Level**: Students communicate using *words, lists, and simple sentences* to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

☐ **Intermediate-Low Level**: Students communicate using *simple sentences* to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

☐ **Intermediate-Mid Level**: Students communicate using *strings of sentences* to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

☐ **Intermediate-High Level**: Students communicate using *connected sentences and paragraphs* to handle complicated situations on a wide-range of topics.
According to ACTFL

The proficiency levels *generally* align with grade-level achievement as follows:

- **Novice-Mid Level:** Students beginning the study of a second language in preschool or kindergarten in a program that meets a minimum of three times a week for 30 minutes should meet the cumulative progress indicators for the Novice-Mid level *by the end of grade 2.*

- **Novice-High Level:** Students beginning the study of a second language in preschool or kindergarten in a program that meets a minimum of three times a week for 30 minutes, and continuing the study of that language in subsequent grades in a program that meets for the same amount of time, should meet the cumulative progress indicators for the Novice-High level *by the end of grade 5.*

- **Intermediate-Low Level:** Students beginning the study of a second language in a program that meets a minimum of three times a week for 30 minutes during elementary school, and continuing the study of that language through middle school in a program that meets a minimum of five times a week for 40 minutes, should meet the cumulative progress indicators for the Intermediate-Low level *by the end of grade 8.*
World Language Grades K-5 2011-12

- Mrs. Angela Isaacs – PAE first half of the year, and the remainder of the year at FLC.
- Services grades K-5 in both schools.
- Students receive one period of World Language a week.
Scope and Sequence
Guided by Driving Questions

- Pre-K – K Meeting new friends
  - How do we: greet each other in Spanish, say “Good morning, how are you?” How do we say “yes” and “no”? How do we identify and express specific colors in Spanish? etc.

- 1st Grade: Making new friends
  - How do we ask someone what their name is, answer when someone asks our name, say “Hello, how are you?” How do we respond when someone asks us “How are you?” etc.

- 2nd Grade: What is it like outside on this special day?
  - How do we express the names of the four seasons in Spanish? How do we talk about the weather in Spanish? etc.

- 3rd grade: Who are they?
  - What is a friendly way to greet people in Spanish? What is a polite way to greet people?

- 4th grade: Visiting my Vacation Home
  - What do the Hispanic community people eat during breakfast, lunch and dinner? What is the meaning of the word “siesta” for some of the people in South America?

- 5th grade: Passport to Latin America
  - Which additional holidays are celebrated in Spanish speaking countries, apart from those that are celebrated in America?
  - What are the flags of Spanish speaking countries?
World Language FIS 2011-12

- Dr. Denise Furlong – Grade 6 & 7
  - First half of the year: Grade 7,
  - Second half of the year: Grade 6
- Mrs. Carolina Garrett – Grade 8
Scope and Sequence
Guided by Driving Questions

- **6th grade**: ¿Quien soy yo? / Who am I?
  - How can I develop my understanding and appreciation of the Hispanic world? What makes me, me?

- **7th grade**: ¡Vamos a viajar! / Let’s Travel!
  - Why is it important for me to develop an appreciation of other cultures? How does our natural surrounding affect our lifestyle?

- **8th grade**: Explorando las maravillas del mundo / Exploring the marvels of the world
  - How do myths contribute to national/cultural identities? How do languages influence people and their nationalities?
Thank You!