

BILINGUAL/ESL THREE-YEAR PROGRAM PLAN
SCHOOL YEARS 2011-2014

N.J. Department of Education
Office of Student Achievement and Accountability
Bureau of Bilingual/ESL Education
P.O. Box 500
Trenton, NJ 08625-0500

**BILINGUAL/ESL THREE-YEAR PROGRAM PLAN
SCHOOL YEARS 2011-2014
SECTION II- PARTS A to B**

COUNTY and CODE: _____ DISTRICT and CODE: _____

A. PROGRAM STAFF

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

3.

	TEACHER CERTIFICATION	NUMBER OF TEACHERS
1.	Bilingual-certified	
2.	ESL-certified	
3.	Bilingual/ESL (dual certification)	

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		
Alternative programs that are English-based (High-Intensity ESL, Sheltered English Instruction)		
ESL-Only Programs		

Other (Please specify)		
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BILINGUAL/ESL THREE-YEAR PROGRAM PLAN
SCHOOL YEARS 2011-2014
SECTION III PART A: BILINGUAL PROGRAM NARRATIVE

COUNTY and CODE: _____ DISTRICT and CODE: _____

Districts operating a **full-time and/or alternative program(s) that use native language** (Bilingual Part-time, Bilingual Tutorial, Bilingual Resource) should complete a narrative describing the bilingual program. The narrative must include the following:

- The goals of the program
- The instructional setting (self-contained, pull-out, departmentalized, etc.)
- A description of how the native language is used for instruction
- An explanation of how the bilingual instruction/methodologies is aligned to the New Jersey Core Curriculum Content Standards (NJCCCS) and Common Core Standards
- A description of how the ESL curriculum is aligned to the World-Class Instructional Design and Assessment (WIDA)TM English Language Proficiency Standards for English Language Learners in Pre-K through Grade 12
- Describe how the English language learners are monitored in the mainstream after they exit the language assistance program.
- The review process for exiting the program (multiple measures)

The narrative must provide a description of ESL instruction offered as part of the bilingual program.

BILINGUAL/ESL THREE-YEAR PROGRAM PLAN
SCHOOL YEARS 2011-2014
SECTION III. PART B: ESL PROGRAM NARRATIVE

COUNTY and CODE: _____ DISTRICT and CODE: _____

Districts operating an **Alternative English-based** (High-Intensity ESL, Sheltered English Instruction) **and/or ESL Only program** should complete a narrative describing the program. The narrative must include the following:

- The goals of the program
- The instructional setting (pull-out, push-in, class period, etc)
- An explanation of how the ESL curriculum is aligned to the World-Class Instructional Design and Assessment (WIDA) TM English Language Proficiency Standards for English Language Learners in Pre-K through Grade 12
- Describe how the English language learners are monitored in the mainstream after they exit the language assistance program.
- The review process for exiting the program (multiple measures)

Additional pages may be added if necessary.

BILINGUAL/ESL THREE-YEAR PROGRAM PLAN
SCHOOL YEARS 2011-2014
SECTION V: LANGUAGE PROFICIENCY INSTRUMENT

COUNTY and CODE: _____ DISTRICT and CODE: _____

Entrance Assessment

Check (✓) all that apply

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

Exiting Assessment

Check (✓) all that apply

- Maculaitis Test of English Language Proficiency (MACII)
- Language Assessment Scale (LAS)
- Language Assessment Scale Links
- Comprehensive ELL Assessment (CELLA)
- IDEA Proficiency Test (IPT)
- ACCESS for ELLs™
- MODEL

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SECTION VI: PARENT ADVISORY COMMITTEE

COUNTY and CODE: _____ DISTRICT and CODE: _____

Pursuant to N.J.A.C. 6A:15-1.15, “ *each district board of education implementing a bilingual education program shall establish a parent advisory committee on bilingual education on which majority will be parent(s) of students of limited English proficiency.* ”

Please note that districts receiving a bilingual waiver must also have a parent advisory committee and complete this section.

Please provide documentation of the existence of the Bilingual Parent Advisory Committee which may include school administrators, Bilingual/ESL teachers, mainstream teachers, special education teachers, parents, paraprofessionals, and community representatives by submitting the following information:

- Tentative Meeting Dates
- Objectives/Goals of Committee
- Topics of Discussion
- Composition (members) of committee
- Any existing by-laws
- Examples of parental involvement in providing input and feedback regarding the bilingual program