

Moonachie Public Schools

ROBERT L. CRAIG SCHOOL
20 WEST PARK STREET
MOONACHIE, NEW JERSEY 07074

JAMES KNIPPER
Superintendent/Principal
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February 7, 2022

English Language Learner Three-Year Plan 2021-2024

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 you click 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 between sections.
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.

Date Completed: February 7, 2022

Date BOE Approved: February 8, 2022

Date Submitted to NJDOE: February 9, 2022

Certified by Superintendent:


James Knipper

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1. Select your entity type:
 - Traditional School District
2. Select the county where your district is located:
 - Bergen County
3. Select your district:
 - Moonachie School District

Contact Information

4. Enter the Bilingual/ESL Point of Contact Name:
 - Dana Genatt
5. Enter the email address for the Bilingual/ESL Point of Contact
 - dgenatt@moonachieschool.org
6. Enter the Chief School Administrator/Charter School Leader Person Name
 - Mr. James Knipper
7. Enter the date of Board Approval for the Three-Year Plan (SY 2021-2024)
 - 02/08/2022

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. This goal is accomplished by:

- Increasing the number of ELLs who achieve English language proficiency (ELP).

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- 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 and linguistically.
- 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.

Regulatory Requirements

- A. Identification of students:
 - a. The students are identified by the enrollment process, the Home Language survey, teachers' criteria, and WIDA Screen Test. The parents/guardian of ESL students are notified by mail in their dominant language that their child has been identified as eligible for enrollment in an ESL program and of their right to decline program services in accordance with New jersey regulations
- B. Program description:
 - a. ESL program, Pearson English Learning System, "Pearson Logan Cornerstone" provides explicit, intensive, and focused instruction that accelerates students' academic language proficiency and language skills to ensure academic success for all learners
- C. The number of certified staff hired for the program:
 - a. 1
- D. Bilingual and ESL curriculum development:
 - a. The ESL curriculum has been developed aligned to the WIDA English language Proficiency Standards for English Language Learners. The ESL English lessons for students from beginner to advanced level are focused on all language skills, reading, writing, speaking, and listening
- E. Evaluation design:
 - a. All ESLs in grades k-8 are tested annually with ACCESS for ELLs, the state English language proficiency assessment
- F. Review process for exit:
 - a. Students are exited from the ESL status using multiples measures. Students must demonstrate readiness to exit based on a department-established standard on the English language proficiency assessment (4.5 points on ACCESS WIDA test) and

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criteria included in the English Language Observation Form like, classroom performance, the student's reading level in English, judgment of the teaching staff member(s), and performance on achievement tests. Students are monitored for at least two years after they exit the ESL program, to ensure they have not been prematurely exited

- G. A budget for the Bilingual and ESL program or English Language services:
- a. The MSD budget supports our ESL program, through local, state, and federal funding sources.

A. Identification:

For ELLs, the identification process must include measures of both content and language proficiency development. 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 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.

The MSD uses the following sources of data to identify students:

- Screening in home language and English
- Academic achievement data
- WIDA ACCESS scores (composite and domain scores)
- Cultural background information

8. Who is responsible for overseeing the ELL identification process

- ESL Lead Teacher

9. How is the home language survey (HLS) completed?

- At home self-report

10. In what language is the HLS completed?

- Both – Home Language & English

11. Who conducts the Records Review Process

- ESL Lead Teacher

12. The district identifies pre-school students as ELL

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- Yes

B. Program Description:

An effective and appropriate program includes a high-quality, evidence based curricular LIEP design and harnesses the value of family engagement. Pursuant to NJSA 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 meet the New Jersey Student Learning Standards 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 of their 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 limited English proficiency.

13. Which LIEP does your district implement? Select all that apply

- ESL Only

14. The district has a procedure for the selection of their LIEP

- Yes

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

- Yes (WIDA screener, teachers' criteria)

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

- Yes

17. Which school-based extra-curricular activities include ELLs?

- Academic
- Sports
- Art
- Life Skills
- Other (Afterschool program)

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18. A bilingual parent advisory committee is established in the district consisting primarily of the parents of ELLs

- No

19. The following topics are shared with parents of ELLs.

- Helping with Homework
- What does it mean that my child is an ELLs
- Adult ESL
- How to use technology
- Community resources

20. The district/ school creates a cultural and linguistically welcoming environment for students and families

- Yes

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

21. What is the district's total K-12 students' size?

- 100-499 students

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

- 10-99 ELLs

23. How many total K-12 certified teachers are in the district?

- 44

24. How many K-12 Bilingual/Bicultural certified teachers are in the district?

- 1

25. How many K-12 ESL certified teachers are in the district?

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- 2

26. In the district, are all certified teachers required to be Sheltered English Instruction (SEI) trained

- No

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

- None

28. What percent of K-12 certified teachers are trained in social-emotional and/or culturally responsive teaching and learning?

- 59% (About 75% answered)

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

- Stayed the same

30. 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

- No

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

- Yes

32. In the district, there is common planning time for general education teachers and Bilingual/ESL teachers

- Yes

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).

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

- N/A

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

- N/A

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

- N/A

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

- Yes

37. In the past three years, the district has reviewed the eligibility criteria for participation in advanced courses to ensure equitable access for ELL and parity in participation

- Yes

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

- No

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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 receives federal funding. School and district leadership teams, inclusive of administrators, educators and parents representing multiple content areas and support services should be culturally and linguistically representative of the district and school populations. Districts teams must ensure LIEP(s) are effective and appropriate.

39. What assessments and other measures are used to evaluate the effectiveness of the LIEPs?

- Formative assessments
- WIDA assessments (ACCESS for ELLs, Screener)
- NJSLA (ELA)
- NJSLA math performance
- Start Strong

40. In the past three years, the district evaluated the LIEP implemented

- Yes

41. In the past three years, the district modified the LIEP in response to available data

- No

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

- Did not meet N-Size of 20

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

- Did not meet N-Size of 20

44. For the last year in which assessments were administered, ELLs in the district met the ELA progress indicator

- Did not meet N-Size of 20

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45. For the last year in which assessments were administered, ELLs in the district met the Math progress indicator

- Did not meet N-Size of 20

46. For the last year in which assessments were administered, ELLs in the district met the ELP indicator

- Did not meet N-Size of 20

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

- Did not meet N-Size of 20

48. In which language domain do most of the district's Kindergarten ELLs need additional support?

- Reading
- Speaking

49. In which language domain do most of the district's Grades 1-3 ELLs need additional support?

- Reading
- Writing
- Speaking

50. In which language domain do most of the district's Grades 4-5 ELLs need additional support?

- All of the Above (Reading, Writing, Speaking, Listening)

51. In which language domain do most of the district's Grades 6-8 ELLs need additional support?

- All of above (Reading, Writing, Speaking, Listening)

52. in which language domain do most of the district's Grades 9-12 ELLs need additional support?

- N/A

53. The district shares WIDA ACCESS for ELLs, Alternate ACCESS score and/or ELP Indicator data With general education teachers

- Yes

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

- 4.0-4.9

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

- 4.0-4.9

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

- 5.0-6.0

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

- 3.0-3.9

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

- N/A

59. General Education teachers use WIDA ACCESS for ELLs scores and/or ELP indicator data to inform classroom instruction, strategies, and practices

- Yes

60. For ELLs, which grade levels require additional supports based on their performance on the following assessments (e.g. NJSLA, NAEP, WIDA ACCESS for ELLs)

- Grade 4-5
- Grade 6-8

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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 their academic progress and ensure they have not been prematurely exited, have no gaps in content knowledge and their progress in ELP is supported.

61. What is the average amount of time the district's ELLs remain in a LIEP program?
 - Other (2-3)
62. What percent of ELLs exited ELL status in the past three years?
 - 60%
63. What percent of former ELLs were re-identified as an ELL within 2 years due to lack of progress in English-only classes?
 - 0 %
64. What percent of former ELLs met the ELA academic achievement indicator?
 - Did not meet N-Size of 20
65. What percent of former ELLs met the Math academic achievement indicator?
 - Did not meet N-Size of 20
66. What percent of former ELLs met the chronic absenteeism indicator?
 - Did not meet N-Size of 20

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G. Budget Plan

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

67. The district uses state funds to support:

- Salaries of Teachers
- Purchased Professional-Educational Services
- General Supplies
- Other Instructional Program Materials

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

- Accepted Funds –joined a consortium

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

- Accepted Funds

70. The district typically carries over funds to support ELLs

- Rarely