

TITLE I PARENT INFORMATION SESSION

TITLE 1, BSI, ESL & SEAL OF BILITERACY

ACADEMIC SUPPORT PROGRAMS FOR STUDENTS

Presented By:

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OFFICE OF ACADEMIC PROGRAMS



PROGRAM DESCRIPTION

Title I, Part A (Title I) of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESEA) provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. Federal funds are currently allocated through four statutory formulas that are based primarily on census poverty estimates and the cost of education in each state.



PROGRAM DESCRIPTION

- An LEA's Title I allocation is the total amount they receive through various formulas.
- LEAs prioritize Title I funds for schools with high numbers of low-income students.
- If a Title I school runs a targeted assistance program, it helps children who are struggling to meet state academic standards.
- Schools with at least 40% low-income student enrollment can use Title I funds for schoolwide programs to improve achievement, especially for the lowest-achieving students.



TITLE I SCHOOLS IN SADDLE BROOK



Franklin Elementary School



Helen I. Smith Elementary School



Saddle Brook Middle/High School

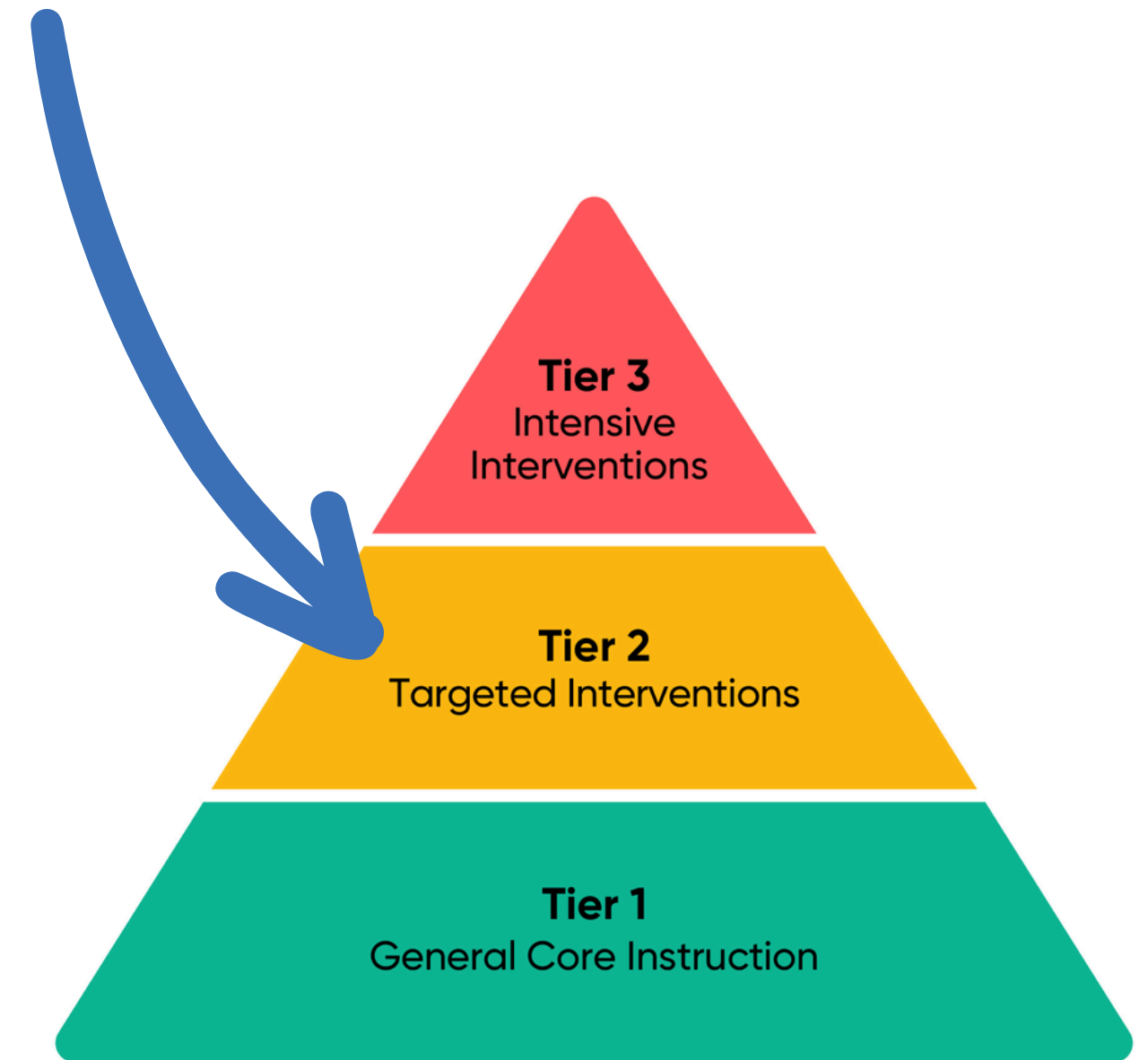
Title 1 Programs



- Breakfast programs
- Basic Skills in Math and English Language Arts in grades K-6
- Middle school / High School: Math and English Language Arts

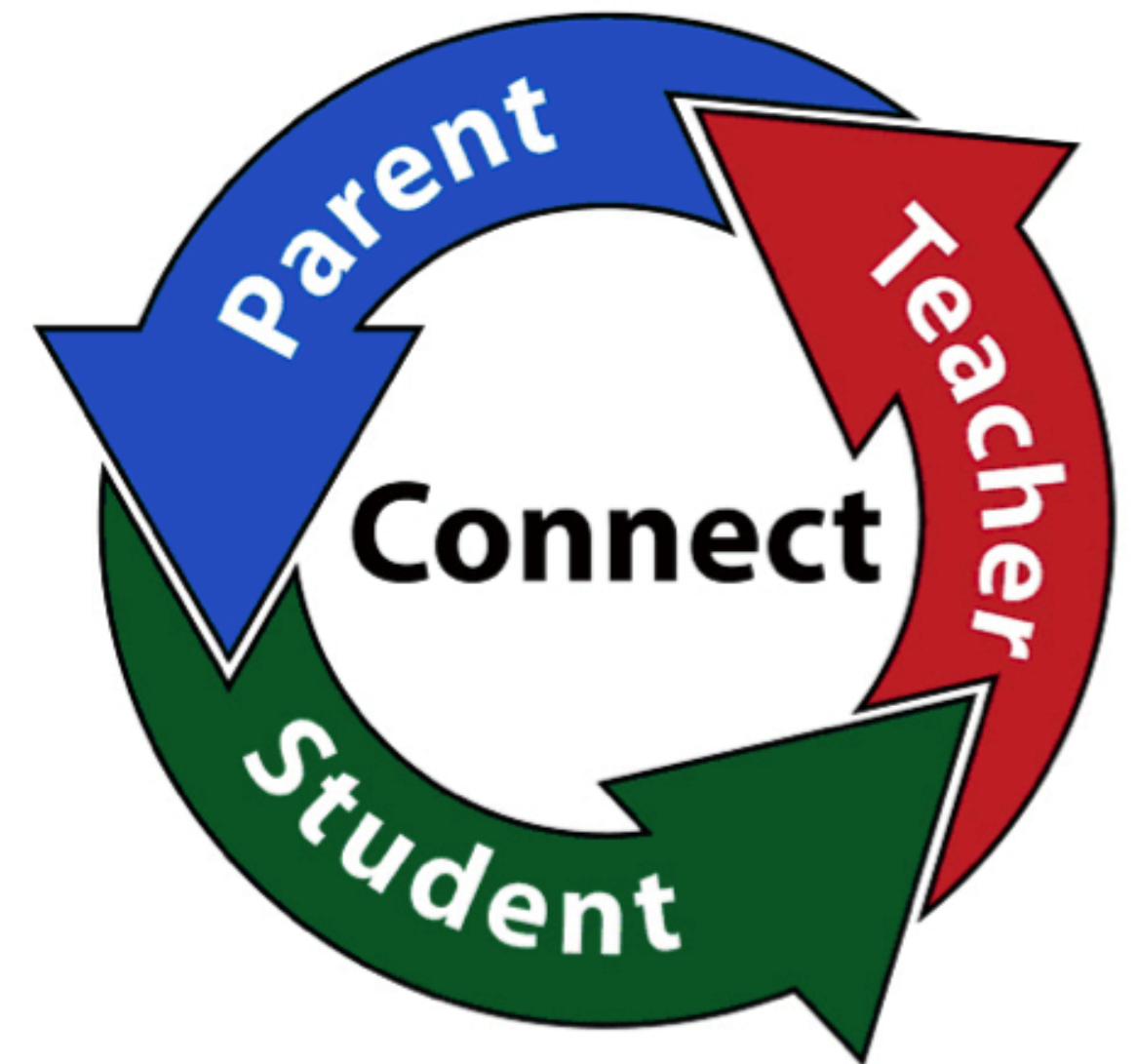
What is BSI?

- The Basic Skills Intervention program in the elementary school provides in-class support as well as pull-out supplemental instruction. The BSI teacher supports the classroom teacher's curriculum to provide continuity of instruction while remediating student deficiencies.
- In the middle school and high school, students receive additional daily support within their scheduled ELA and/or math classroom and are pulled out of gym once a week for additional small group instruction.



How do you stay informed?

- Parents will receive regular updates regarding their child's progress through report cards, interim progress reports, and parent/teacher conferences.
- Throughout the school year, students who participate in the program will be monitored to determine progress and either will continue or exit the program.



Our Instructors...

Franklin Elementary

- Marisa Dunn - ELA
- Joseph Stapleton - Math

Helen I. Smith Elementary

- Jill Falk - ELA
- Susan Nasto - Math

Long Memorial Elementary

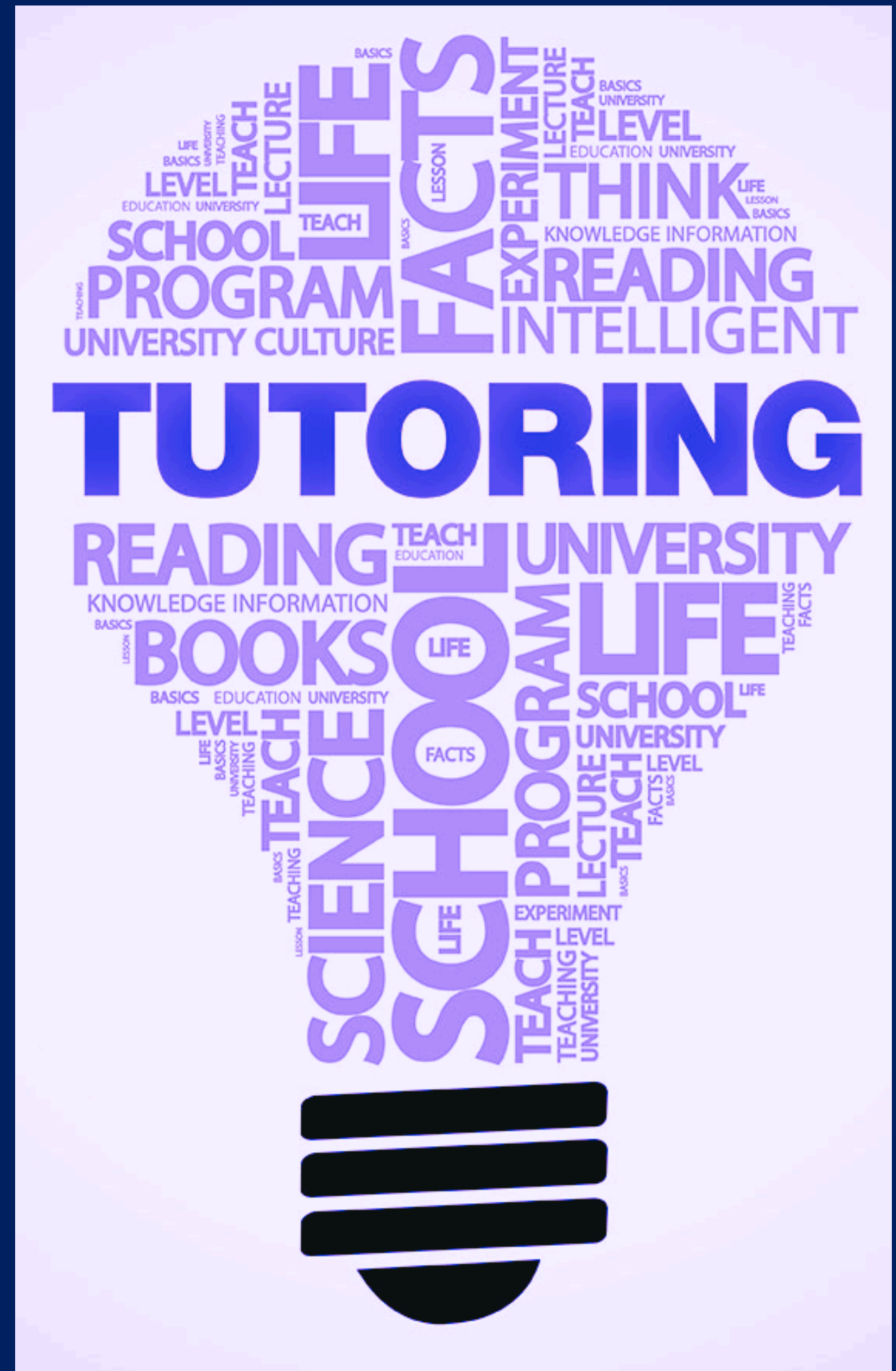
- Nicole Laube - ELA
- Brian Gelenius - Math

Middle School

- Colleen Sharpe - ELA
- Valerie Militello - Math

High School

- Kevin Herget - ELA
- Kevin Ware - Math



Who We Serve...

- Students who demonstrate a need based on academic ability
- All New Jersey students in grades 3-12 must be assessed in Mathematics and English Language Arts each year to determine if they are meeting grade level expectations.
- As the middle tier of the RTI (Response to Intervention) national model, students receive specialized instruction both in their regular classroom and in a small-group setting to strengthen their literacy and math skills.



How we identify...

- Data Collection
- Multiple measures for entry and exit in/of program
- Progress monitoring by the Data Team and I&RS Team
- A fluid program
- Parent refusal of services



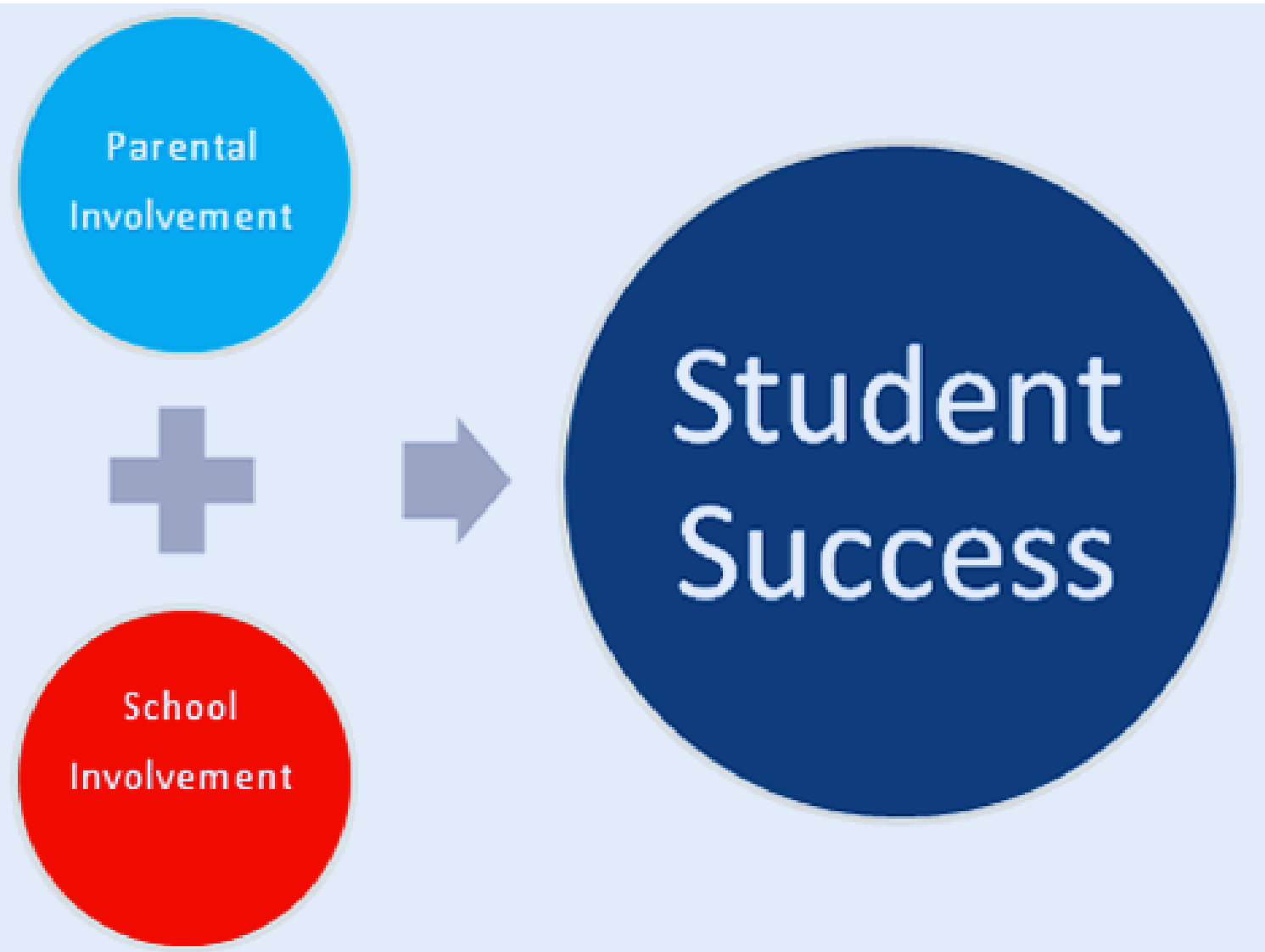
Measures we use...

- LinkIt! Assessments. The LinkIt! platform is an assessment management, data analytics, and intervention support solution created by a team of educators, technologists, and data experts.
- Report Card Grades
- NJ Standardized Tests
- Teacher Feedback

LinkIt!



New Jersey
Student Learning
Assessment



Requirements

- **Title 1 Policy:** All Title I schools embrace parent engagement and involvement. Each school will hold their Annual Title I meetings to inform applicable parents/guardians of programming.
- **School-Parent Compact:** A School-Parent Compact is a shared agreement that describes how parents, children, and the school will work together to support the child's learning.

PROGRAM DESCRIPTION

ESL means English as a Second Language. This refers to the content or classroom.

ML means Multilingual Learner. This refers to the student learning English.

What does it mean to be a multilingual learner?

- The learner's first language is not English.
- The learner is not yet proficient in English.
- The learner may need modifications for work in the content area classrooms.



PROGRAM DESCRIPTION

- In ESL classes, students work on reading, writing, speaking, and listening in English in the content areas of language arts, math, science, and social studies.
- ESL classes meet each day with the ESL instructor for one class period.
- ESL instructors:
 - Franklin Elementary School: Kristina Terzian
 - Helen I. Smith School: Elizabeth Alvarado
 - Long Memorial School: Elizabeth Alvarado
 - MS/HS: Stephanie Duran and Charlie Klein





Entrance and Exit Criteria

- Home Language Survey
- WIDA Screener

- WIDA ACCESS for ELLs
- 4.5 to exit

- Online assessment provides a student with a English language proficiency level

ACCESS for ELLs Results

- Testing determines English Language Proficiency (ELP) Levels 1-6.
- ELLs need a score of 4.5 on the ACCESS, and both ESL and classroom teacher recommendations to exit ESL.
- Results are sent home with each student in late spring (May/June).
- Sample Report

District: WIDA Use Only - Sample District
State: WS

Individual Student Report 2024

This report provides information about the student's scores on the ACCESS for ELLs English language proficiency test. This test is based on the WIDA English Language Development Standards and is used to measure students' progress in learning English. Scores are reported as Language Proficiency Levels and as Scale Scores.

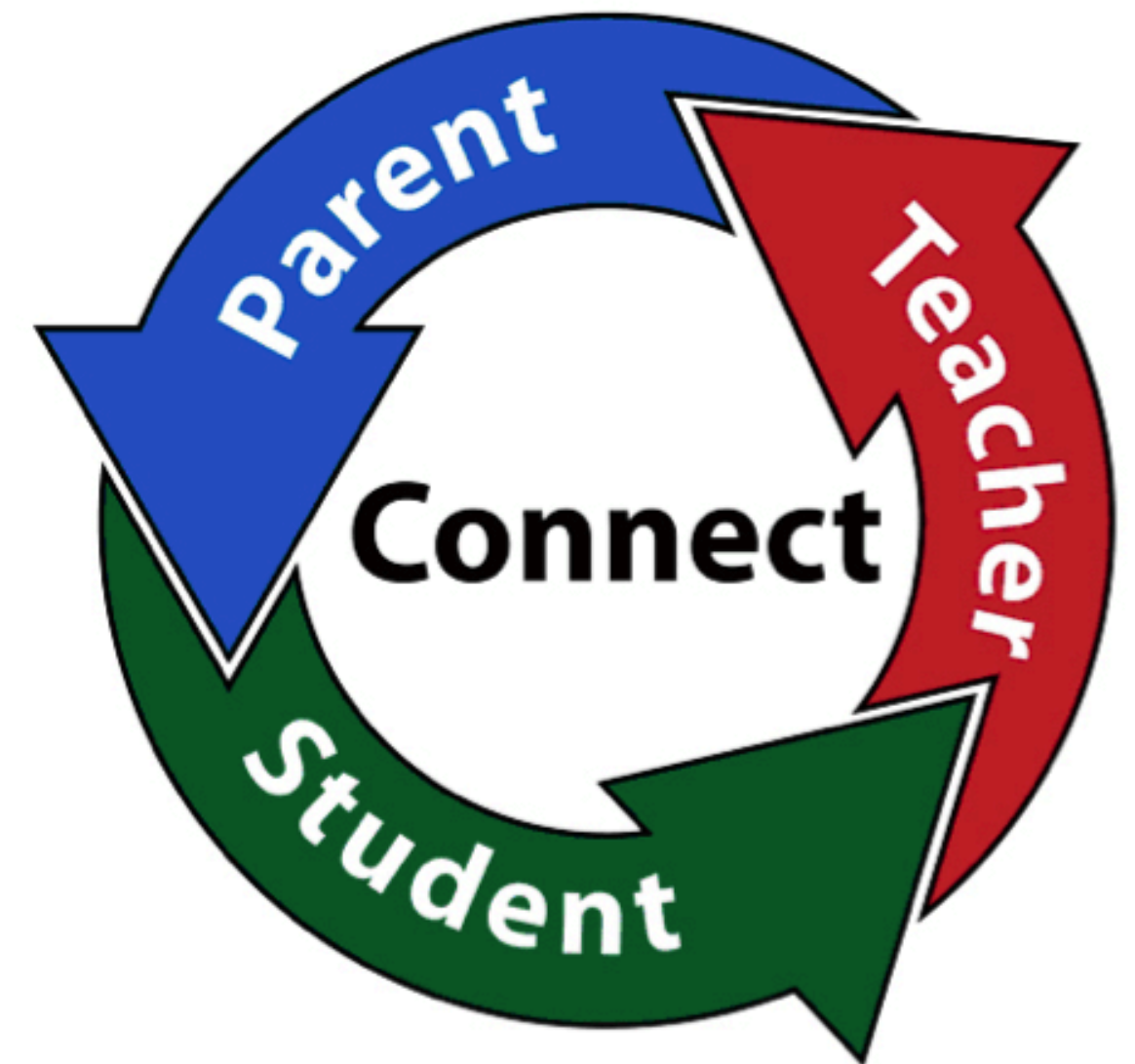
Language Domain	Proficiency Level (Possible 1.0-6.0)	Scale Score (Possible 100-600) and Confidence Band See Interpretive Guide for Score Reports for definitions
Listening	2.8	307
Speaking	3.0	295
Reading	2.0	309
Writing	4.4	374
Oral Language 50% Listening + 50% Speaking		301
Literacy 50% Reading + 50% Writing		342
Comprehension 70% Reading + 30% Listening	2.3	308
Overall* 35% Reading + 35% Writing + 15% Listening + 15% Speaking	3.4	329

*Overall score is calculated only when all four domains have been assessed. NA: Not available

Domain	Proficiency Level	Students at this level generally can...
Listening	2	understand oral language related to specific familiar topics in school and can participate in class discussions, for example: <ul style="list-style-type: none">Identify main topics in discussionsCategorize or sequence information presented orally using pictures or objectsFollow short oral directions with the help of picturesSort facts and opinions stated orally
Speaking	3	communicate ideas and details orally in English using several connected sentences and can participate in short conversations and discussions in school, for example: <ul style="list-style-type: none">Relate stories or eventsShare ideas and provide detailsDescribe processes or proceduresGive opinions with reasons
Reading	2	understand written language related to specific familiar topics in school and can participate in class discussions, for example: <ul style="list-style-type: none">Identify main ideas in written informationIdentify main actors and events, in stories and simple textsSequence pictures, events or steps in processesDistinguish between claim and evidence statements with pictures or graphs

How can I support my child?

- Read in both languages with your child.
- Have your child write in both languages.
- Help with homework in any way you can.
- Come to school functions such as Back to School Night and/or Parent Teacher Conferences.
- Ask your child about his/her day.
- Go to the public library for books and events.
- Communicate with your child's teacher and ESL teacher.



State Seal of Biliteracy



Information

What is the State Seal of Biliteracy?

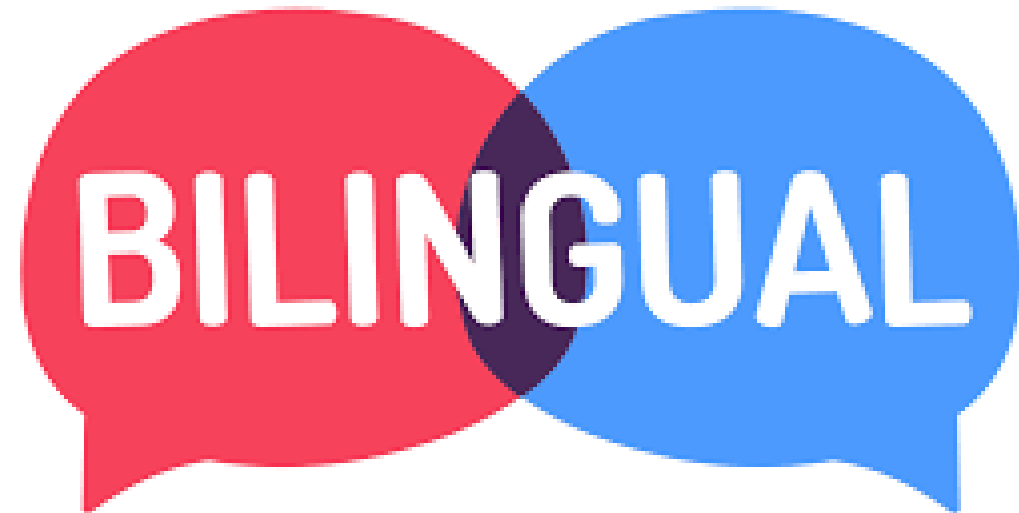
The State Seal of Biliteracy is a designation from the New Jersey Department of Education (NJDOE) identifying graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages.



What does it mean?

Bilingual:

- **Speaking two languages fluently.**



Biliterate:

- **Able to read, write, and speak two different languages.**





Seal of
Biliteracy 
for Eligible Graduating

Purpose of the State Seal of Biliteracy

The Seal of Biliteracy opens up a sea of vast opportunities:

- For those pursuing higher education or joining the workforce.
- As the world increasingly becomes global, the demand for employees with bilingual, multilingual, and become critical.



Purpose

- Encourage proficiency in multiple languages
- Certify attainment of biliteracy using nationally-recognized assessments
- Provide employers with a method of identifying NJ grads w biliteracy skills
- Provide universities with a method to recognize and award academic credit
- Prepare students w 21st-century skills & competence for the global labor market
- To recognize the knowledge base of both English speakers learning world languages and English Language Learners studying English or other world languages
- To recognize and reward students' linguistic and cultural knowledge
- To strengthen intergroup relationships and to honor the multiple cultures and languages in our diverse state



How can a student demonstrate linguistic proficiency?



Students must:

1. Demonstrate proficiency in English by meeting English language arts graduation requirements (or attained the appropriate cut score on the ACCESS for ELLs assessment in the case of ELLs)

AND

2. Demonstrate a linguistic proficiency level of at least **Intermediate-Mid (IM)** according to the ACTFL Proficiency Guidelines, or demonstrated a level deemed equivalent to IM for languages such as ASL or Native American languages.

What is intermediate-mid?

- Can be a conversation with a partner
- Describes and narrates
- Asks/answers questions about familiar topics
- Can handle basic uncomplicated language needed to take care of daily situations
- “Creates” with language (adapts and recombined learned material to express personal meaning)
- Creates language with sentences, strings of sentences, and sentence connectors



STAMP 4s Assessment

- **S**tandards-based **M**easurement of **P**roficiency
- Language Level for Passing: Intermediate Mid
- Must achieve a score of 5 or high in all Writing/Speaking and Reading/Listening levels



Study Materials for STAMP 4s

Sample Tests

<https://avantassessment.com/sample-tests>

Test Taker Guide

<https://avantassessment.com/stamp4s/test-taker-guide>

Test Taker/Parent Guide

<https://avantassessment.com/stamp4s/test-taker-parent-guide>



Insignia and Seal

For Transcripts:

“New Jersey State Seal of Biliteracy”

Receive a certificate at graduation





THANK YOU

Please contact:

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