



State Seal of Biliteracy

Nutley Public Schools

Nutley High School WL/ESL Department

School Year 2017-18
Pilot Implementation



What is the NJ 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.

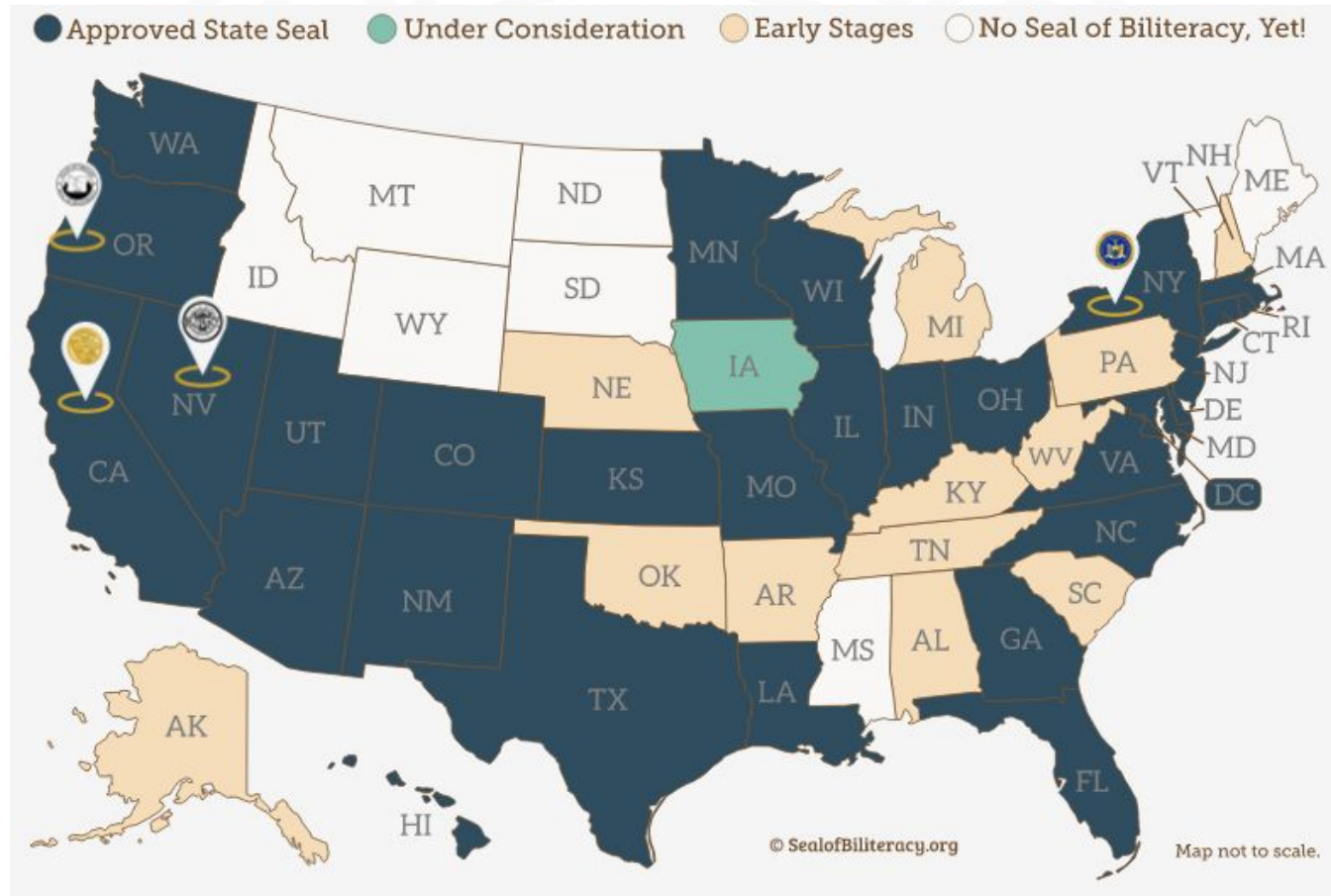


Purpose of the State Seal of Biliteracy

- Encourage students to study languages
- Certify attainment of biliteracy
- Provide employers with a method of identifying people with language and biliteracy skills
- Provide universities with a method to recognize and award academic credit to applicants seeking admission
- Prepare students with 21st century skills
- Recognize and promote second language instruction in public schools
- Strengthen intergroup relationships, affirm the value of diversity, and honor the multiple cultures and language of a community



Seal of Biliteracy Nationally



Seal of Biliteracy in NJ

- 2013-2016 Pilot led by NJTESOL-NJBE & FLENJ
- January 19, 2016 signed into law by Governor Christie
- Full implementation in the 2016-2017 school year

	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>
Districts	7	12	23	84
Certificates	185	341	727	2,015
Languages	10	14	16	21



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.

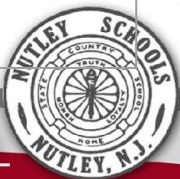
What is STAMP 4S?

- STAndards-based Measure of Proficiency
 - Listening
 - Reading
 - Speaking
 - Writing
- computer-adaptive = no pre-set upper limit
 - level of question difficulty based on the number of correct answers logged in the assessment



Nutley Seal of Biliteracy Recipients

Zawar Ahmed	Katherine Contini	Isabel Lopez	Tatiana Negron	Melody Salgado
Sara Araujo	Emily DeAngelo	Vincent Lucas	Patricia Patalinjug	Christopher Salisbury
Alexa Arcuti	Janelle Flores	Eduardo Machado	Ana Paun	Alessandra Santoriello
Javier Argudo	Connor Genitempo	Mehul Manian	Arianna Pena	Christian Shimabukuro
Jennifer Ariola	Caylynn Gonzalez	Crystal Mbua	Darielis Pena	Gianna Signorile
Ashley Aviles	Skylar Hutchison	Pooja Mehta	Yuvraj Raja	Saira Somnay
James Balbi	Taline Janikian	Rose Melendez	Catherine Reyes	Leigha Stuiso
Faith Bartell	Gianna Joyce	Micaela Mengen	Cristina Rodier	Givana Taibi
Elena Bresnan	Jairo Leon	Luis Mengen	Matt Rodriguez	Ashley Thomas
Michelle Chen	Camila Leon	Vicente Morales	Valentina Romero	Malena Ugliarolo
Megan Choi	Shawna Lewis	Keith Morrison	Alexandra Rubens	Rauf Ural
Neidy Collar	Valeria Londono	Jaileen Murillo	Debamita Saha	



Thank You!

- Board of Education
- Mrs. Persis Aviles - proctor
- Level IV/AP Teachers
 - Mrs. Denia Garcia
 - Mr. Gaetano Sollazzo
 - Mr. Eric Wdowiak





Nutley Public Schools

World Languages Department

Mathematics Department

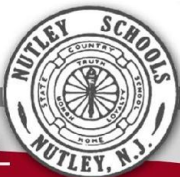
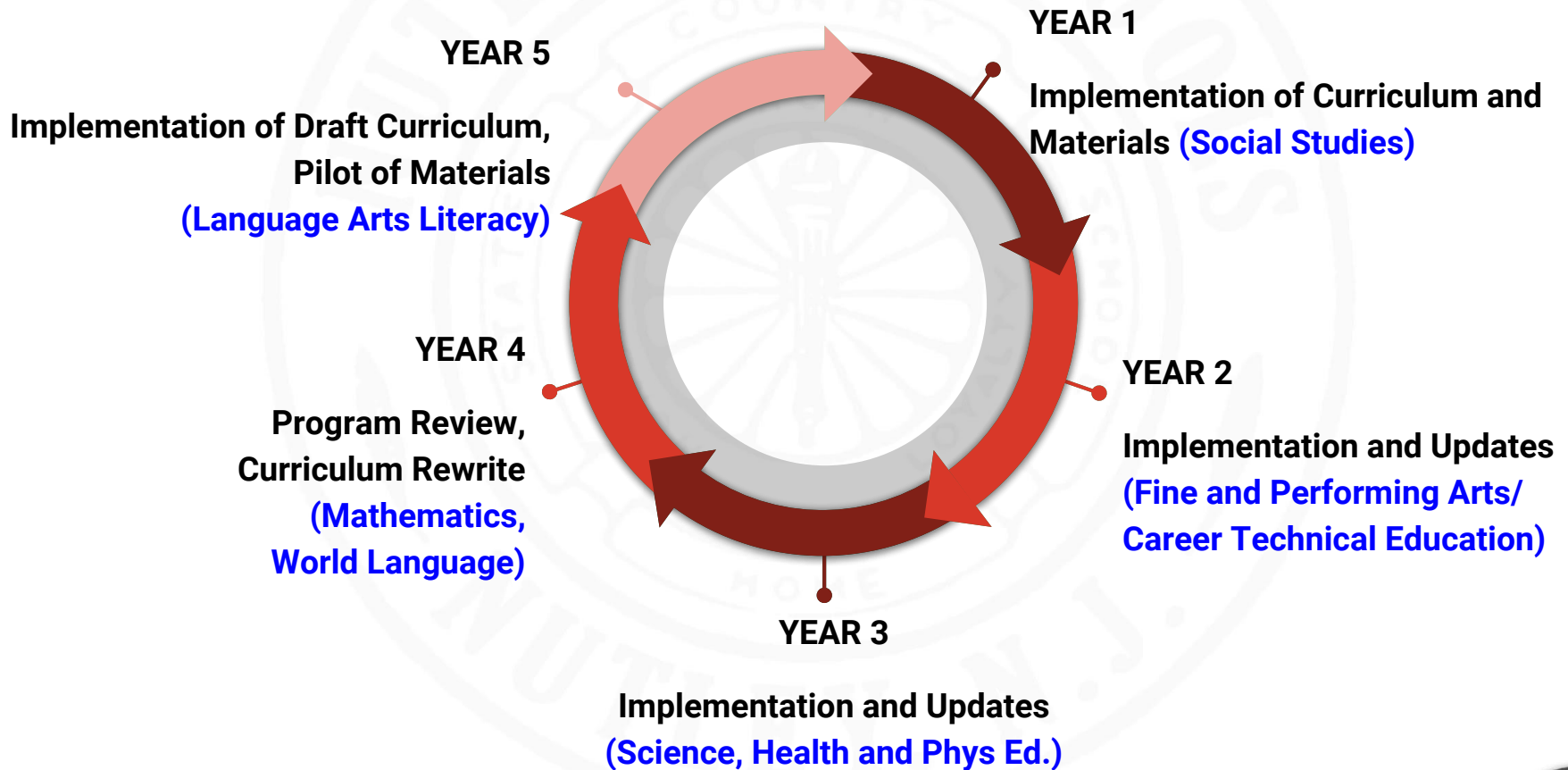
K-12 Program Review

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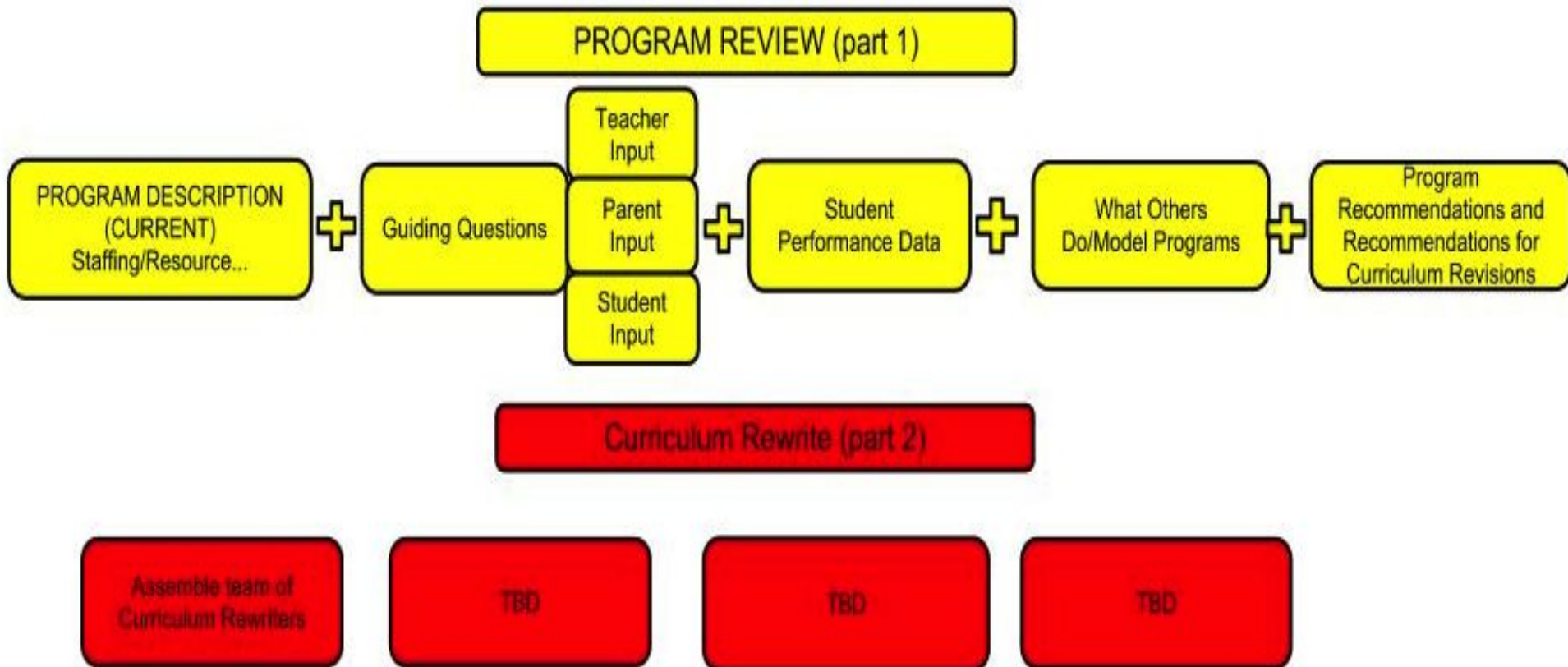
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2017-2018 Curriculum Renewal Cycle



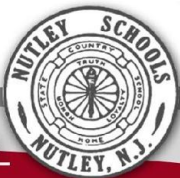
Year 4





Dr. Ruggiero

Coordinator of World Languages



Program Description

K-12

<u>Elementary School</u>	<u>Middle School</u>	<u>High School</u>
<ul style="list-style-type: none">• Spanish in 5 schools• 1,550 in Grades 2-6• 3 elem staff, 1 MS staff• Grades 2-5 – 40 min 1x/week• Grade 6 – 40 min 2x/week	<ul style="list-style-type: none">• Italian, Latin, Spanish• 602/605 students• 5 staff• Level I & II in 2 years• 46 minutes everyday• Entering high school in Level III Honors or repeating Level II	<ul style="list-style-type: none">• Italian, Latin, Spanish• 62.5% WL enrollment• 8 staff• Rotating drop classes of 56 minutes• Inability to share staff with MS



Data Collection

Curriculum, Instruction, Assessment

<u>Curriculum</u>	<u>Instruction</u>	<u>Assessment</u>
<ul style="list-style-type: none">• # Themes Inconsistent<ul style="list-style-type: none">– Italian & Spanish: 6 themes over 4 MP– Elem Spanish: 4 themes over 3 trimesters– Latin: 4 units over 4 MP• $\frac{2}{3}$ of staff believe curriculum is well articulated	<ul style="list-style-type: none">• Alignment of C&I• Vertical articulation• Inconsistent integration with other disciplines• Meeting the needs of all learners	<ul style="list-style-type: none">• “Common” assessments<ul style="list-style-type: none">– Keyed to only 1 of 3 strands of NJSL– Difficult to complete 6 themes in 4 MP– Departmental rubrics require revisions



Data Collection

Resources/Technology & Professional Development

<u>Resources/Technology</u>	<u>Professional Development</u>
<ul style="list-style-type: none">• Elementary<ul style="list-style-type: none">– Teacher-created only• Secondary<ul style="list-style-type: none">– Textbooks ≠ Thematic Approach– Current resources do not support curriculum approach	<ul style="list-style-type: none">• PD not specific to WL instruction<ul style="list-style-type: none">– Requests for in-district PD for WL– Requests for out-of-district PD for WL



Data Collection

Student Language Interest

% of 800+ Responses	What language would you like to see added at the middle and high school, if any?
27.4%	French
24.3%	American Sign Language
15.2%	<ul style="list-style-type: none">➤ 9.4%: No new languages should be added. Our current offerings and program are good enough.➤ 5.8%: No new languages should be added. The district should work to improve the instruction and assessment of languages already in place.
7.6%	Japanese
6.2%	German
5.1%	Mandarin (Chinese)

Student Performance

Seal of Biliteracy – Data

- NHS implemented STAMP 4S proficiency assessment for 2017-18 program pilot
- Seal of Biliteracy to 59 juniors and seniors
 - 40% eligible grade 11-12 NHS students
 - 60% NHS AP-level students
 - 47% NHS AP Italian students
 - 69% NHS AP Spanish students
 - 55% NHS AP-level seniors
 - 73% NHS AP-level juniors



Student Performance

World Language Honor Societies

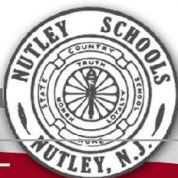
Language	# Students Eligible	# Honor Society Members	Percentage
Italian	126	62	49%
Latin	48	38	79%
Spanish	269	155	57%
TOTAL	443	255	57%



Recommendations

Program, Curriculum & Instruction, Assessment

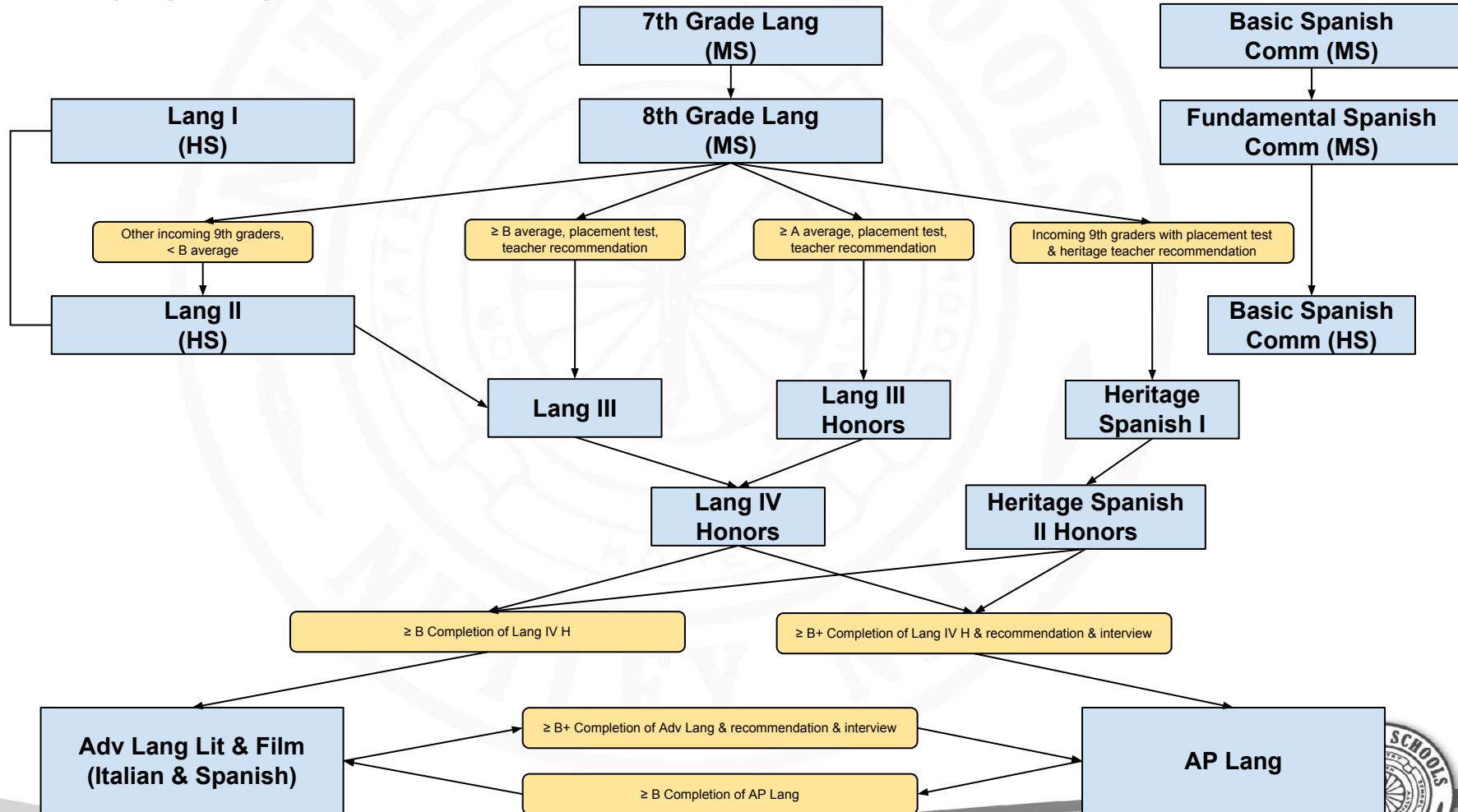
<u>Program & Courses</u>	<u>Curric & Instruction</u>	<u>Assessment</u>
<ul style="list-style-type: none">• Elementary<ul style="list-style-type: none">– Minimize teacher travel– Elem: Increase grade 6 language instruction to match MS instruction• Middle School<ul style="list-style-type: none">– Levels I/II → 7th/8th• High School<ul style="list-style-type: none">– Advanced Language Literature & Film course– HS: Re-introduce non-honors Level III– HS: Revise Honor Society Criteria• New Course Sequence	<ul style="list-style-type: none">• Condense 6 AP themes into 4 curricular themes<ul style="list-style-type: none">– Beauty & Aesthetics– Families, Communities, and Identities– Global Challenges– Science, Technology, and Contemporary Life• <u>NCSSFL-ACTFL Can-Do Statements</u>	<ul style="list-style-type: none">• Unit assessments to reflect 3 strands of NJSL for WL<ul style="list-style-type: none">– interpretive mode tasks– interpersonal mode tasks– presentational mode tasks• Develop grading policy consistent with 3 strands of <u>NJSL for WL</u>



Recommendations

Course Sequence – Secondary World Language

World Language Program Sequence



Recommendations

Resources/Technology & Professional Development

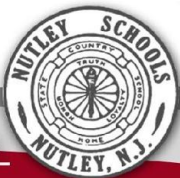
<u>Resources/Technology</u>	<u>Professional Development</u>
<ul style="list-style-type: none">• Repurpose funds for textbook adoption for purchase of<ul style="list-style-type: none">– authentic materials– online textbook materials– subscriptions to online resources– etc.	<ul style="list-style-type: none">• In-house PD<ul style="list-style-type: none">– Outside presenters on WL topics• Out-of-district PD<ul style="list-style-type: none">– Send teachers on site visits– Send teachers to PD conferences on topics of interest





Ms. Martin

Coordinator of Mathematics



Program Description

K-12 Mathematics Curriculum, Instruction, Assessment

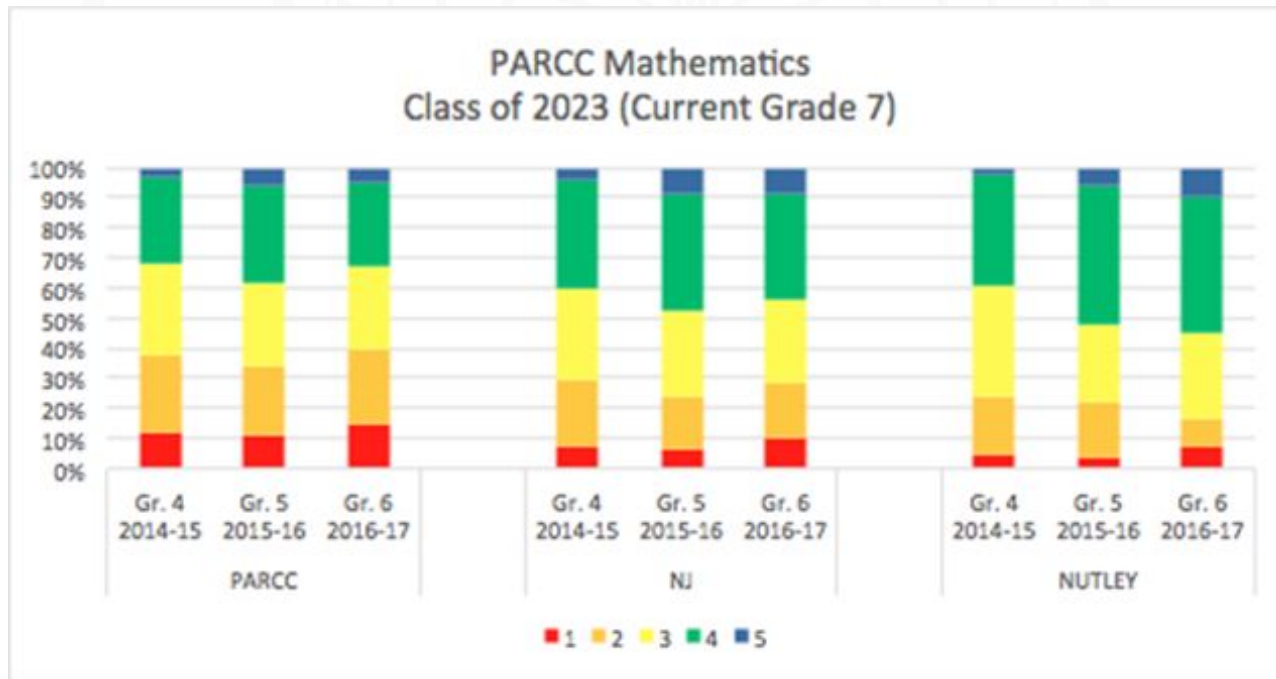
- **History of Mathematics Program (Cycle 1 of Program Review)**
- **K-8 Program- Math in Focus-CPA Approach**
- **Secondary Mathematics 7-12**
- **Instruction: K-8 Workshop Model**
- **Instruction K-12- Passive vs. Active Learners**
- **Assessment: District Common Assessments**
- **Assessment: Standardized Assessments**



Data Collection

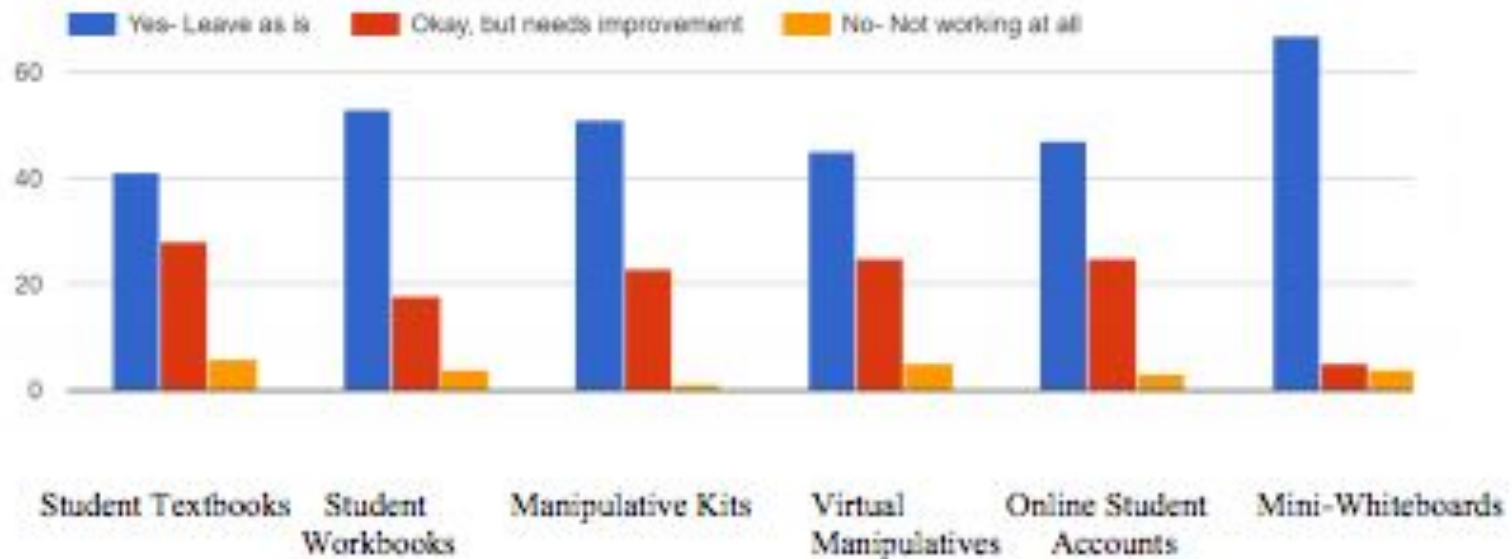
Mathematics Program K-12

- Teacher Focus Groups- Professional Development Day November 2017
- Mathematics Department Meetings & Professional Development Survey
- External Consultant -Classroom Visitations & Follow-Up Discussions
- Community Survey
- Teacher Survey
- Student Survey
- Student Performance Data



Sample Teacher Survey Question

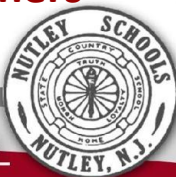
The following components of the Math in Focus program benefit students and teachers:



Data Collection-Findings

Mathematics Program K-12

- Analysis of cohorts and programs indicate growth in most standards. Data suggests continued focus on secondary data.
- Teachers are committed to the implementation of the *Math in Focus* program.
 - Workshop Model Lesson Structure/ Providing Instruction on Both Math in Focus(CPA) and non-Math in Focus Strategies
- Change in sequence-in Math in Focus the program can cause learning gaps, which are at risk of accumulating over future grade levels.
- Secondary teachers have strong math content knowledge and are enthusiastic about the subject matter.
- Teachers lessons generally follow the “I do, we do, you do” approach. Teachers utilize technology during instruction.



Recommendations

Mathematics Program K-12

Curriculum

- K-8 Work with teachers to continue the revisions of scope and sequence at each grade level.
- 9-12 Solidify Curricula for Mathematics Electives: Introduction to Computer Programming, AP Computer Science Principles, Robotics Engineering

Instruction

- K-12 Bring instruction to the next level-Infuse additional models of instruction- Learning Through Problem Solving-with the goal of engaging students of all levels
- Secondary: Increase rigor of Algebra 1, Geometry, and Algebra 2 courses

Assessment

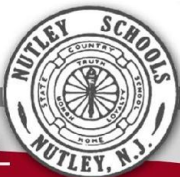
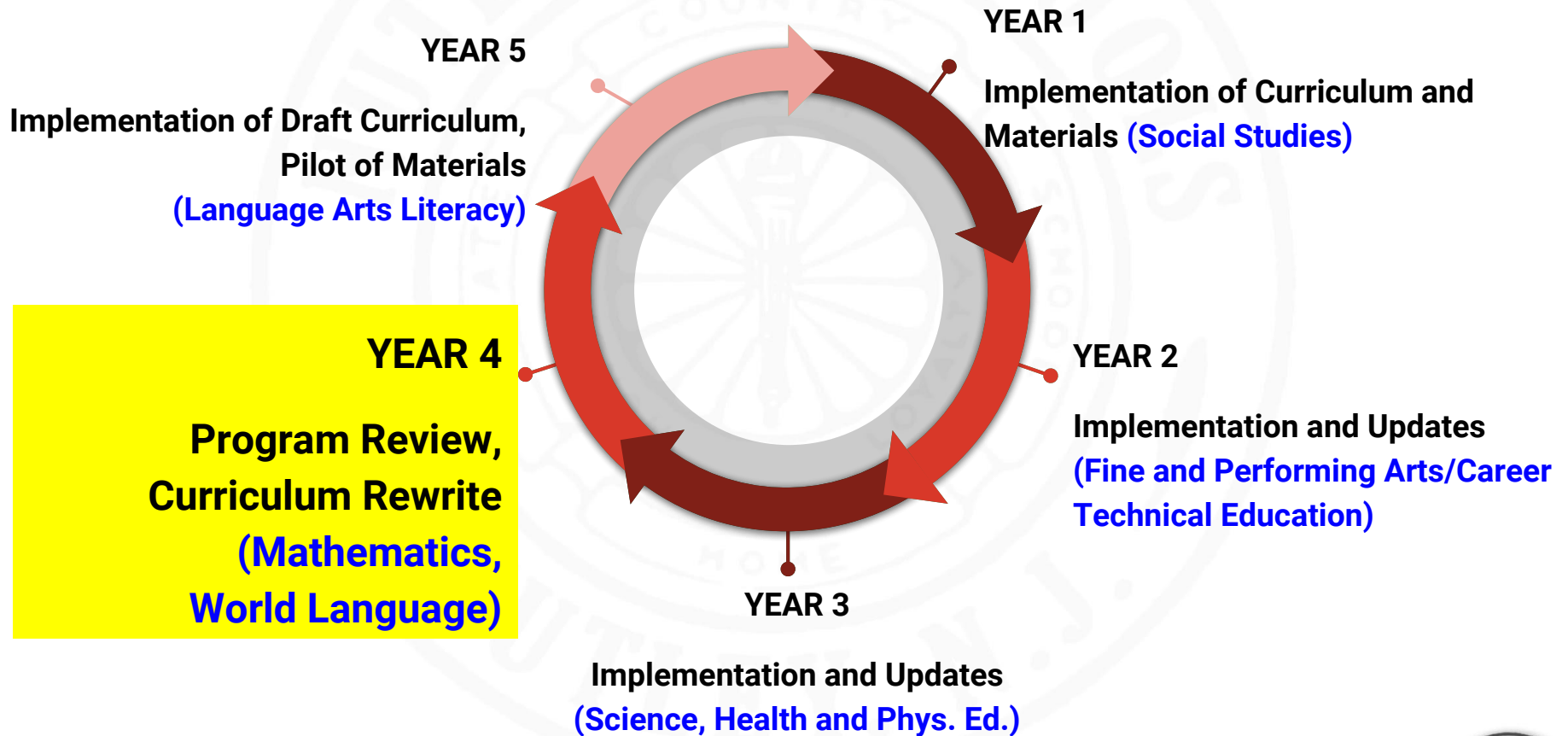
- K-12 Assessments should include more PARCC-like items. (particularly in areas where students are underperforming)

Professional Development

- Continue Content Development K-6
- Mathematics Instruction specific to *Math in Focus* Strategies (CPA Approach)
- Lesson Study (Teaching through Problem Solving)



Next Steps



Nutley Public Schools

World Languages Department

Mathematics Department

K-12 Program Review

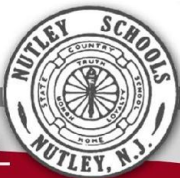
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Strategic Plan Survey Results

April 23, 2018

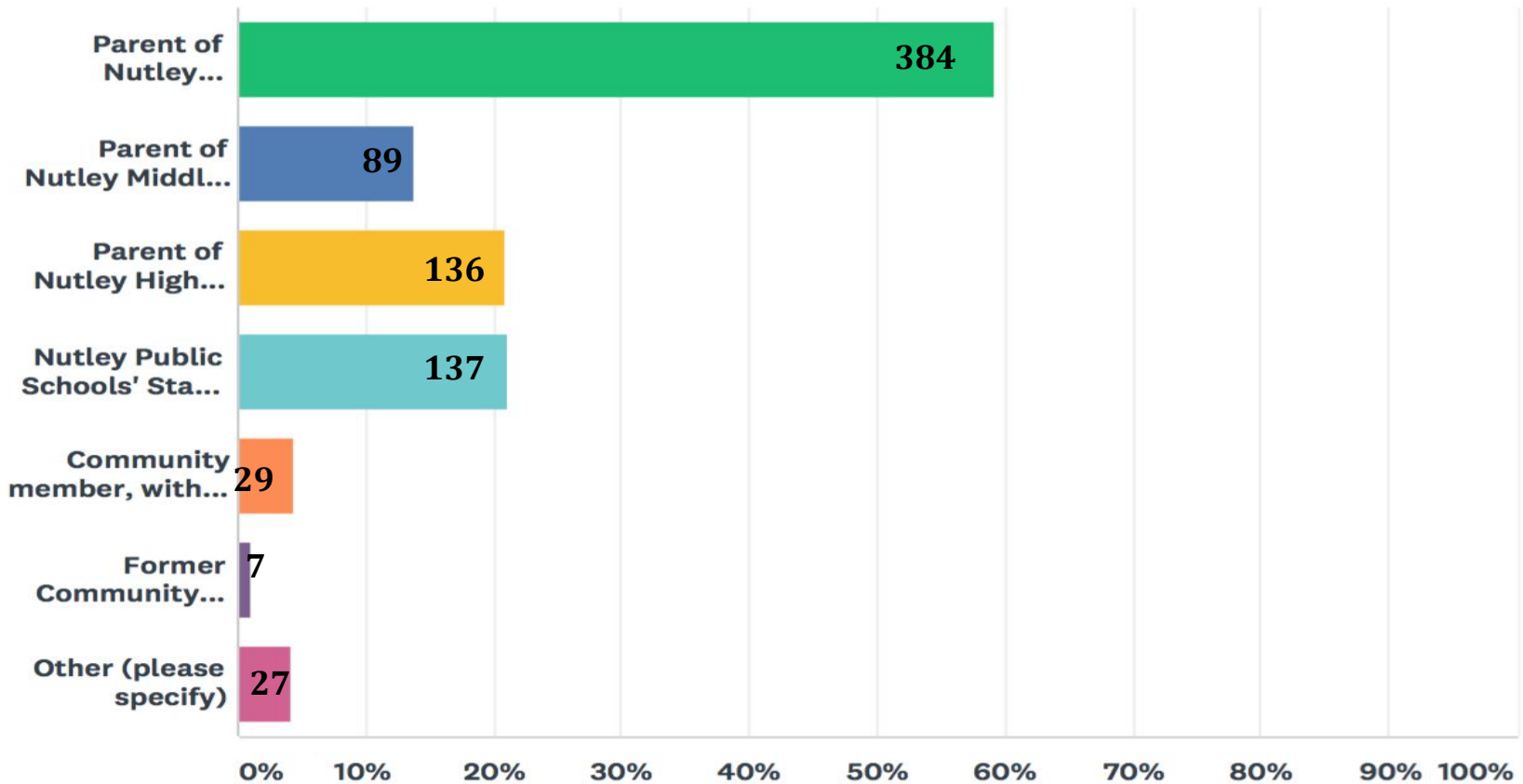


The Survey Details

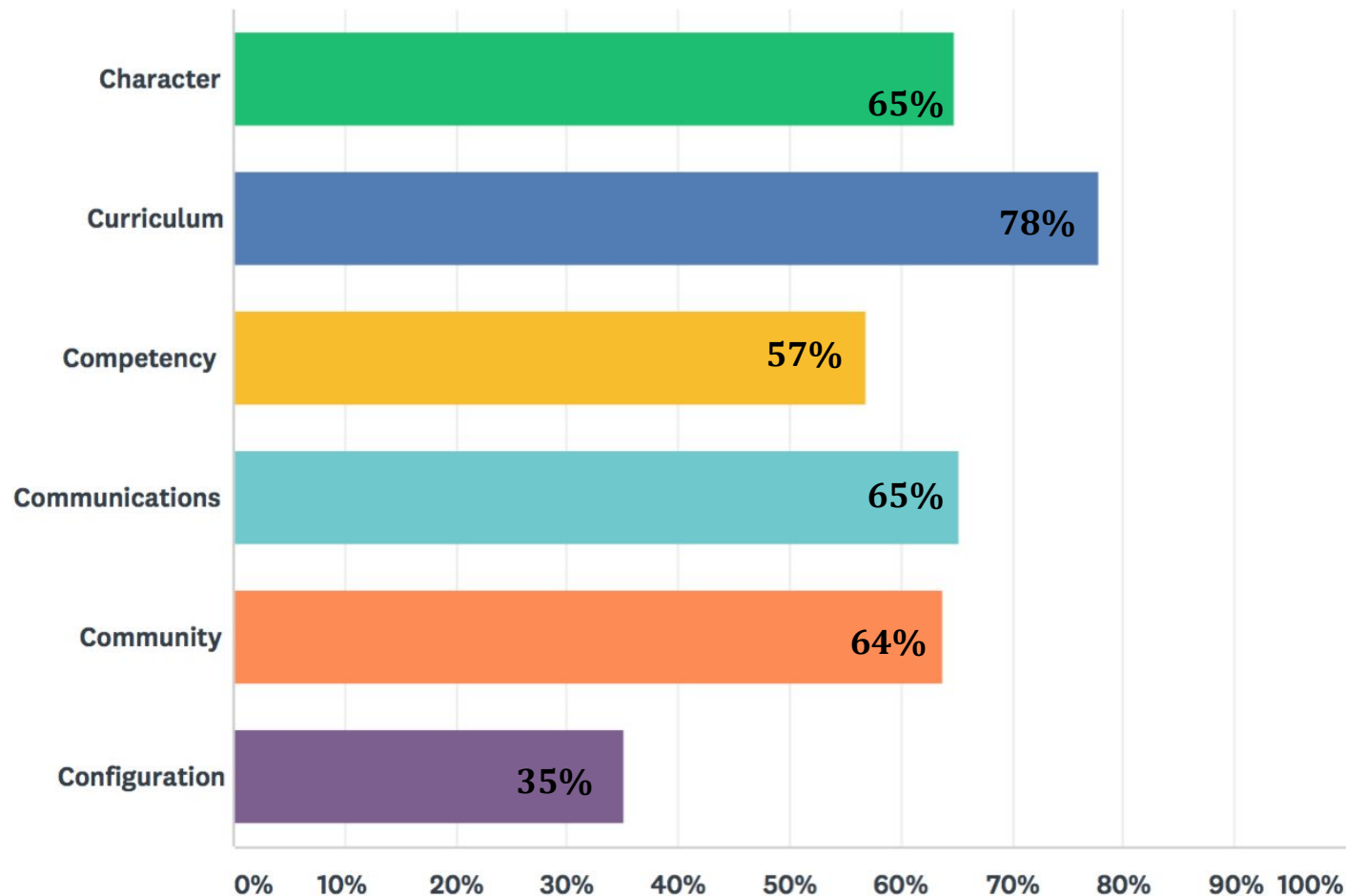
- Open from March 13 – March 30
- Survey link sent to all staff, parents, Board of Education, Commissioners, select community members
 - Posted to district website, Facebook, Twitter
 - Seven questions regarding Strategic Plan Development
- Five questions (just to parents) regarding Math and World Languages
 - 847 responses to some portion of the survey
 - 321 open-ended responses about security
 - 424 open-ended responses about what the district does well
 - 483 open-ended responses about where the district can improve
- 141 community members volunteered to participate in Focus Groups



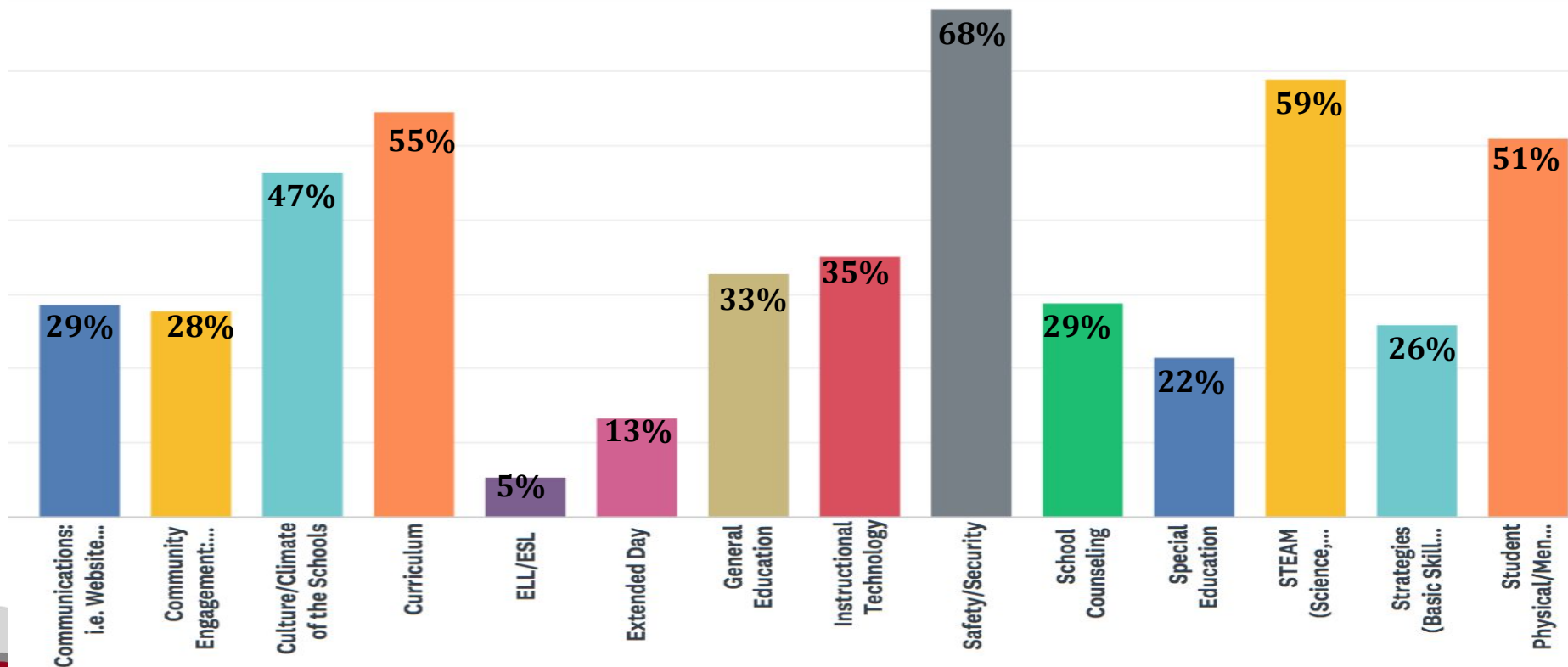
Demographic Information



Listed below are the Strategic Plan areas from 2012-2017. Please check the box next to any or all which you still feel have value in continuing to pursue as individual areas for the next five years, 2018-2023.



Please select up to FIVE areas which you would like to see as areas of focus for the Nutley Public Schools.



The Nutley Public Schools Excel At:

“Attempts to implement a healthier lifestyle among the student body, like healthier food options in the cafeteria and the change in the PE curriculum throughout the past four or five years.”

“The rotating drop schedule implemented this year.”

“Parent/Teacher Collaboration”

“Establishing an inclusive community that encourages students to take on more responsibility.”

“Having high quality staff.”

“Hiring hard-working teachers who go above and beyond for their students.”

“Communication, engaging children, variety of programs, clean/safe schools.”

“Academics.”

“Involving Parents.”

“Fostering a love for school.”

“Truly caring about the children and wanting them to learn and have a happy, fun, educational experience.”

“Providing students with a terrific music and art programs.”



Continued...

“Providing a learning environment that is safe.”

“Professional opportunities for teachers.”

“Offering a wide variety of choices at the high school.”

“Producing decent humans, who are (somewhat) ready for their next phase of life.”

“Teaching and valuing learning. It provides all stakeholders with a sense of community and belonging. It values student safety, learning, leadership and high goals.”

“Building a sense of community.”

“Community involvement, character education. Competency and Communication.”

“Security and protecting my kid.”

“Nutley Public Schools excel in their Special Education department teachers to the Child Study Team.”

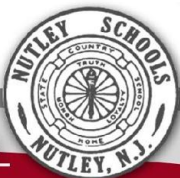
“Overall quality of education.”

“Providing a positive school climate.”

“Establishing an inclusive community that encourages students to take on more responsibility.”

“Programs to help struggling students.”

“Offering a nurturing environment.”



The Nutley Public Schools Need To Be Better At:

“Communicating with members of the community who do not have or no longer have students.”

“Challenging the above average student.”

“The current curriculum is too confusing and too abstract. Needs to be simplified.”

“Communication.”

“Safety procedure, security, leadership.”

“Holding students more accountable for work missed and disciplinary issues.”

“Teacher/Pupil Ratio.”

“Encouraging students to be lifelong learners.”

“Building maintenance and technology advancements.”

“Many parents are looking to move to escape the ‘that’s how it’s always been done’ mentality of Nutley.”

“Making education fun.”

“Dealing with overcrowding.”

“Opening school the day after it snows.”



Continued...

"More after school clubs and extracurricular activities."

"Talking to children about bullying and discouraging this kind of behavior."

"Addressing the emotional needs of the students."

"Remove Temporary Classroom Spaces. Enhance controlled entry and digital security. Provide more opportunities for kids to learn and engage with technology."

"Taking care of our students' mental health. The stress they feel on a daily basis is often overwhelming."

"Give students the opportunity to take more vocational classes, either in Nutley or at another school. Not all students are preparing for college."

"Fixing the overcrowding problem."

"Parent/Teacher communication."

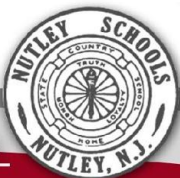
"Managing class size."

"Technology, STEM. Definitely feel we are behind compared to schools in other states."

"Safety for our children."

"Security. Getting the sixth grade to the middle school."

"Listening to all parents. Not just a small group that elect themselves to the PTOs."



Next Steps?

Questions?

