

# ELS THREE-YEAR PROGRAM PLAN

## SCHOOL YEARS 2014-2017

NEW JERSEY DEPARTMENT OF EDUCATION  
 Division of Student and Field Service  
 Office of Title I  
 Bureau of Bilingual/ESL Education  
 P.O. Box 500  
 Trenton, NJ 08625-0500

Email completed plan to: [ellreports@doe.state.nj.us](mailto:ellreports@doe.state.nj.us)

Save the plan using the following file name format:  
 countycode-districtcode-districtname (e.g. 00-0000-sampledistrict.docx)

### District Information

Hunterdon/19  
 County Name/Code

Franklin Township/1600  
 District Name/Code

Sophia Van Ess, School Supervisor  
 Name and Title of Person Completing

Sophia Van Ess, School Supervisor  
 Name and Title of Contact Person

(908)735-7929 ext. 215  
 Telephone Number of Person Completing Plan

(908) 735-7929 ext. 201  
 Telephone Number of Contact Person

svaness@ftschool.org  
 Email Address

svaness@ftschool.org  
 Email Address

226 Quakertown Rd., PO Box 368  
 Street Address of District

Quakertown, NJ 08868  
 City State Zip

**ENGLISH LANGUAGE SERVICES THREE-YEAR PLAN  
SCHOOL YEARS 2014-2017  
SECTION I: STATEMENT OF ASSURANCES**

**A. Statement of Assurances Based on N.J.A.C. 6A:15 [Mark "X" for each if in compliance]**

1.  The ELS program is operated in compliance with New Jersey statutes and regulations.
2.  There are less than 10 ELLs enrolled district wide.
3.  The district uses a screening process, initiated by a home-language survey, to determine which students must be tested for English language proficiency.
4.  The parents/guardians of ELLs are notified annually by mail in their dominant language that their child has been identified as eligible for enrollment in a bilingual, ESL or English language services program and of their right to decline program services in accordance with New Jersey regulations. In addition, parents are notified by mail in their dominant language when a determination has been made to exit a student from a program. Parents/guardians also receive individual student progress reports as indicated in N.J.A.C.6A:15-1.13.
5.  A budget for the ELS program is developed that specifies how state/local funds are directly related to the ELS program instructional services and materials.
6.  All ELLs are identified for services and tested annually with one of the following assessments:
  - 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)
  - WIDA ACCESS for ELLs
  - WIDA MODEL
7.  The district uses the following multiple measures to determine which students are ready to exit a language assistance program:
  - Department-established standard on an English language proficiency test
  - Classroom performance and the student's reading level in English
  - Judgment of the teaching staff member(s)
  - Performance on achievement tests in English

Dr. Carol A. Fredericks  
Chief School Administrator

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date Signed

\_\_\_\_\_  
Date of Board Approval

**ENGLISH LANGUAGE SERVICES THREE-YEAR PLAN  
SCHOOL YEARS 2014-2017  
SECTION II: PROGRAM DESCRIPTION**

**Please complete the following information. Indicate the days and amount of time student(s) receive services.**

**A. Program Information**

SCHOOL NAME	NUMBER OF STUDENTS	ELS INSTRUCTIONAL TIME	
		Days/Wk	Minutes/Day
Franklin Township School	2	3	40
<b>TOTAL LEP STUDENTS</b>	<b>2</b>		

**B. Program Narrative**

Districts operating an ELS program should complete a narrative describing the program. The narrative must include the focus of instruction and the certification of the teacher(s) providing ELS.

The Reading Specialist, in a pull out program, provides instruction to improve the English listening, speaking, reading and writing skills of the students to enable them to successfully participate in a regular classroom program. The focus provides academic support through creative measures to teach basic vocabulary through the Common Core State Standards. When necessary in class sessions provide the L.E.P. students with extra support within their regular classrooms and give the ELS provider an opportunity to observe how the students are functioning within that setting. When it is observed that a student has made considerable progress and appears to be functioning at a level appropriate for their age/grade, the first consideration is their standardized test score obtained from the ACCESS for ELL test. If they have met the exit criteria or score suggested by WIDA, a discussion takes place between the child's classroom teacher(s) and the ELS provider. If the child is reported to be functioning at or around grade-level in all areas (listening, speaking, reading, writing, etc.) and they have achieved at least the cutoff score on the ACCESS test and have scored in the average range on other standardized assessments for the district, the child is exited from the ELS program.

### **C. Professional Development**

Succinctly describe how district staff will receive professional development in strategies to meet the needs of ELLs.

- Orton-Gillingham Training
- Bureau of Education & Research Seminar for ELL Teachers
- Project Read Training
- WIDA Access for ELLs