

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

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

District Information

Burlington / 05
County Name/Code

Tabernacle / 5130
District Name/Code

John Tirico, Director of Special Services
Name and Title of Person Completing

John Tirico, Director of Special Services
Name and Title of Contact Person

(609) 268-0153 ext: 1009
Telephone Number of Person Completing Plan

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Telephone Number of Contact Person

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Street Address of District

Tabernacle, NJ 08088
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. **X** The ELS program is operated in compliance with New Jersey statutes and regulations.
2. **X** There are less than 10 ELLs enrolled district wide.
3. **X** The district uses a screening process, initiated by a home-language survey, to determine which students must be tested for English language proficiency.
4. **X** 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. **X** 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. **X** All ELLs are identified for services and tested annually with one of the following assessments:
 - WIDA ACCESS for ELLs
7. **X** 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

George Rafferty, Superintendent
Chief School Administrator

George Rafferty
Signature

6/16/14
Date Signed

June 16, 2014
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
Tabernacle Elementary School	7	5	40
Kenneth Olson Middle School	1	5	45
TOTAL LEP STUDENTS	8		

Tabernacle School District integrates and serves a small population of ELL students into the mainstream setting. During the past year, Tabernacle School District provided an English Language Services Plan for 8 students in the district. Currently, two teachers provided the needed support and access to the on grade level curriculum that is aligned to the New Jersey Core Curriculum Content Standards. The students are currently clustered in similar grade levels at the elementary school (K-2) and at the middle school (6-8). Of the two teachers who provide services and/or support to our ELL students, one is a certificated ESL Teacher and Teacher of Spanish and the other holds a Teacher of Spanish certificate.

To ensure that this English Language Services Plan addresses the different learning styles and the educational level of the ELL population, a variety of instructional approaches and materials are used. Overall, instruction focuses on the four main communication skills: listening, reading, speaking and writing. The ESL teachers provide additional instructional help in content-area studies to help students achieve academically. Authentic materials are used extensively to teach communicative competence and to help ELL students to communicate in social settings. Ongoing assessments provide feedback to both the instructors and students.

All ELL students will receive a minimum of 45 instructional minutes, a minimum of three days per week and individual to the needs of each student identified as being eligible for this program. For this plan, students will work with the ESL teacher in the mainstream setting. Teaching will provide implementation of content area lesson plans designed by the grade level teacher and aligned to the grade level Common Core expectations.

Throughout the year, ESL teachers meet with the ELL students' classroom teachers to ensure that additional instructional needs are identified and addressed. By the end of each academic year, students will be tested using the ACCESS for ELLs. These test results, along with observations by the classroom teachers and conversations with the students and/or parents, will guide the placement of ELL students in the future.

The district recognizes that proficiency in English is central to the success of our students, both in and outside of the academic setting. This English Language Services Plan, therefore, has developed the following goals and objectives:

The goals and objectives of the English Language Services Plan are as follows:

Goal I: To use English to communicate in social settings (Kindergarten – 8th Grade)

- Objective: Students will use English to participate in social interaction.
 - This means that students should be able to use English to talk to others for social purposes, e.g. to make plans to go shopping or to talk on the phone.
- Objective: Students will interact in, through and with spoken and written English for personal expression and enjoyment.
 - This means that students should be able to use English to read books, watch television, listen to music, and use technology for fun.
- Objective: Students will use learning strategies to extend their communicative competence.
 - This means that students should be able to think about how they learn and use English for social purposes. Then they should be able to apply learning strategies that they use in new situations (e.g., asking a friend to explain a word) so they can learn more English.

Goal II: To use English to achieve academically in all content areas (Kindergarten – 8th Grade)

- Objective: Students will use English to interact in the classroom.
 - This means that students should be able to use English to do things in the classroom, such as get materials for projects, ask permission to change seats, and to answer and ask questions as needed and/or prompted.
- Objective: Students will use English to obtain, process, construct and provide subject matter information in spoken and written form.
 - This means that students should be able to use English to learn new concepts in science, math, English, music, and other content areas. They should be able to read and write about different topics and discuss them too.
- Objective: Students will use appropriate learning strategies to construct and apply academic knowledge.
 - This means that students should be able to think about how they learn and remember information in content classes. Then they should be able to apply these learning strategies (e.g., grouping similar words and concepts, visualizing a concept to remember new information) to new academic situations so they can learn more English and complete content area work.
- Objective: Students will demonstrate academic achievement towards the Common Core Standards
 - This means the students will develop a level of English language proficiency in reading, writing, listening and speaking that will enable the ELL student to function at or above grade level in all subject areas, mastering the Common Core Standards, and meeting district and state requirements for their grade level.

Goal III: To use English in socially and culturally appropriate ways (Kindergarten – 8th Grade)

- Objective: Students will use the appropriate language variety, register and genre according to audience, purpose and setting.
 - This means that students should be able to use forms of English correctly for different formal and informal situations, such as introductions, a classroom party, or purchasing an item at the store.
- Objective: Students will use non-verbal communication appropriate to audience, purpose and setting.
 - This means that students should be able to communicate non-verbally according to the common patterns of behavior in their community (e.g., how and when to look at someone; how close to stand to friends, teachers and strangers; what hand gestures are considered polite).
- Objective: Students will use appropriate learning strategies to extend their socio-linguistic and socio-cultural competence.
 - This means that students should be able to think about how they learn what behavior is correct in different social and cultural settings. Then they should be able to apply the learning strategies they use in new situations.

Goal IV: Teachers will encourage the development of English Language Services Plan objectives and assessments.

- Objective: Ensure that the curriculum and assessment system is aligned to the plan objectives and the needs of the student.
 - Students and teachers alike will have common expectations of what the ELL students should know and be able to do as a result of this plan. A variety of materials are available to help educators use these objectives.

Goal V: To develop and maintain in each student a positive attitude toward his/her own native culture and an appreciation of cultural diversity.

- Objective: Ensure that the school-wide counseling program adequately addresses the social and cultural needs of all its students, as well as a safe and healthy environment.

Focus on Instruction In The Mainstream:

All Teachers can use the objectives in their own instructional program

- Teachers can use the objectives above to measure the effectiveness of their own teaching. To do so, teachers could develop lessons that provide students with opportunities to perform the activities described in the descriptors and sample progress indicators.
- Teachers can develop assessments or checklists that measure how well their students are attaining the above objectives.

Thematic Unit Planning

- Teachers plan instruction around themes to maximize opportunities for students to acquire language and concepts.
- Teachers should integrate the language arts: listening, speaking, reading and writing into each theme-based unit.
- Teachers base their instruction on a thorough understanding of learning theory, including metacognitive, cognitive and social/affective strategies and processes that learners employ to enhance their linguistic and content-area knowledge.

Classroom Organization and Management for English Language Learners

- Teachers organize literacy instruction based on a logical progression from structured teacher-guided activities toward increasing levels of independent reading and writing activities.

Lesson Planning

- Teachers select appropriate methods of instruction to enhance second-language acquisition, literacy development and content-area knowledge.
- Teachers structure systematic lessons to include presentations of concepts and vocabulary and many opportunities for guided and independent practice.
- Teachers plan for high levels of student participation focused on both the process and the final products of the learning experience.
- Teachers provide integrated, guided and shared reading and writing activities

Evaluation and Selection of Appropriate Instructional Materials and Activities

- Teachers select activities keeping in mind the needs of their ELL students and progress should be monitored via formal and informal assessments of the students'.
- Teachers plan carefully for students' concept development and critical thinking skills using a variety of interactive and independent teaching strategies.
- Teachers analyze and select literacy texts for instruction and independent reading based on student's skill levels and ability to handle the challenges of the text.
- Teachers design and implement balanced literacy to meet the learning needs and challenges of all ELL students.

Content-Area Instruction

- Teachers relate content-area knowledge and Common Core Standards for age and/or grade level language and literacy development.
- Teachers develop lesson plans that integrate content and concept development into the instructional and learning activities.
- Teachers design structured learning activities and prepare classroom experiences to enhance content-area reading by guiding students in their abilities to analyze and reflect on content area text structures and patterns of exposition.

Evaluation and Assessment

- Teachers conduct on-going assessment to monitor English language and literacy development.
- Teachers collaborate with administrators to ensure that the English Language Services Plan has sound pedagogical principles and is supported with appropriate materials and personnel resources for effective implementation.

Multi-cultural Education

- Teachers continually refine their knowledge of linguistic and cultural factors that promote English language acquisition and the overall development and well-being of diverse learners.
- Teachers use multicultural literature to enhance and refine student enjoyment and appreciation of their own and each other's cultures.

Advocacy for English Language Learners

- Teachers are informed about the federal and state legal requirements and policies that affect their design of programs and their modes of delivery of instruction in the classroom for their students designated as ELL.
- Teachers assume an active and appropriate role in promoting sound policies and decisions regarding educating ELL students as citizens in a culturally and linguistically diverse society.

Knowledge Base and Teaching Philosophy

- Teachers continually grow professionally by reflecting on their practices and engaging with current research in language and literacy development and teaching.
- Teachers articulate a philosophy of bilingual and second-language education based on a knowledge base that is congruent with their values and beliefs and connected to their personal and professional experiences.
- Teachers access research and scholarly writing about policies and practices that increase their effectiveness with language minority students and second language learners
- Teachers can access online modules on teaching English Language Learners in the mainstream via http://www.nj.gov/education/bilingual/ell_mainstream/index.html. These modules provided by the NJDOE Bureau of Bilingual/ESL Education, will assist teachers in gaining further knowledge on how achieve success with this English Language Services Plan.

Additional Resources / Websites for Teachers

- [A to Z Teacher Stuff](#)
Created for teachers by a teacher--This site was designed to help teachers find online lesson plans and resources more quickly and easily. It's one of the most popular Web destinations for teachers--more than 1 million visitors are counted each month at A to Z Teacher Stuff & LessonPlanz.com! :)
- [Achieve3000](#)
creates differentiated instruction and delivers it via the Net. Whether it's with our student reading programs or our technology training for teachers, content always fits each user's learning profile. This unique approach ensures that the needs of all learners are met, and that no one is left out or left behind.
- [Becoming Bilingual The Challenges of Teaching English Language Learners to Read](#)
Acclaimed actress Rita Moreno hosts Becoming Bilingual, a 30-minute PBS program that examines the challenges of teaching children to read in a new language. This new show visits schools and programs in six cities across the country to learn about the different ways schools are working to create bilingual readers.
- [Big Chalk](#)
Teacher and curriculum resources
- [Billy Bear](#)
Clip art, games, activities, stories
- [Boggle's World](#)
Boggle's World is a resource site for TEFL and ESL teachers who teach elementary and middle school English, ESL and EFL to kids. Just click, print, and copy.
- [Child Fun](#)
holidays, crafts, activities
- [Clip Art](#)
Free clip art
- [Dave's ESL Café](#)
The Internet's Meeting Place for ESL/EFL Students and Teachers from Around the World!
- [Dinah-Mite Adventures](#)
Hands-on manipulatives that can be used in all subject areas.

- [DLTK'S Printable Crafts for Kids](#)
DLTK's Crafts for Kids features a variety of fun, printable children's crafts, coloring pages and more including projects for holidays, educational themes and some of our (me) Leanne, a mom with two girls (ages 6 and 9 - gosh they grow up fast -- we've been doing the site since my youngest was a newborn!) as my official craft testers and daddy as my technical support.
- [Education Place](#)
K-8 resources for teachers, students, and parents. Includes Reading/Language Arts, Math, Science, Social Studies, Intervention, Professional Development, activities, games, and textbook support.
- [Elf for you](#)
Lesson collection sets
- [Enchanted Learning](#)
Clip art, classroom materials etc.
- [End Helper](#)
- [English Club](#)
Lesson plans and activities
- [English Language Learning](#)
Services for School-aged Refugee Children from the Illinois State Board of Education.
- [ESL About](#)
Your guide to ESL.
- [ESL Flow](#)
Lesson plans and activities for various levels.
- [ESL Games](#)
games, quizzes, hangman, word searches, teacher resources
- [ESL Gold](#)
ESLgold provides hundreds of pages of free English teaching and learning materials for both students and teachers. All resources are organized by skill and level for quick and easy access.
- [ESL KidStuff](#)
An ESL children's resource center for English teachers and parents. Over 1,000 flashcards, hundreds worksheets, lots of games, ESL job postings and lots, lots more!
- [ESL Lounge](#)
Free ESL lesson materials and ESL lesson plans. Printable worksheets for ESL classroom teaching. English grammar, pronunciation, board games, ESL books, flashcards, board games, song lyrics and more!
- [ESL Monkeys](#)
Free ESL Lesson Plans, Activities, Ideas & More...
- [ESL Partyland](#)
On the teacher side, we provide you with loads of lesson plans and reproducible materials to use in class. We also have discussion forums, ideas for communicative practice activities, a chat room, a job board, links, and more.
- [Everything ESL](#)
Featuring 54 lesson plans, 35 teaching tips, 185 downloadable classroom activities, 853 'Ask Judie' forum questions, and 58 resource picks, graphic organizers, tips for classroom teachers.
- [Flashcard Exchange](#)
Welcome to the Flashcard Exchange! This is your place to create, study, print, download and share flashcards. If you are new to the site and want to create your own flashcards, you should create a free account. Browse through the directory if you just want to study the existing flashcards. Enjoy!
- [Genki English](#)
Curriculum, games, songs, phonics, lesson plans
- [Guide to Grammar & Writing](#)
A guide to grammar and writing
- [Holidays on the Net](#)
Holidays on the Net is a beautifully done collection of multimedia holiday celebrations...More than just works of art, though, each holiday celebration also offers a wealth of information about the holiday, including its history and holiday-related activities.
- [Idea Box](#)
Posts a new idea each day.
- [India Club](#)
They carry books by Indian authors, but they also carry dictionaries in several Indian languages.
- [International Institute of New Jersey](#)

- [Isabel's ESL Site](#)
Materials and links for Teaching and Learning
- [Jan Brett](#)
2,393 pages of free activities, coloring pages, and projects
- [Kids Click](#)
Kids Click! was created by a group of librarians at the Ramapo Catskill Library System, as a logical step in addressing concerns about the role of public libraries in guiding their young users to valuable and age appropriate web sites.
- [Kids Zone](#)
Crafts, coloring pages, project ideas and more!
- [Kinderart](#)
Ideas, Plans and More Over 1000 art lesson plans, including art history, drawing, painting, printmaking, sculpture, cross curricular art, multicultural art, seasonal units, recycling projects, textiles and drama. There's also the art book, lessons for preschoolers, bulletin board ideas and crafty ideas too.
- [Learning Page](#)
Lesson plans, worksheets, and more!
- [Many Things](#)
A fun study site for students of English as a Second Language. Word games, puzzles, quizzes, exercises, slang, proverbs and much more.
- [Miscositas](#)
Virtual picture books in English, Spanish, and French
- [Mrs. Hurley's ESL Site](#)
A web site created by a teacher to help ESL teachers. This site provides useful links.
- [Personal Educational Press](#)
Create free educational worksheets such as flashcards, game boards, and quizzes to print directly from your browser. Simply choose a word list and an output style.
- [Proteacher](#)
Various ESL and bilingual links
- [Puzzlemaker](#)
Puzzlemaker is a puzzle generation tool for teachers, students and parents. Create and print customized word search, crossword and math puzzles using your word lists.
- [Resources for Professionals in English for Speakers of Other Languages](#)
Useful workshop handouts and resource web sites for teachers of speakers of languages other than English.
- [S.C.O.R.E.](#)
Graphic organizers
- [Sites for Teachers](#)
A wealth of resource links, many with reviews, links to teacher organizations, sites to recommend to parents, administrators, and students (by age-level), links to all 50 state departments of education, schools on the Internet, and more.
- [Stephen D. Krashen](#)
Books and articles by Stephen Krashen, world-renowned second language acquisition expert.
- [Teacher Vision](#)
Lesson plans, classroom management, professional development.
- [The New York Times Learning Network](#)
This site provides step-by-step lesson plans based on the day's news. Do you need anything more authentic than this? Recommended for intermediate to advanced level ESL students.
- [To Learn English](#)
Lessons, worksheets, etc.
- [UVic's Language Teaching Clipart Library](#)
This library consists of about 3000 images which we hope will be useful in the teaching of basic vocabulary in a variety of languages. The characters and objects depicted are as culturally neutral as we could make them. This is not a huge resource of graphics; its purpose is to provide a set of those graphics most basic and useful for low-level language-teaching, and at the same time, to make them as easily searchable as possible.

English Language Learners with Special and Diverse Needs (Resource Page and Articles)

- 1) http://www.colorincolorado.org/educators/special_education/
- 2) <http://www.cal.org/resources/digest/0108ortiz.html>

Tabernacle School District

English as a Second Language

Multiple Measures Exit Criteria

Tabernacle School District Multiple Measures Exit Criteria			
Student:		Date:	
Grade:		School Year:	
ELS Teacher:		Teacher:	

English Language Proficiency Scores (WIDA Pre-Assessment)		
	Raw Score	Domain Proficiency
Oral		
Reading		
Writing		
Overall Proficiency Level:		Date:

ACCESS for ELLs English Language Proficiency Test		
	Scale Score	Proficiency
Listening		
Speaking		
Reading		
Writing		
Comprehension		
Overall Score:		Date:

Report Card Grade Based on Classroom Assessments	
Subject	Grade
Reading	
Writing	
Math	
Science	
Social Studies	

ELS Teacher Recommendation
I recommend that this student:
<input type="checkbox"/> Continues to have an ELS Plan for the upcoming school year.
<input type="checkbox"/> Exits from this program and the services provided by the ELS Plan
Notes/Observations:

Classroom Teacher Recommendation
I recommend that this student:
<input type="checkbox"/> Continues to have an ELS Plan for the upcoming school year.
<input type="checkbox"/> Exits from this program and the services provided by the ELS Plan
Notes/Observations:

IEP and/or Basic Skills Concerns if applicable

Notes/Observations:

Achievement Test Scores

Test	Year	Subject	Result	Subject	Result
NJASK		Math		Reading	
PARCC		Math		Reading	
NWEA MAP		Math		Reading	
F&P				Reading	

Other Concerns and/or Considerations

Notes/Observations: