

# 2024-2027 Language Instruction Educational Program (LIEP) Three-Year Plan

Pursuant to the regulatory requirements for Bilingual Education in New Jersey's Bilingual Education Code (N.J.A.C. 6A:15-1.5), every three years local educational agencies (LEAs) must submit a plan describing the LEA's language instruction educational plan (LIEP) for multilingual learners. The LIEP Plan must contain the following components:

- A. Identification of MLs in preschool through grade 12.
- B. LIEP description.
- C. The number of staff hired for the LIEP by certificate type.
- D. Bilingual and ESL curriculum.
- E. Evaluation design.
- F. Review process for a student's exit from ML status.
- G. A budget for all components of the LIEP.

For further information see the following regulations: N.J.A.C. 6A:32.; P.L. 2007, c. 260; N.J.A.C. 6A:15.

The LIEP Plan is an opportunity for educators to review the academic needs of their multilingual learners and the type of bilingual/primary/English language development necessary for multilingual learners to have equitable access to educational instruction, activities and programs aligned to the LEA's comprehensive equity plan (N.J.A.C. 6A:7).

## Instructions



**First, read all instructions carefully:**

**The homeroom application will remain open until July 10, 2024.**

**PRINT THE PDF VERSION OF THE PLAN AND KEEP A COPY OF YOUR RESPONSES (Before completing the electronic forms version). The PDF version can be found in Homeroom Downloads.**

This submission will include the district's plan for the 2024-2027 school years.

- All LEAs must complete the General Information section.
- All LEAs complete the Statement of Assurance.
- For LEAs that enroll at least one multilingual learner, there is a 3-part submission:
  1. Complete the Three-Year Plan Forms.
  2. Upload completed printed version of the Three-Year Plan Forms.
  3. Upload dated board-approved minutes in Homeroom.
- Each response should be completed using available data.
- All questions must be completed; you will receive an error message if any questions are left blank.
- You may change your responses at any time while you are in the application; use the back and next buttons to toggle between sections.
- Once you have carefully reviewed each section of your response, click the "submit" button.
- Once you click "submit" you will not be able to edit the form responses.
- You will receive additional instructions on how to upload the board approved minutes, after your submission is completed.

For this submission, references to the following terms refer to the date ranges as follows:

- Current year means "SY 2023-2024".
- Last year means "SY 2022-2023".
- Last year for which assessments were administered means "SY 2022-2023."
- Last accountability year means "SY 2022-2023".
- Last three years means "SYs 2021-2022, 2022-2023, 2023-2024".


## General Information



**All LEAs must complete this section.**

1. Select your entity type: \* 


- Traditional school district
- Charter school or Renaissance School Project
- Educational Service Commissions and Jointures
- Special Services School District
- Vocational
- Other

2. What is the LEA's district operating type? \* 

This data may be obtained from NJSMART SID. The response should reflect the grades which the LEA operates.  
Example: LEA is a Pre-Kindergarten to Grade 3. Choose K-6 option.

- K-6
- K-8
- K-12
- 7-12

- 9-12
- Other


3. Select the county where your LEA is located. \* 

- ATLANTIC
- BERGEN
- BURLINGTON
- CAMDEN
- CAPE MAY
- CUMBERLAND
- ESSEX
- GLOUCESTER
- HUDSON
- HUNTERDON
- MERCER

- MIDDLESEX
- MONMOUTH
- MORRIS
- OCEAN
- PASSAIC
- SALEM
- SOMERSET
- SUSSEX
- UNION
- WARREN

## Bergen County



4. Select your district: 

- ALLENDALE PUBLIC SCHOOL DISTRICT (0040)

- ALPINE SCHOOL DISTRICT (0080)
- BERGEN COUNTY SPECIAL SERVICES SCHOOL DISTRICT (0285)
- BERGEN COUNTY VOCATIONAL TECHNICAL SCHOOL DISTRICT (0290)
- BERGENFIELD BOROUGH SCHOOL DISTRICT (0300)
- BOGOTA PUBLIC SCHOOL DISTRICT (0440)
- CARLSTADT PUBLICSCHOOL DISTRICT (0740)
- CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT (0745)
- CLIFFSIDE PARK SCHOOL DISTRICT (0890)
- CLOSTER PUBLIC SCHOOL DISTRICT (0930)
- CRESSKILL PUBLIC SCHOOL DISTRICT (0990)
- DEMAREST SCHOOL DISTRICT (1070)
- DUMONT PUBLIC SCHOOL DISTRICT (1130)
- EAST RUTHERFORD SCHOOL DISTRICT (1230)
- EDGEWATER SCHOOL DISTRICT (1270)
- ELMWOOD PARK SCHOOL DISTRICT (1345)

- EMERSON PUBLIC SCHOOL DISTRICT (1360)
- ENGLEWOOD CLIFFS SCHOOL DISTRICT (1380)
- ENGLEWOOD PUBLIC SCHOOL DISTRICT (1370)
- FAIR LAWN PUBLIC SCHOOL DISTRICT (1450)
- FAIRVIEW PUBLIC SCHOOL DISTRICT (1470)
- FORT LEE SCHOOL DISTRICT (1550)
- FRANKLIN LAKES SCHOOL DISTRICT (1580)
- GARFIELD PUBLIC SCHOOL DISTRICT (1700)
- GLEN ROCK PUBLIC SCHOOL DISTRICT (1760)
- HACKENSACK SCHOOL DISTRICT (1860)
- HARRINGTON PARK SCHOOL DISTRICT (2050)
- HASBROUCK HEIGHTS SCHOOL DISTRICT (2080)
- HAWORTH PUBLIC SCHOOL DISTRICT (2090)
- HILLSDALE SCHOOL DISTRICT (2180)
- HO-HO-KUS SCHOOL DISTRICT (2200)

- LEONIA PUBLIC SCHOOL DISTRICT (2620)
- LITTLE FERRY PUBLIC SCHOOL DISTRICT (2710)
- LODI SCHOOL DISTRICT (2740)
- LYNDHURST SCHOOL DISTRICT (2860)
- MAHWAH TOWNSHIP PUBLIC SCHOOL DISTRICT (2900)
- MAYWOOD SCHOOL DISTRICT (3060)
- MIDLAND PARK SCHOOL DISTRICT (3170)
- MONTVALE BOARD OF EDUCATION SCHOOL DISTRICT (3330)
- MOONACHIE SCHOOL DISTRICT (3350)
- NEW MILFORD PUBLIC SCHOOL DISTRICT (3550)
- NORTH ARLINGTON SCHOOL DISTRICT (3600)
- NORTHERN HIGHLANDS REGIONAL HIGH SCHOOL DISTRICT (3700)
- NORTHERN VALLEY REGIONAL HIGH SCHOOL DISTRICT (3710)
- NORTHVALE PUBLIC SCHOOL DISTRICT (3730)
- NORWOOD PUBLIC SCHOOL DISTRICT (3740)

- OAKLAND PUBLIC SCHOOL DISTRICT (3760)
- OFFICE OF EDUCATION JUVENILE DETENTION CENTER (8505)
- OLD TAPPAN PUBLIC SCHOOL DISTRICT (3850)
- ORADELL PUBLIC SCHOOL DISTRICT (3870)
- PALISADES PARK SCHOOL DISTRICT (3910)
- PARAMUS PUBLIC SCHOOL DISTRICT (3930)
- PARK RIDGE SCHOOL DISTRICT (3940)
- PASCACK VALLEY REGIONAL HIGH SCHOOL DISTRICT (3960)
- RAMAPO INDIAN HILLS REGIONAL HIGH SCHOOL DISTRICT (4300)
- RAMSEY SCHOOL DISTRICT (4310)
- RIDGEFIELD PARK PUBLIC SCHOOL DISTRICT (4380)
- RIDGEFIELD SCHOOL DISTRICT (4370)
- RIDGEWOOD PUBLIC SCHOOL DISTRICT (4390)
- RIVER DELL REGIONAL SCHOOL DISTRICT (4405)
- RIVER EDGE SCHOOL DISTRICT (4410)

- RIVER VALE PUBLIC SCHOOL DISTRICT (4430)
- ROCHELLE PARK SCHOOL DISTRICT (4470)
- RUTHERFORD SCHOOL DISTRICT (4600)
- SADDLE BROOK SCHOOL DISTRICT (4610)
- SADDLE RIVER SCHOOL DISTRICT (4620)
- SOUTH BERGEN JOINTURE COMMISSION SCHOOL DISTRICT (4845)
- SOUTH HACKENSACK SCHOOL DISTRICT (4870)
- TEANECK SCHOOL DISTRICT (5150)
- TENAFLY PUBLIC SCHOOL DISTRICT (5160)
- UPPER SADDLE RIVER SCHOOL DISTRICT (5330)
- WALDWICK SCHOOL DISTRICT (5410)
- WALLINGTON BORO SCHOOL DISTRICT (5430)
- WESTWOOD REGIONAL SCHOOL DISTRICT (5755)
- WOODCLIFF LAKE SCHOOL DISTRICT (5880)
- WOOD-RIDGE SCHOOL DISTRICT (5830)

WYCKOFF TOWNSHIP PUBLIC SCHOOL DISTRICT (5920)

## Important Note



**In New Jersey, the term multilingual learner is used for a student who has been identified through the multi-step process set-forth at N.J.A.C. 6A:15.**

The term multilingual learner is synonymous with “English learner” or “English language learner.” Sources which are cited from the United States Department of Education may still reference the use of the term English learner or EL. The NJDOE recognizes that multilingual learners may enter New Jersey’s schools with a level of proficiency in a world language other than English. The NJDOE will use “Multilingual Learner” and “ML,” respectively, to shift to asset-based language and honor a student’s primary language.

## Statement of Assurance



**All LEAs must complete this section.**

The following is a Statement of Assurance by the Local Educational Agency (LEA) which certifies regarding the enrollment of multilingual learners (ML).

5. The LEA is accountable for at least one (1) multilingual learner enrolled. \*

If you have a question whether the LEA should submit a LIEP Plan, email [ML@doe.nj.gov](mailto:ML@doe.nj.gov).

Yes.

No. (e.g., no MLs enrolled, receiving district only)

## Contact Information



6. Enter the Bilingual/ESL Point of Contact Name. \*

Ms. Luz Johnson

7. Enter the email address for the Bilingual/ESL Point of Contact. \*

ljohnson@moonachieschool.org

8. Enter the Chief School Administrator/Charter School Lead Person Name. \*

Mr. James Knipper

9. Enter the date of Board Approval for the Three-Year Plan (SY 2024-2027). \*

If the board meeting date occurs after the submission window closes, please contact us at [ML@doe.nj.gov](mailto:ML@doe.nj.gov).

6/11/2024



## 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:

- Multilingual learners (MLs) and immigrant students succeed academically.
- MLs are provided high quality language instruction educational programs (LIEPs).
- MLs meet state academic standards while they 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:

- Articulating which LIEPs the district is implementing for MLs for the next three years.
- Ensuring equitable access to all programs and services in school for MLs (ESSA §§3001 and N.J.A.C. 6A:15).
- Informing district policies and classroom practices, including effective instruction for MLs.
- Providing schools with a framework for using data to drive effective, culturally and linguistically-responsive instruction for MLs.
- Providing a guide for districts to analyze and review data that relates to MLs.
- Identifying trends and develop goals that will enable MLs to succeed academically and linguistically.
- Aligning funding sources to ensure educators have the tools and skills to instruct MLs.
- Ensuring alignment of program practices with the district's vision for student success.
- Increasing the number of MLs who achieve English language proficiency (ELP) as set forth in NJ's ESSA plan.

## A. Identification of MLs in preschool through grade 12.



For MLs, 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 bilingual/ESL teacher to ensure that screening tools are appropriate, including whether accommodations are needed. MLs should also participate in school universal screening or benchmark assessments administered to all students enrolling at an LEA. It is recommended screening or benchmark assessments are provided in the student's primary language.

As part of the Records Review process for identification (Step 2), other sources of data may contextualize results from a

screening tool. Some sources may include but are not limited to:

- Intake interviews in home language and English.
- Screening in home language and English.
- Grade level meeting notes.
- Academic achievement data (in home language and English).
- WIDA ACCESS for ELLs scores (composite and domain scores).
- Cumulative school records (previous schooling information).
- Cultural background information.

Citation: (ESSA §§ 3111 (b)(2)(A) and N.J.A.C. 6A:15-1.3(a)(b)2).

To complete this section, possible collaborators may include the Director and/or Supervisor of Bilingual/ESL programs, the intake center personnel, front office staff, registration staff, and other staff who are a part of registration and enrollment of students. The following data sources may provide information to respond to questions in this section:

- District written procedures on registration, enrollment, and identification of students as MLs.
- NJSMART Student Identification (SID) submission.
- District Student Information System (SIS).

#### 10. Who is responsible for overseeing the ML identification process? \*


The identification process is a multi-step process which includes - Step 1: home language survey (HLS), Step 2 - Records Review, and Step 3: ELP Screening, if applicable.

- Bilingual ESL Director or Supervisor
- Bilingual/ESL Lead Teacher
- Content Area Supervisor
- LEA Intake Center

- Front Office Staff
- No one assigned
- Other

11. How is the home language survey (HLS) completed? Select all that apply. \* 

- At home self-report
- Over the phone interview
- In-person interview
- Not administered
- Other

12. In what language is the HLS completed? \* 

- Primary language
- English
- Both

Not Administered

13. Who conducts the Records Review Process? (Select all that apply). \* 

- Bilingual/ESL Director or Supervisor
- Bilingual/ESL Lead Teacher
- Bilingual/ESL Teacher
- General Education Administrator
- General Education Teacher
- Basic Skills Teacher
- Step 2 - Records Review is not completed in the LEA
- Not Sure
- Other

## B. LIEP Description



An effective and appropriate program includes a high-quality, evidence-based curricular LIEP design and harnesses the value of parent, family and community engagement.

Pursuant to N.J.S.A. 18A:7F-46, the LEA shall provide all kindergarten to 12th-grade MLs enrolled in the school district with all required courses and support to prepare MLs to meet the New Jersey Student Learning Standards (NJSLs) for high school graduation.

Parent, family and community 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 LEA. Each LEA implementing a bilingual education program shall establish a parent advisory committee on bilingual education on which the majority will be parent(s) of students identified as MLs.

Citations: ESSA §§ 1112 (3)(C)), N.J.A.C. 6A:8-3.1(a), N.J.A.C 6A:15-1.8, N.J.A.C. 6A:15-1.15, QSAC Personnel Indicators 2.

To complete this section, possible collaborators may include the Assistant Superintendent of Curriculum, Director and/or Supervisor of Bilingual/ESL programs, Bilingual/ESL lead teachers, and a guidance counselor. The following data sources may provide information to respond to questions in this section:

- District procedures for establishing a LIEP.
- LEA procedures for placement of MLs in a specific LIEP.
- Master schedule.
- Advanced courses enrollment by student group.
- Rosters for specials, extra-curriculars.
- Parent advisory committee description (e.g., goals, purpose and members).
- Parent advisory committee agendas and minutes.

#### 14. Did the LEA request a bilingual program waiver for the upcoming school year? \*

LEAs must implement a full-time bilingual education program when enrolling 20 or more MLs in a single language group throughout grades kindergarten through 12. If your LEA enrolls 20 or more MLs in a single language group and is not currently providing or planning to provide a full-time bilingual education program, it must request a waiver to implement an instructional program alternative. Bilingual program waiver requests are submitted via Homeroom (<https://homeroom.state.nj.us/>).

Yes

No

15. Which LIEP(s) does the LEA implement? Select all that apply. LIEPs with an asterisk (\*) require a bilingual program waiver request. \* 

See Bilingual Education code for program definitions (<https://www.nj.gov/education/code/current/title6a/chap15.pdf>).

ELS Only

Full-time bilingual

Dual language

Bilingual part-time\*

Bilingual resource\*

Bilingual tutorial\*

High-Intensity ESL\*

Sheltered English Instruction\*


ESL Only

16. The LEA has criteria for the selection of their LIEP. \* 

- Yes
- No
- Work in progress
- Not Sure

17. The LEA has criteria for placing MLs in the appropriate LIEP(s). \* 

- Yes
- No
- Work in progress
- Not Sure


18. The LEA monitors the master schedule to ensure that MLs have access to the full curriculum, including Advanced Placement (AP), Gifted & Talented (G&T) and International Baccalaureate (IB) courses. \* 

- Yes

- No
- Not Sure

19. Which school-based extra-curricular activities engage MLs? Select all that apply. \* 

- Academic (e.g. Debate, Honor Society, Language, Student Paper, College Prep)
- Sports (e.g. Soccer, Basketball, Tennis)
- Arts (e.g. Dance, Photography, Band, Choir, Culture Club)
- Life Skills (e.g. Conflict Resolution, Cooking, 4-H, Boy/Girl Scouts)
- Internship or Volunteer
- None
- 21st Century After School Programming

20. A bilingual parent advisory committee (PAC) is established in the LEA consisting primarily of the parents of MLs. \* 


A PAC gives parents the opportunity to provide direct input to their child's school/LEA about policies, programs, practices, and services that have an impact on their child's education.

- Yes

- No
- Does not apply, we have an ELS or ESL program only

21. The following topics are shared with parents. Select all that apply \* 

- Helping with Homework
- Social emotional learning practices and strategies
- What does it mean that my child is a ML
- The importance of reading in their primary language to their child(ren).
- Adult ESL
- How to use technology
- Community resources
- None
- Other

22. The LEA/school creates a culturally and linguistically welcoming environment for students and families. \* 

Yes

No

### C. The number of staff hired for the LIEP by certificate type (staff capacity)

The LEA has a plan that includes hiring the appropriate number of certified teachers to staff the LIEP. The LEA 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 MLs.

Citation: ESSA §§ 3115 (c)(2)(A-D), QSAC Personnel Indicators 2, N.J.A.C. 6A:15-1.7, N.J.A.C. 6A:8-3.1(a), N.J.A.C 6A:15-1.7.

To complete this section, possible collaborators may include the Assistant Superintendent of Curriculum, Director and/or Supervisor of Bilingual/ESL programs, Bilingual/ESL lead teachers, and a guidance counselor. The following data sources may provide information to respond to questions in this section:

- NJSMART SID
- District SIS
- NJSMART SMID
- District Professional Development Plan
- Educator Professional Development Hours
- NJDOE Fall Data Enrollment Reports

### 23. What is the LEA's total student size? \*

Enter a numerical value. The value should reflect the total population entered in NJSMART during the October 15 snapshot for the current school year.

379

24. The LEA identifies pre-school students as MLs. \* 

Only select 'N/A', if there are no preschool grades in the LEA.

Yes

No

Not Sure

N/A

25. How many pre-school students were identified as MLs in the current year? 

Enter a numerical value. The value should reflect the total number of pre-school students identified as multilingual learners and entered in NJSMART during the October 15 snapshot for the current school year.

7

26. What is the LEA's K-12 ML size? \* 

Enter a numerical value. The value should reflect the total number of students identified as multilingual learners and entered in NJSMART during the October 15 snapshot for the current school year.

23

27. In what languages, does the LEA have 20 or more MLs in a single language? \* 

Example: LEA has 100 MLs. 32 Spanish speakers, 26 Arabic speakers, 40 Gujarati speakers, 2 Chinese Mandarin speakers. Select Spanish, Arabic, Gujarati only.

A LEA's NJSMART data person can query the languages by identified MLs.

Spanish

Arabic

Portuguese

Chinese

Gujarati

Hindi

Telegu

Korean

Urdu

Haitian Creole

None

28. How many total K-12 certified teachers are in the LEA? \* 


38

29. How many K-12 Bilingual/Bicultural certified teachers are in the LEA? (if none, enter "N/A") \*



Include only teachers serving in LIEPs.

N/A


30. There are sufficient bilingual/bicultural certified teacher to implement the required LIEP effectively. \* 

Only select 'N/A' if the LEA does not implement a full-time bilingual education program AND does not require a waiver.

Yes

No

N/A

31. The class sizes for bilingual education program classes are . . . as classes for English-only speaking students. \* 

Class size impacts the learning of all students. N.J.A.C. 6A:13-3.1 stipulates the class size in LEAs. Only select 'N/A' if the LEA does not implement any bilingual education programs.

- Higher class size
- About the same class size
- Lower class size
- N/A

32. How many K-12 ESL certified teachers are in the LEA? (if none, enter "N/A") \* 

Include only teachers serving in LIEPs.

1

33. There are sufficient ESL certified teachers to provide MLs with appropriate ELP level classes. \*



Only select 'N/A' if the LEA does not implement an ESL Class.

- Yes

No

N/A

34. The class sizes for ESL classes are . . . as content area classes. \* 


Class size impacts the learning of all students. N.J.A.C. 6A:13-3.1 stipulates the class size in LEAs. Only select 'N/A' if the LEA does not implement any ESL classes.

Higher class size

About the same class size

Lower class size

N/A

35. In the LEA, are all certified teachers required to be Sheltered English Instruction (SEI) trained per LEA hiring or training policy or practice? \* 

Sheltered English instruction "means an instructional approach used to make academic instruction in English understandable to MLs. Sheltered English classes are taught by general education classroom teachers who have received training on strategies to make content-area standards comprehensible for MLs."


Yes

No

36. How many K-12 certified teachers in the LEA are trained in SEI? \* 

See N.J.A.C. 6A:15-1.7(b). May include SEI training and/or receive training on the ELD standards, and how to provide linguistically and culturally accessible instruction and appropriate modifications and accommodations for MLs.

- None
- Less than 10%
- About 25%
- About 50%
- About 75%
- 100%

37. What percent of K-12 certified teachers are trained in socio-emotional and/or culturally responsive teaching and learning? \* 


- None
- Less than 10%
- About 25%
- About 50%

- About 75%
- About 100%

38. In the past 3 years, the LEA's ML population has . . . \* 

Enrollment data can be found on NJDOE Fall Enrollment reports at <https://www.nj.gov/education/doedata/enr/>.

- Stayed the same
- Increased significantly
- Increased somewhat
- Decreased somewhat
- Decreased significantly

39. In the past three years, the LEA has hired K-12 Bilingual/Bicultural and/or ESL certified staff to match the ML population demographic growth trends. \* 

Enrollment data can be found on NJDOE Fall Enrollment reports at <https://www.nj.gov/education/doedata/enr/>.


- Yes
- No

40. In the LEA, when creating the master schedule, the scheduling of classes for MLs is prioritized. \*



Yes

No

41. In the LEA, there is common planning time for general education teachers and bilingual/ESL teachers. \* 

Yes

No

## D. Bilingual and ESL curriculum.

As per federal and state requirements, MLs must be provided equitable educational opportunities. LEAs are required to implement LIEPs that assist MLs 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). For definitions for each LIEP type, see <https://www.nj.gov/education/code/current/title6a/chap15.pdf>.

Citation: N.J.A.C. 6A:15-1.4 and N.J.A.C. 6A:15-1.15.


To complete this section, possible collaborators may include the Assistant Superintendent of Curriculum, Director and/or Supervisor of Bilingual/ESL programs, Bilingual/ESL lead teachers, and guidance counselor. The following data sources may provide information to respond to questions in this section:

- NJSMART SID.
- District SIS.
- NJDOE Graduation Data.

42. My LEA include grades in the following grade bands \* 

K-8


K-12

43. There is a process for developing ESL/bilingual curricula aligned to the WIDA English Language Development Standards. \* 

The WIDA English language development standards can be found at <https://wida.wisc.edu/teach/standards/eld/2020>.

Yes

No

44. In the past three years, the LEA has reviewed the eligibility criteria for participation in advanced courses to ensure equitable access for MLs and parity in participation. \* 

Yes

No

45. The LEA participates in the N.J. State Seal of Biliteracy. \* 

Yes

No

N/A, LEA does not have 9-12 grades.

## E. Evaluation design

Consultation with diverse sets of stakeholders is a requirement under ESSA whenever a LEA receives federal funding. Annually, it is a best practice to engage with school interest holders to analyze data, assess needs and identify root causes which drives the design and implementation of LIEPS to ensure academic success for MLs. LEA leadership teams, inclusive of administrators, educators and parents representing multiple content areas and support services should be culturally and linguistically representative of the LEA's populations. LEA teams must ensure LIEP(s) are effective and appropriate.

To complete this section, some possible collaborators may include the content area supervisors, Director and/or Supervisor of Bilingual/ESL programs, state test coordinator, and/or ACCESS District Test Coordinator. The following data sources may provide information to respond to questions in this section:

- District formative and summative evaluations of LIEPs.
- District Performance Reports.
- District Accountability Profile.
- NAEP Results.
- ACCESS for ELLs composite and domain scores, including ALT ACCESS.
- ESSA indicator "Progress toward English language proficiency" growth-to-target data.

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

Select all that apply. \* 

Refer to Chapter 9 of the English Learner Toolkit by US Ed. found at <https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html>.

- Class grades
- Formative assessments
- Summative assessments
- WIDA assessments (ACCESS for ELLs, Alternate ACCESS, MODEL, Screener)
- New Jersey Student Learning Assessment (NJSLA) English language arts (ELA) performance
- NJSLA math performance
- National Assessment of Educational Progress (NAEP) performance
- Graduation rate
- None of the above
- All of the above


Other

47. In the last three years, the LEA evaluated the LIEP(s) implemented. \* 

See US Ed English Learner Toolkit at <https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html>.


Yes

No

48. In the last three years, the LEA modified the LIEP(s) in response to available data. \* 

Yes

No


49. For the last year in which assessments were administered, MLs in the LEA met the **ELA academic achievement indicator**. \* 

See NJDOE Performance Reports at <https://rc.doe.state.nj.us/>.

Yes

No

Did not meet N-size of 20


50. For the last year in which assessments were administered, MLs in the LEA met the **Math academic achievement indicator**. \* 

See NJDOE Performance Reports at <https://rc.doe.state.nj.us/>.

Yes

No

Did not meet N-size of 20


51. For the last year in which assessments were administered, MLs in the LEA met the **ELA progress indicator**. \* 

See NJDOE Performance Reports at <https://rc.doe.state.nj.us/>.

Yes


No

Did not meet N-size of 20

52. For the last year in which assessments were administered, MLs in the district met the **Math progress indicator**. \* 

See NJDOE Performance Reports at <https://rc.doe.state.nj.us/>.

- Yes
- No
- Did not meet the N-size of 20

53. For the last year in which assessments were administered, MLs in the LEA met the **ELP indicator**. \* 


See NJDOE Performance Reports at <https://rc.doe.state.nj.us/>.

- Yes
- No
- Did not meet N-size of 20

54. For the last accountability year, MLs met/not met the chronic absenteeism indicator. \* 

See NJDOE Performance Reports at <https://rc.doe.state.nj.us/>.

- Met
- Not Met

55. Which language domain do most of the LEA's Kindergarten MLs need additional support? Select all that apply. \* 

Only select "N/A" if the LEA does not serve any of the indicated grades.

- Reading
- Writing
- Speaking
- Listening
- All of the Above
- None of the Above
- N/A

56. Which language domain do most of the LEA's Grade 1-3 MLs need additional support? Select all that apply. \* 

Only select "N/A" if the LEA does not serve any of the indicated grades.

- Reading
- Writing
- Speaking

- Listening
- All of the Above
- None of the Above
- N/A

57. Which language domain do most of the LEA's Grades 4-5 MLs need additional support? Select all that apply. \* 


Only select "N/A" if the LEA does not serve any of the indicated grades.

- Reading
- Writing
- Speaking
- Listening
- All of the Above
- None of the Above
- N/A

58. Which language domain do most of the LEA's Grades 6-8 MLs need additional support? Select all that apply. \* 

Only select "N/A" if the LEA does not serve any of the indicated grades.

- Reading
- Writing
- Speaking
- Listening
- All of the Above
- None of the Above
- N/A

59. Which language domain do most of the LEA's Grades 9-12 MLs need additional support? Select all that apply. \* 


Only select "N/A" if the LEA does not serve any of the indicated grades.

- Reading
- Writing
- Speaking

- Listening
- All of the Above
- None of the Above
- N/A

60. The LEA shares WIDA ACCESS for ELLs scores, Alternate ACCESS and/or ELP Indicator data with general education teachers. \* 


- Yes
- No

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

Only select "N/A" if the LEA does not serve any of the indicated grades.


- 1.0-1.9
- 2.0-2.9
- 3.0-3.9
- 4.0-4.9

- 5.0-6.0
- N/A

62. Based on the results from the last administration of ACCESS for ELLs, Alternate ACCESS or MODEL, what is the average ELP level of the LEA's Grade 1-3 MLs? \* 

Only select "N/A" if the LEA does not serve any of the indicated grades.


- 1.0-1.9
- 2.0-2.9
- 3.0-3.9
- 4.0-4.9
- 5.0-6.0
- N/A

63. Based on the results from the last administration of ACCESS for ELLs, Alternate ACCESS or MODEL, what is the average ELP level of the LEA's Grade 4-5 MLs? \* 


Only select "N/A" if the LEA does not serve any of the indicated grades.

- 1.0-1.9

- 2.0-2.9
- 3.0-3.9
- 4.0-4.9
- 5.0-6.0
- N/A

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

- 1.0-1.9
- 2.0-2.9
- 3.0-3.9
- 4.0-4.9
- 5.0-6.0
- N/A

65. Based on the results from the last administration of ACCESS for ELLs, Alternate ACCESS or MODEL, what is the average ELP level of the LEA's Grade 9-12 MLs? \* 

Only select "N/A" if the LEA does not serve any of the indicated grades.

1.0-1.9


2.0-2.9

3.0-3.9

4.0-4.9

5.0-6.0

N/A

66. General education teachers use WIDA ACCESS for ELLs scores and/or ELP indicator data to inform classroom instruction, strategies, and practices. \* 

Yes

No

67. For MLs, which grade levels require additional support based on their performance on the following assessments (e.g. NJSLA performance, NAEP, WIDA ACCESS for ELLs)? Select all that

apply. \* 

- Kindergarten
- Grades 1-3
- Grades 4-5
- Grades 6-8
- Grades 9-12
- N/A

## F. Review process for a student's exit from ML status

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). A student can be eligible for exit with an ACCESS for ELLs or WIDA MODEL composite proficiency level of 4.5 or higher or an A3 or higher on the Alternate ACCESS. Multiple criteria included in the English Language Observation Form must support the student's exit from ML status.

In addition, former MLs must be monitored for two years after they exit ML 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.

Citation: QSAC DPR I&P #5, N.J.A.C. 6A:15-1.10(e)

Resource Reference: US ED EL Fact Sheet, May 18, 2020.

To complete this section, some possible collaborators may include the Director and/or Supervisor of Bilingual/ESL programs and Lead Bilingual/ESL teachers. The following data sources may provide information to respond to questions in this section:

- NJSMART Student Assessment Registration (SAR) submission.
- District Performance Report.

68. What is the average amount of time the LEA's MLs remain in a LIEP? \*

1-2 years

3-4 years

5-7 years

Other

69. What percent of MLs exited ML status in the last three years?

48%

70. What percent of former MLs were re-identified as a ML within 2 years due to lack of progress in English-only classes?

0

71. What percent of former MLs met the ELA academic achievement indicator? \* 

See NJDOE Performance Reports at <https://rc.doe.state.nj.us/> and the Companion Guide at [www.nj.gov/education/title1/accountability/docs/2023/2022-2023\\_ESSA\\_AccountabilityProfiles\\_CompanionGuide.pdf](http://www.nj.gov/education/title1/accountability/docs/2023/2022-2023_ESSA_AccountabilityProfiles_CompanionGuide.pdf). Enter "N/A" if the LEA did not meet the n-size.

N/A

72. What percent of former MLs met the Math academic achievement indicator? \* 

See NJDOE Performance Reports at <https://rc.doe.state.nj.us/> and the Companion Guide at [www.nj.gov/education/title1/accountability/docs/2023/2022-2023\\_ESSA\\_AccountabilityProfiles\\_CompanionGuide.pdf](http://www.nj.gov/education/title1/accountability/docs/2023/2022-2023_ESSA_AccountabilityProfiles_CompanionGuide.pdf). Enter "N/A" if the LEA did not meet the n-size.

N/A

73. What percent of former MLs met the graduation indicator? \* 

See NJDOE Performance Reports at <https://rc.doe.state.nj.us/> and the Companion Guide at [www.nj.gov/education/title1/accountability/docs/2023/2022-2023\\_ESSA\\_AccountabilityProfiles\\_CompanionGuide.pdf](http://www.nj.gov/education/title1/accountability/docs/2023/2022-2023_ESSA_AccountabilityProfiles_CompanionGuide.pdf). Enter "N/A" if the LEA did not meet the n-size or is a K-8 LEA.

N/A

## G. A budget for all components of the LIEP



The LEA must use state and federal funds to support MLs academic success and English language development. The federal funds must supplement the state funds.

To complete this section, possible collaborators may include the federal grants manager, the business administrator, the Director of Bilingual/ESL programs. The following data sources may provide information to respond to questions in this section:

- ESEA Grant Application in the Electronic Web-Enabled Grant Consolidated.
- State/local budget.

74. The LEA uses state funds to support - Select all that apply: \*

- Salaries of Teachers
- Other Salaries for Instruction
- Purchased Professional-Educational Services
- Purchased Technical Services
- Other Purchased Services
- General Supplies
- Textbooks
- Other Instructional Programs Salaries
- Other Instructional Program Materials

- Other Instructional Program Purchased Services
- All of the Above
- None of the Above
- Other

75. For the current year, what is the status of the LEA's federal Title III allocation? \* 

Refer to the NJDOE Electronic Web-Enabled Grant system at <https://njdoe.mtwgms.org/NJDOEGMSWeb/logon.aspx>  
(Click on Public Access).

- Accepted Funds - stand-alone LEA
- Accepted Funds - joined a consortium
- Refused funds
- No allocation received in the current fiscal year

76. What is the status of the LEA's federal Title III Immigrant allocation? \* 

Refer to the NJDOE Electronic Web-Enabled Grant system at <https://njdoe.mtwgms.org/NJDOEGMSWeb/logon.aspx>  
(Click on Public Access).

- Accepted Funds

- Refused Funds
- No allocation received in the current fiscal year

77. The LEA typically carries over funds to support MLs. \* 

- Never
- Rarely
- Sometimes (e.g., every 2-3 years)
- Occasionally (e.g., every 4-5 years)
- Every Year

## Plan Submission



Carefully review responses in each section, then click the "submit" button.

Note: Once you click "submit" you will not be able to edit the form responses.

Do not complete the questions that indicate "DO NOT RESPOND - INTERNAL USE ONLY."

78. On this date, I the Chief School Administrator assure the LEA's LIEP Plan is board approved. \*



You have completed the electronic form. Remember to upload board approved minutes into Homeroom.

6/12/2024



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