



Campbell City Schools District English Learner Plan

Mission Statement:

The goal of Campbell City Schools is to provide high-quality instruction in the English language as well as appropriate modifications and accommodations in the mainstream classroom so that English Learners (ELs) may develop the language skills necessary to successfully achieve academically and socially within the Campbell City School District.

Definition of English Learner (EL):

A child who is Limited English Proficient (LEP) is: between the ages of 3 and 21; enrolled in an elementary or secondary school; has a native/home language other than English, whether born in the U.S. or another country; and has such difficulty speaking, reading, writing, or understanding English that the student may be unable to perform well enough in class or on state tests to meet expected state standards for achievement (Source: ODE Proficiency Rules).

Legal Basis:

There exists a substantial body of Federal Law that establishes the rights of ELs and which define the legal responsibilities of a school district serving these students. The body of law includes the following:

- Title VI, Civil Rights Act 1964
- Lau v. Nichols 1974
- The Equal Educational Opportunity Act 1974
- Title III, No Child Left Behind Act 2001
- Every Student Succeeds Act 2015

Educational Theory and Practice:

Direct instruction in English as a Second Language (ESL) is provided by certified teachers who follow State Standards and sound theory & practice in conjunction with district approved materials. ESL instruction is implemented as either a pull-out ESL class or inclusion program depending on the needs of the student.

English Learners can be expected to attain proficiency in Basic Interpersonal Communication Skills (BICS) within 1-3 years of instruction in US Schools. They can be expected to attain Cognitive Academic Language Proficiency (CALP) within 5-7 years.

ESL Class (Pull-out):

English Learners are directly instructed in the use of the English language. Instruction is based on a program that typically involves little or no use of the student's native language and is taught during specific school periods. For the rest of the school day, students remain in mainstream classrooms. ESL instruction focuses on the areas of reading, writing, listening and speaking as well as on supporting the content taught in the classroom. It includes lessons in English grammar and natural communication activities (free conversation, games, discussions on familiar topics, retelling, etc.)

EL Support (Inclusion):

Here, the EL teacher or instructional assistant provides support in the regular classroom. The content teacher and EL staff member utilize research based strategies in order to make grade-level content comprehensible for English Learners.

Program of Services:

Campbell City Schools follows state and federal guidelines in screening, classifying, servicing, testing, monitoring and exiting students whose primary or home language is a language other than English.

1. Screening/Testing Students:

- a. Each student enrolling in the District for the first time will be required to complete a Home Language Survey in order to identify whether the student's primary or home language is any language other than English. Each completed survey will be included as a part of the permanent record of each student in the District. Each student who identifies that his/her primary or home language is other than English will be assessed in order to determine whether s/he is LEP (Limited English Proficient) and needs special language assistance in order to effectively participate in the district's educational program. Such assessment will be administered in accordance with the age and educational level of the student. Based on the assessment results, the District will determine whether the student is eligible to participate in the EL Program.

2. Classifying Students/Parent Notification:

- a. If a student is identified and assessed as an EL and determined to be eligible for services, the District will send written notice to the student's parent. Such notice shall be provided within thirty (30) days of the start of the school year or within two (2) weeks of assessment (if the student is not identified prior to the beginning of the school year) and include information regarding: language level, program placement, hours of service per week, along with permission to service.

3. Placement and Services:

- a. Each student who is eligible to participate in the EL Program will be placed in a setting that is appropriate for his/her age, grade level, and language and educational needs.
- b. If permission is given, the ELs classroom teachers are given an EL Student Plan and the student is scheduled for EL instruction such as pull-out, inclusion or individual tutoring. The primary focus of EL instruction is to advance the student's English language skills. Students are, to the extent practicable, grouped by ability level and scheduled for a greater or lesser amount of EL instruction based upon their levels of proficiency.
- c. If permission is denied, the EL teacher will give the ELs classroom teacher/s an EL plan of suggested modifications and accommodations based on that student's levels of proficiency and time in the U.S. The EL teacher may monitor the student's progress, and the student will take part in the annual spring assessment of English proficiency given to all English Learners.
- d. All classroom teachers of ELs, are expected to modify both instruction and assessment of students based on their language level. Training is provided throughout the year for staff to help them better modify instruction and assessment for EL students.

4. Exit Criteria:

Parents will be notified when the student has attained a performance level of Proficient on the OELPA. The proficient performance level is defined as performance levels of 4s and 5s in any combination across all four tests (Listening, Reading, Writing, and Speaking).

Annual Assessment of English Language: (OELPA)

State and federal law requires an annual assessment of English learners' English proficiency. Ohio uses the OELPA (Ohio English Language Proficiency Assessment). Students are assessed each spring in the areas of listening, speaking, reading, and writing. Students are given a score in each area, as well as a total composite score.

The OELPA scores are used to:

- Determine the appropriate support to be provided for those students identified as an English Learner
- Help inform instructional decisions in relation to the education of EL students
- Determine if a student who has been enrolled in United States schools for less than three full school years is eligible for additional accommodations when taking Ohio statewide assessments

- Evaluate the progress of ELs in developing English language proficiency
- Help determine when a student is no longer an EL and is ready to be exited from the district’s EL program
- To help evaluate the effectiveness of the district’s EL program

Definition of Language Levels:

Students learning a new language proceed through different stages, or levels, of proficiency.

Ohio has established five proficiency levels to categorize ELs at different stages of their English language development: 1. Pre-functional 2. Beginning 3. Intermediate 4. Advanced 5.

Proficient

The following are summary descriptions of each of the proficiency levels:

	Listening	Speaking	Reading	Writing
Pre-functional (Level 1)	-Has zero to very limited ability in understanding English -Relies on nonverbal cues, such as gestures and facial expressions, and requires frequent repetition and/or rephrasing to understand spoken language	-Has zero to very limited ability in speaking English -May say or repeat common phrases, words and formulaic language -May be able to provide basic information in response to requests and questions -Asks one or two word questions	-Has zero to very limited ability in reading English -May demonstrate basic concepts of print (front-to-back, top to-bottom, left-to-right) -May distinguish letters from other symbolic representations -May follow one step directions depicted graphically	-Has zero to very limited ability in writing English -Can participate in writing activities by drawing pictures -May be able to copy letters or form them from memory -May be able to copy some words -May attempt to apply some writing conventions, but often does so inappropriately
Beginner (Level 2)	-Understands simple, short statements and questions on a well-known topic within a familiar context -Can follow simple multi-step directions -Can identify the main idea and some details of short conversations or simple orally delivered text on a familiar topic -May still need repetition and rephrasing	-Predominantly uses formulaic patterns and memorized phrases -Uses language that is often marked by the lack of tense, number and agreement -Uses school-social vocabulary that is limited to keywords and has little or no academic vocabulary -Responds to questions usually with one- or two-word answers	-Begins to identify the names of both upper and lowercase letters -Can identify where words begin and end -Can follow multi-step directions depicted graphically -During read-aloud, gets meaning primarily from pictures and the teacher’s tone of voice and gestures	-Produces writing that is marked by the lack of tense, number and agreement -Makes frequent errors in mechanics such as punctuation and capitalization -Writes most effectively when supported by a visual, a shared experience or scaffolding -Begins to revise or edit own writing with teacher support
Intermediate (Level 3)	-Shows understanding of simple questions and statements on familiar	-Can communicate ideas and feelings in English but with	-Reads simple printed material within a familiar context	-Composes short paragraphs that are mostly intelligible -Begins to edit for

	<p>topics</p> <ul style="list-style-type: none"> -Often requires restatements in graphic terms or at a slower rate -Follows simple directions -Shows appropriate responses when read or told a story (e.g. laughs at humor) -Has difficulty comprehending academic-related content 	<p>difficulty</p> <ul style="list-style-type: none"> -Speaks coherently with hesitations and grammatical and syntactic errors -Retells a simple story, but detail may be lacking -Responds appropriately to questions, but with errors in grammar and vocabulary 	<ul style="list-style-type: none"> -Understands short discourse on familiar topics -Has a small repertoire of high frequency words -Partially uses details to extract meaning -Partially perceives the feeling and tone in a poem or story -Has weaknesses in predicting from details 	<p>sentence-level structure, spelling and mechanics; revises for content, organization and vocabulary, usually with support of the teacher</p> <ul style="list-style-type: none"> -Writes with less dependence on visual supports, shared experiences and scaffolding
<p>Advanced (Level 4)</p>	<ul style="list-style-type: none"> -Understands conversations in most school and/or social settings -Understands main ideas and significant details of extended discussions or presentations on familiar and relevant academic topics -Asks for clarification on oral information related to academic content -Understands multiple meanings of words and uses context clues to understand messages 	<ul style="list-style-type: none"> -Speaks in coherent, fluent sentences but with occasional errors in vocabulary and syntax -Demonstrates sufficient vocabulary to communicate in nonacademic settings and most academic ones -Responds appropriately to many questions in classroom settings, grammatical structures -Begins to use language to connect, tell expand on a topic and reason 	<ul style="list-style-type: none"> -Reads familiar text with little teacher or visual support; needs supports to comprehend unfamiliar text -Has oral fluency and uses self-monitoring and self-correction strategies when necessary -Identifies main ideas of reading passages -Identifies most specific facts within a text -Has difficulty using details to make predictions 	<ul style="list-style-type: none"> -Participates in writing activities with minimal teacher support -Writes mostly coherent, unified and appropriately sequenced sentences -Produces writing that meets creative demands of most social and academic situations -Makes errors in modality, tense, agreement and other areas of grammar -Produces writing that generally expresses complete thoughts
<p>Proficient (Level 5)</p>	<ul style="list-style-type: none"> -Shows understanding of most grade-level content-area and school and/or social speech -Understands main ideas and relevant details of extended discussions and presentations -Makes interpretations of spoken communications -Understands broad range of spoken vocabulary, including idiomatic expressions 	<ul style="list-style-type: none"> -Speaks English fluently in social and grade-level academic settings -Produces speech that includes a variety of grammatical structures -Participates in classroom discussions without difficulty -Shows flexibility, creativity and spontaneity in speech in various settings -Uses language effectively to connect, tell, expand, and to reason 	<ul style="list-style-type: none"> -Reads for different purposes across a variety of text types -Understands multiple word meanings -Shows understanding of the main idea -Understands figurative language in a poem -Makes connections between written text and personal experiences or tasks -Participates in reading activities with little or no teacher support 	<ul style="list-style-type: none"> -Participates in writing activities with no teacher support -Shows good control of sentence structure, spelling and vocabulary -Writes effectively for different audiences and purposes -Edits for sentence-level structure, spelling and mechanics; revises for content, organization and vocabulary

State-mandated Assessments:

Each student who is assessed as LEP must participate in all State assessments, including the Ohio Proficiency Tests. In particular, an EL must be assessed with accommodations during testing (e.g., use of a dictionary, extended time to take the test, etc.) A student IS permitted to take a proficiency or achievement test in his/her native language. A language translation accommodation of allowable parts of the test are given using the foreign language CD. After three (3) consecutive years of enrollment in U.S. schools, such student must be assessed in reading/language arts in English. However, the student may continue to be assessed in his/her native language in other subject areas until they have achieved English language proficiency, regardless of how long they have been enrolled in U.S. schools. Once a student has attained English language proficiency, all proficiency and achievement tests must be taken in English.

English Learners and Special Education:

When an EL student's performance suggests that he or she is having difficulties attaining academic and social expectations, which are unrelated to the student's language proficiency status, the student will be referred to the school's Intervention Assistance Team (IAT) for intervention strategies. The EL staff must be a part of this team. Periodic reviews will be conducted to determine the success or failure of the strategies and what further strategies may be necessary. In the event that various strategies are not successful, the student may be referred for special education evaluation. The building EL teacher should be involved in any referral process for an identified English Learner.

Gifted Services:

EL students will be provided an equal opportunity to participate in gifted and talented programs, upper level courses and other specialized programs offered by the district.

***Campbell City Schools does not admit to, or exclude any student from, any federally assisted education program on the basis of surname or language-minority status.**