



## English Learner Program

*Northmont City School's English Learner Program serves approximately 90 students PreK-12 with 20 different home languages including Spanish, Arabic, Chinese, Vietnamese, and many languages from India and Africa.*

### Purpose of the English Learner Program

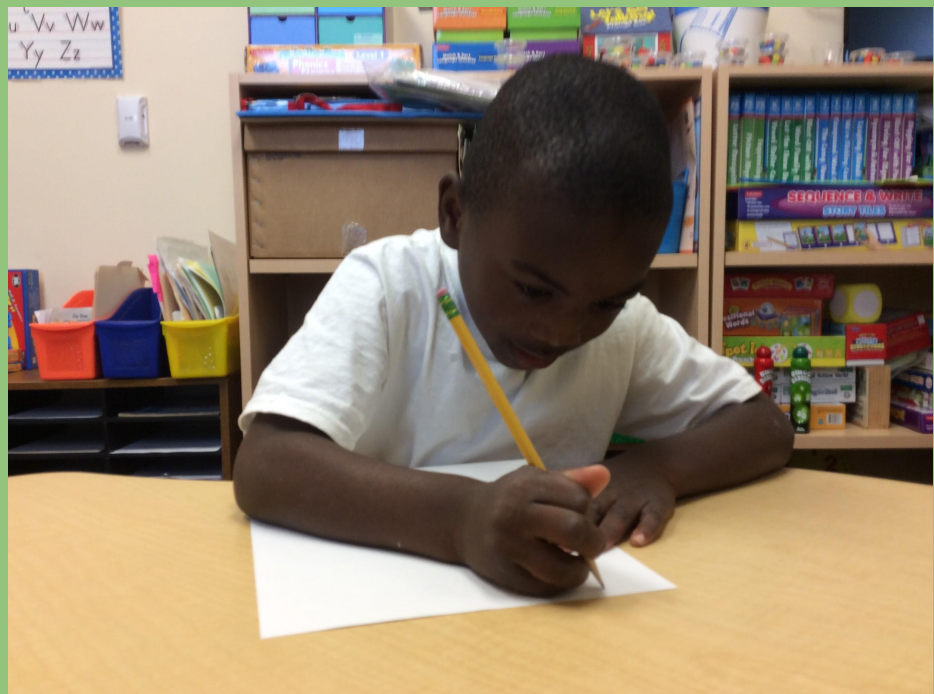
- To assist students in acquiring English proficiency in the areas of speaking, listening, reading, and writing. This is accomplished through the utilization of research-based, instructional best practices and data-driven interventions provided by highly qualified TESOL-endorsed educators.
- To provide appropriate support to enable students the greatest possible access the Ohio Content Standards and general education curriculum and to prepare students for success in all areas of school and society.
- To facilitate communication, including providing language assistance, when needed, between linguistically and culturally diverse families and school staff.



## English Learners:

- need a safe and nurturing environment that lowers anxiety, provides motivation, develops self-confidence, and promotes academic risk-taking.
- learn best in an environment that promotes authentic, interactive communication with others.
- construct meaning by connecting new information to existing knowledge, which is influenced by sociocultural factors such as background, customs, and experiences and which all contribute significantly to academic performance.
- enter our educational system with a wide range of cultural and academic knowledge as well as varying levels of first-language literacies.

# Core Beliefs



# Process for Enrollment

1. New student enrolls in school.
2. Parent/guardian states on form that another language is spoken.
3. The form is forwarded to the EL teacher.
4. EL teacher tests the student's English skills within 30 days of student's enrollment to determine if new student qualifies for services.
5. If the student qualifies, parents/guardians are contacted by the EL teacher for consent for services.



## Identification and Assessment



## Entering the English Learner Program

The Northmont City School District is required by federal and state law to assess the language proficiency of all students whose completed Home Language Usage Survey Indicates a language other than English within 30 days of enrollment. Northmont City Schools will use the OELPA language proficiency screener to assess language proficiency in grades K-12 beginning the 2018-19 school year. Pre-IPT is used to assess preschool students' language proficiency.

If a student's assessment shows limited proficiency in any language domain, the student will be recommended for placement in the English Learner Program. While families have the right to decline English Learner services, once identified, the student must still participate annually in the OELPA assessment until they meet the criteria to exit the English Learner Program.

Other factors to consider during the identification process include:

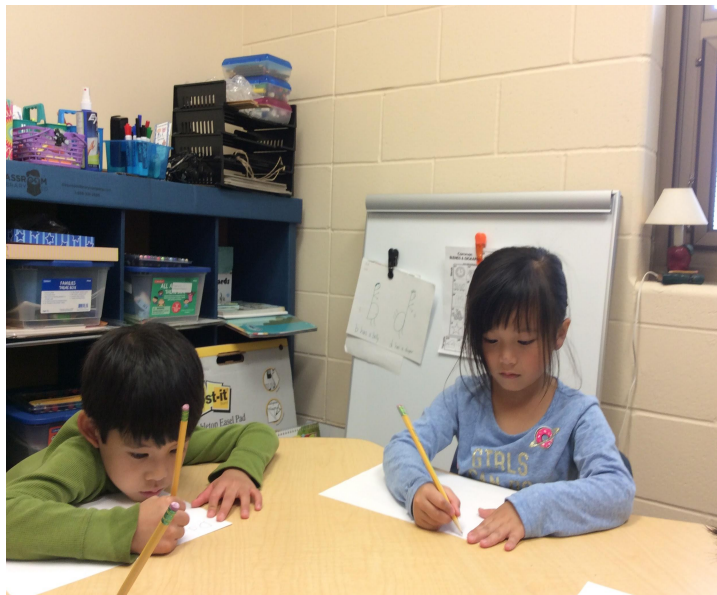
- Time in the U.S. prior to enrollment
- Previous educational experience
- Prior language proficiency screening/identification by another U.S. school district.

Parents will be notified with a letter indicating that their child has qualified for EL services based on the screening assessment.



# English Proficiency Levels

## Understanding the stages of English language acquisition



### English Proficiency Levels

*Performance levels in current Ohio Law (OAC 3301-13-11)*

Below is a description of the five levels of English language proficiency of English learner students. Students learning a language proceed through different stages or levels of proficiency. It should be recognized that within each of these levels, students will represent a certain range of proficiencies (low, mid, high).

- |                  |         |
|------------------|---------|
| • Pre-functional | Level 1 |
| • Beginning      | Level 2 |
| • Intermediate   | Level 3 |
| • Advanced       | Level 4 |
| • Proficient     | Level 5 |

#### Performance Level Descriptors:

##### **Pre-functional (Level 1):**

Students may understand some isolated words (particularly school and social environment vocabulary), some high-frequency social conventions, and simple (single-word or short-phrase) directions, commands and questions. Regarding reading and pre-reading skills, students at this level may demonstrate an understanding of concepts of print (e.g., front-to-back, top to-bottom, left-to-right) and begin to track print. Students at this level participate in writing activities by drawing pictures and copying letters and some words.

##### **Beginning (Level 2):**

Students' oral comprehension increases. They begin to speak by using single words or simple phrases. They are able to read simple texts and write simple sentences.

##### **Intermediate (Level 3):**

Students understand more complex speech, but they may still require some repetition. They may have difficulty expressing all of their thoughts due to restricted vocabularies and limited commands of language structure. Students may speak in simple sentences, which are comprehensible and appropriate, but frequently marked by grammatical errors. They often have some trouble comprehending and producing complex structures and academic language.

**Advanced (Level 4):**

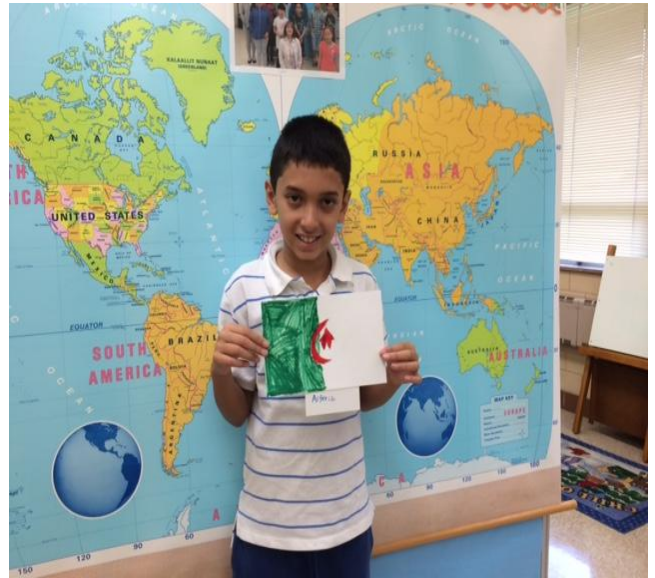
Students' language skills are adequate for most day-to-day communication needs. Occasional errors occur. Students may have difficulty understanding and using some idioms, figures of speech and words with multiple meanings. They have occasional difficulty with complex structures and abstract academic concepts.

At this level, students may read with considerable fluency and be able to locate and identify the specific facts within the text. However, they may not understand texts in which the concepts are presented out of context, the sentence structure is complex or the vocabulary is abstract. They produce texts independently for personal and academic purposes. Structures, vocabulary and overall organization approximate the writing of native speakers of English, however, errors may persist in one or more of these domains.

**Proficient/Trial Mainstream (Level 5):**

At this final stage, students usually can participate in academic topical conversations without difficulty. They can follow complex and multi-level directions without assistance and understand aural information. Students at this level usually speak English fluently in social and grade-level academic settings and they control age-appropriate syntax and vocabulary in their speech.

Generally, students read and understand factual information on concrete topics. They may still need some support at higher levels of reading comprehension. In their writing, they usually show control of varied sentence structures, spelling and vocabulary, expressing well-developed thoughts.

**Language Acquisition is a Long-Term Process**

Language acquisition occurs over time with learners moving through developmental stages and gradually growing in proficiency at variable rates. Rates of acquisition are influenced by multiple factors, including the student's educational background, first language background, learning style, cognitive style, motivations, and personality. Socio-cultural factors, such as the influence of the English or native language community in the learner's life, may also play a role in acquisition. In many instances a student will develop conversational skills related to social language more quickly than he or she acquires academic language skills.

The EL Program acknowledges the length of time it takes to acquire English language skills necessary for success in school. To acquire full, academic English proficiency often takes 3 to 5 years or more.



# Methods of Instruction

## Scheduling and Educational Standards



### Services

Instructional services are based on scientific and evidence-based research so that students acquire English proficiency while also learning academic content. Services are provided by TESOL endorsed, SIOP trained instructors who use the Ohio English Language Proficiency Standards and Ohio Content Standards to plan instruction.

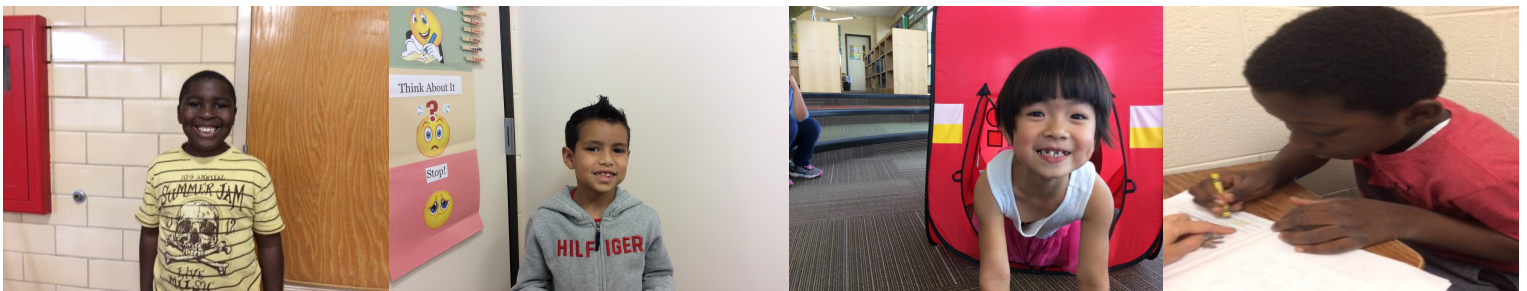
The frequency, duration and form (pull-out or push-in) of direct service is determined by the English proficiency level of the student and the amount of time the student has attended school in the United States. The EL instructor works in collaboration with the EL coordinator, classroom teacher, and parents to create a schedule to best meet the individual needs of the student.

### Direct Services-Elementary (K-6)

- Pull-out** For a small portion of the day, students are pulled-out of the regular classroom for intensive instruction in language and/or reading/literacy intervention individually or in small groups. Elementary EL instructors focus on language and literacy instruction, scaffolding of classroom assignments, and building cultural and background knowledge to support classroom instruction.
- Push-in** A portion of the student's day may include support from the EL teacher in the general education classroom to complete content assignments.

### Direct Services-Middle School (7-8)

- EL Class** Qualifying middle school students are assigned to an EL class in place of a study hall. Instruction is in a small group. The EL instructor will provide English instruction based on student needs, focusing on vocabulary, grammar, reading comprehension, speaking, and writing skills. In addition, the EL instructor will assist students with homework, classroom assignments, and test preparation.





# Methods of Instruction

## Scheduling and Educational Standards



### Services Continued

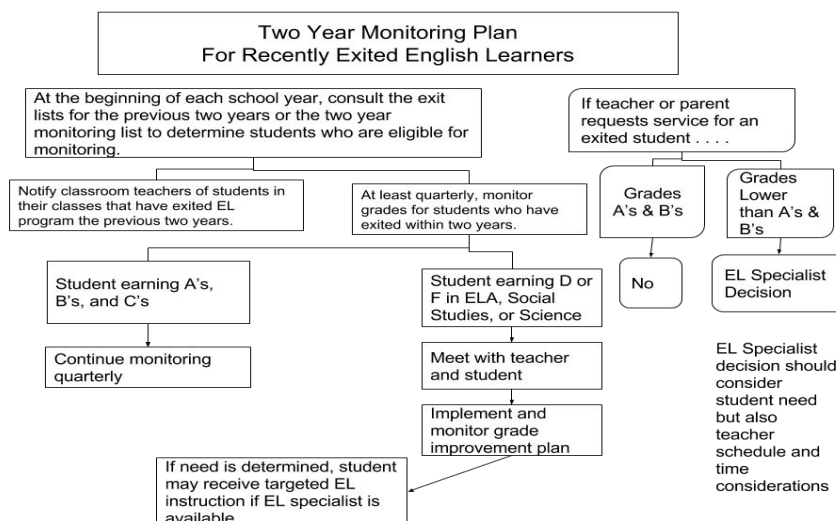
#### Direct Services-High School (9-12)

**EL Class** Qualifying high school students take this class in place of a study hall. Students work on vocabulary, grammar, reading comprehension, speaking and writing skills in addition to receiving assistance and support with homework, classroom assignments, and test preparation. Focus is on developing the language skills necessary to succeed in academic, content courses.

**ELA for ELs (for credit)** ELs at the beginning or intermediate levels of English proficiency may take this sheltered English/Language Arts class one time for credit in place of a mainstream English/Language Arts course. This course uses the SIOP protocol and first language support, so students can simultaneously learn high school language arts content and improve reading, writing, and speaking skills. There will be a focus on the basic grammar concepts needed to succeed.

### Mainstream and Monitoring Services

**Monitoring and Mainstreaming with Limited Support** Students who score proficient on the OELPA will exit the EL program. However, former EL students' progress will be monitored for two years after students exit the program. The flowchart below outlines the two year monitoring plan.



## Accommodations

# Standardized Testing and Classroom Accommodation

Assessment is a necessary part of every students' educational experience. The EL program collaborates with administration, teachers, and staff to administer assessments in several areas for English Learners, including:

- in-class assessments
- district assessments
- Ohio's State Tests, including the OELPA (Ohio English Language Proficiency Assessment)
- national standardized tests, such as Iowa, Cogat, NAEP, and ACT

To ensure that assessments are fair and accurate measures of student growth and achievement, school districts are required by law to give meaningful and individualized accommodations on these assessments in order to give each student the opportunity to demonstrate understanding.

Students will take a variety of national and state standardized assessments in reading, writing, math, science, and social studies. EL students will receive accommodations to assist with their understanding of testing material and the clarity of their response. These accommodations are assigned based on each individual student's needs. Depending on proficiency level and amount of time in the United States, accommodations may include:

- extended time
- use of translation services
- use of dictionaries for vocabulary support
- sheltered environment
- human read aloud and/or scribe

Students may also receive accommodations for in-class assignments and assessments. Accommodations for in-class assessments could include, but are not limited to:

- extended time
- vocabulary support
- shortened/modified assignment
- alternative assessment



Each spring, the EL department will administer the Ohio English Language Proficiency Assessment (OELPA) to all ELs in the district. This test is given in four separate parts and measures each student's ability to read, write, speak, and listen in English. While the OELPA has no bearing on grade level advancement or scholastic achievement, it gives valuable feedback to both the district and the state about the language progress of our ELs. It also determines which English Learners have achieved the level of English proficiency necessary to exit the EL program.



# Exiting the English Learner Program

## Exit Criteria

Student Performance on the Ohio English Language Proficiency Assessment (OELPA). On the OELPA, there are three overall performance levels: **Proficient**, **Emerging** and **Progressing**. The performance levels are determined as follows:

- Proficient students are those scoring any combination of 4's and 5's across all four domains.
- Emerging students are those scoring any combination of 1's and 2's across all four domains.
- Progressing students are those scoring any combination across the four domains that does not fall into Proficient or Emerging.

Students identified "Proficient" in grades K-12 are eligible to exit the English Learner program.

## English Language Learner Program Team



Jennifer Arling, EL Coordinator  
EL Specialist  
Kleptz Early Learning Center  
Northmont High School  
[jarling@northmontschools.net](mailto:jarling@northmontschools.net)  
(937) 832-6750 ext. 5108



Keli Dukeman, EL Specialist  
Englewood Elementary  
Englewood Hills Elementary  
Northmoor Elementary  
Northwood Elementary  
[kdukeman@northmontschools.net](mailto:kdukeman@northmontschools.net)

Jenna Deffner, EL Specialist  
Northmont High School  
Northmont Middle School  
Union Elementary  
[jdeffner@northmontschools.net](mailto:jdeffner@northmontschools.net)