

Troy City School District Plan for English Learners

This plan follows state guidelines in providing service to English Learners.

Created in Fall 2007 by Danae Marsh and Matt Stickle, ELL Teachers

Updated: 2009, 2014

Updated: Spring 2024 by Wendy Grimm, Julie Forman, Amanda Ross, and Jessica Nelsen,

ELL Teachers

Table of Contents

Troy ELL Background Information and Legal Requirements

ELL Demographics

The Troy City School District (TCSD) consists of one high school, one junior high school, one middle school, and six elementary schools. The total student population is approximately 4,500. The English Learner population is generally approximately 150 students.

Japanese is the primary language represented by students in Troy City School District. Other languages represented in the district are Spanish, Somali, Amharic, Arabic, Armenian, Basaya, Burmese, Chinese, Czech, Filipino, Gujarati, Hindi, Khmer, Malayalam, Mandarin, Marathi, Nepali, Portuguese, Punjabi, Russian, Tagalog, Telugu, Turkish, Ukrainian, Urdu, and Vietnamese.

Mission Statement

Our goal is to provide high-quality instruction in the English language, as well as appropriate modifications and accommodations in the mainstream classroom, so that English Language Learners may develop the second language skills necessary to achieve academically and socially, assuring them equal access to education.

Our team strives to help students succeed in all subjects, providing support as often as possible in any subject area.

Legal Basis

The Equal Educational Opportunity Act (1974); *Lau v. Nichols* 414 U.S. 563 (1974); Title VI, Civil Rights Act (1964); Title III, No Child Left Behind Act (NCLB) (2001—modified 2004); 414 U.S. at 556 (1974); 35 Federal Regulation 11595 (1970); The Every Student Succeeds Act (ESSA) (2015)

Definition of EL (English Learner)

A child who is an EL (English Learner) 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 or to participate fully in society.

Troy City Schools ELL Plans and Procedures

Student Identification Procedures

As required by Federal Law (Title VI Compliance Issues 9/91), the parent/guardian of **any** newly enrolling student must complete a Language Usage Survey (LUS). This information becomes a part of the student's cumulative record. It is provided to the parents/guardians of every newly-enrolling student as part of the online enrollment process at Troy City Schools.

If a language other than English is indicated on the LUS, a copy of the LUS is forwarded to the ELL coordinator who, in turn, reviews the student's enrollment and works with the family to determine if the student will need to have his/her English proficiency evaluated. If it is determined that the student should be evaluated, the coordinator then arranges for an initial screening of the student's English proficiency. If reliable records are produced in a timely manner (within 14 days of the student's enrollment), the student may be classified as EL or non-EL in accordance with those records. If such records are not available in a timely manner, or if the student has not completed any such evaluations, the student must complete the Ohio English Language Proficiency Screener (OELPS), the English learning screener for the state of Ohio. This online assessment evaluates the student's English proficiency in the areas of Listening, Speaking, Reading, and/or Writing to determine his or her levels of proficiency. The ELL teachers administer the OELPS.

Results of the assessment are then downloaded from the Centralized Reporting System (CRS) and entered into the ELL Database for the district. Appropriate EMIS information is reported to the district EMIS Coordinator. This database contains information on ELL students' native country and language, time in U.S. schools, English language proficiency levels, date of birth, and so forth. It is accessible by the ELL teachers. Criteria for classification as English Learner (EL) are based on those issued by the State of Ohio in compliance with the No Child Left Behind Act. A student must score at the Proficient level in all four domains in order to be considered Non-EL.

Parent Notification

If a student is classified as Non-EL, the parent/guardian is notified of test results by the ELL coordinator and no further action is taken by the ELL department. These students who do not qualify for ELL services are monitored by the ELL department through communication with teachers. Although a student may not qualify for services, parents of students who speak other languages are always eligible to receive support through the language translation service provided through the district.

If the student is classified as an EL, the ELL coordinator will send the parent/guardian the test results and a description of the ELL program being offered. This information is available in English, Japanese, Spanish, Maharic, Arabic, Chinese, French, Fulani, Hindi, Kinyarwanda, Nepali, Pennsylvania Dutch, Portuguese, Russian, Somali, Swahili, Telugu, Turkish, Twi, Ukrainian, and Vietnamese. At the request of the parents, the information can also be translated orally. The parent/guardian should sign and return this form, either giving or denying permission for their child to receive ELL services. If the student

qualifies for service in subsequent years (based on OELPA results), parents will be notified and must give or deny permission for continuing ELL services. This information (test results and permission) is kept in the student's cumulative file, as well as electronic files for each student in an ELL database.

Parents will also be notified if their child has exited from the ELL program. To exit from the district ELL program, students must attain scores of 4 or 5 in all four domains of the Ohio English Language Proficiency Assessment (OELPA).

If permission is denied, the ELL coordinator will give the EL student's classroom teachers an ELL Plan of suggested modifications and accommodations based on that student's level of proficiency and time in the U.S. The student's progress will be monitored by the ELL instructor in the student's building and/or the ELL coordinator, and the student will take part in the annual spring OELPA.

ELL Database

Student data will be kept in a database. Data includes demographic information necessary for creating student plans, language assessment history, contact information, and EMIS information. This information is available to the ELL team.

Program of Services

If permission is given, the EL student's classroom teachers are given an ELL Plan (as above) and the student is scheduled for ELL instruction. Direct instruction in ELL is provided by certified teachers in grades K-12.

Modifications and accommodations in the classroom are based upon recommendations from the State of Ohio, the Sheltered Instruction Observation Protocol (SIOP), and best practices as outlined in a variety of educational websites, journals, and books. Academic progress of ELLs is monitored through Powerschool, communication with classroom teachers, and communication with students. If necessary, the ELL instructor will meet with teachers to determine whether the reason for a failing grade is the result of a language barrier (in which case greater modification and accommodation may be necessary) or the result of student negligence (e.g., failure to turn in assigned work or follow other reasonable requests that take into account the student's level of proficiency in English). A pass/fail system, emphasizing individual effort, participation, and progress, is sometimes employed in place of letter grades for those ELLs who have attended U.S. schools for less than three years.

K-5 Services

K-5 Resources and Standards Focus

Every attempt is made to group students in grades K-5 by grade and ability level. Students will only be grouped with students in another grade level if they are within the same grade band. Ex: 4th and 5th grade together. Students receive more English instruction and content area support based on their language level, with pre-functional and beginning students seen on a daily basis when possible and intermediate and advanced students scheduled for more or less time depending on the student's needs.

Core curricular materials for grades K-5 include, but not limited, to:

- Orton Gillingham
- Heggerty
- iReady Magnetic Reading
- Brainzy: A program that grows with students, teaching them the concepts that they need to know; This program also has assignable content to teach students about specific concepts and have them review it through games and worksheets
- Leveled Readers
- Textbooks
- Interactive Reading Notebooks
- Paragraph of the Week Assignments
- SPIRE
- Sounds Sensible
- Reader's Workshop
- Writer's Workshop
- Read Naturally
- BAS

Students receive instruction aligned to the [Ohio ELP standards](#).

Student Evaluations and Monitoring

The Ohio Department of Education and Workforce requires that all students are screened for ELL services and are evaluated to receive continued services using online assessments available through the State of Ohio. These assessments have been created in Ohio with the ELPA21 Consortium, and are based on the grade level of the student.

Students new to the district are given a language assessment known as the OELPS (Ohio English Language Proficiency Screener), unless reliable language assessment results from another district can be acquired within 14 days of enrollment. There are four domains tested in this assessment: Listening, Reading, Speaking, and Writing. This assessment is to be completed within 30 days of enrollment. Upon completing the assessment, students are assigned a Proficiency Level based on their performance. The total number of points possible in each domain is 5. Students who score 1 or 2 in every domain are considered to be Emerging. These students have limited English proficiency and qualify for ELL services. Students who score 4 or 5 in every domain are considered to be Proficient. These students do not qualify for ELL services, but are monitored by the ELL department to ensure that services will not be necessary in the future. Any other combination of scores indicates that the English skills of the student are Progressing. These students have an intermediate English level, and also qualify to receive ELL services. The only expectation to this is the BKOELPS (Beginning of Kindergarten OELPS). Students who score a 3 or higher in each category do not qualify for ELL services. This test can only be administered from June to December. Students tested in June with this screener are being evaluated for the coming school year. From January to May, students are no longer considered to be in the beginning of Kindergarten, so they will take the general OELPS for their grade level.

Once English Learner status is determined, students will complete the OELPA (Ohio English Language Proficiency Assessment) each spring to determine current English proficiency levels in the domains of Listening, Reading, Speaking, and Writing. While the screener, the OELPS, is one test, the OELPA is completed as 4 separate assessments, one for each domain. Students are then assigned a Proficiency Level based on their performance. The total number of points possible in each domain is 5. Students who score 1 or 2 in every domain are considered to be Emerging. These students have limited English proficiency and continue to qualify for ELL services. Students who score 4 or 5 in every domain are considered to be Proficient. These students will exit from the ELL program, and their progress is monitored for four years. If the students are found to need ELL services, the ELL team will collaborate with classroom teachers and with the student's parents/guardians to determine if the student should be evaluated for ELL services again. Many students who have exited the ELL program will still receive some level of support from the ELL department, and their families receive support and language translation as needed as well. Any other combination of scores on the OELPA indicates that the English skills of the student are Progressing. These students have an intermediate English level, and qualify to continue to receive ELL services.

In addition to the formal OELPA, students are evaluated through collaboration between classroom teachers and ELL staff, as well as review of iReady and state assessment data.

K-5 Reading and Vocabulary

Thematic Units are common in the K-5 ELL classroom. Providing students with literature-based instruction offers students the advantage of making connections among reading, vocabulary development, writing, listening, speaking, and viewing activities among different pieces of literature. The teacher organizes curriculum around central themes and integrates the subjects of math, reading, social studies and science, as well as language arts, into the main theme, whenever possible.

The ELL classroom has a SmartBoard, Document Camera, and a set of Chromebooks, offering students hands-on experience with technology. On a case by case basis, students in grades 3-12 who have limited English proficiency may be assigned an iPad for daily use in addition to their district assigned Chromebooks. For students in grades K-2, classroom teachers are assigned iPads to provide student support via translation services and basic vocabulary learning.

All ELL services are based on the needs of each individual student. Those students with skills that are considered to be Emerging typically receive support in class as well as lessons in small groups in the ELL room. The typical amount of time for small group lessons is 30 minutes, 5 days per week, for a total of 150 minutes per week. The amount of time may be more than that depending on the student's grade level and English proficiency level.

Students who are considered to be Progressing typically receive most of their support in class. It is the goal of the ELL department to keep students in their general education classrooms as much as possible. Teachers may also ask the ELL department to work with Progressing students on individual assignments on an as-needed basis. These students may also be part of a small group that works in the ELL room during intervention time.

Students who have exited the ELL program and who are Proficient are not pulled into the ELL room for small group instruction. The support that they receive is most often with homework assignments that are difficult for them to complete independently.

K-5 Content Area Support

All classroom teachers, in addition to receiving the ELL Plan, are offered materials to help them modify both instruction and assessment of these students. Students at any level of language proficiency have the option of receiving content-area support, including bilingual (Japanese or Spanish speaking) ELL translation if and when available. The ELL teachers are available to offer suggestions or advice to mainstream content area teachers when needed.

As often as possible, ELL teachers also support in class. This support may be fully in English or may include translation. Students also frequently complete tests and quizzes in the ELL room to have access to translation, word-to-word bilingual dictionaries, and a small group setting. All ELL students in grades 3-12 have been provided word-to-word bilingual glossaries that can be used in their general education classrooms. Any glossaries that are available in the home language are made available to the students

throughout the school year. These glossaries are approved for state testing, and students are able to familiarize themselves with the glossaries and vocabulary in both languages.

6-12 Services

6-12 Resources and Standards Focus

In grades 6-12, students are placed in a sheltered language arts course where they receive instruction aligned to both the ELA standards and the ELPA21 standards (this is made easier by the fact that there is considerable overlap between the two sets of standards).

Core curricular materials for all 6-12 students include:

- *Edge* (National Geographic Textbook, Cengage Learning, 2014)
- *Inside* (National Geographic Textbook, Cengage Learning, 2014)
- *Milestones A* (covering all language domains and ELA standards, Heinle-Cengage, 2009),
- *Reading Explorer 1* (informational text, Heinle-Cengage, 2009),
- *Grammar Form and Function 1 and 2* (McGraw Hill, 2010),
- *The Oxford Academic Picture Dictionary* (2nd edition, Oxford, 2010),
- *Oxford Bookworms* (leveled novels, short stories, biographies, and narrative non-fiction; we have a wide variety, including many class sets), and
- *Newsela* (a website of leveled current event articles with questions aligned to the Common Core).
- iXL
- iReady
- Novel Studies- Subject to change from year to year, but in the past teacher has used:
 - *The Outsiders*
 - *Almost American Girl*
 - *The Unwanted*

On a case by case basis, students in grades 3-12 who have limited English proficiency may be assigned an iPad for daily use in addition to their district assigned Chromebooks. Frequently used apps include Quizlet (for vocabulary and spelling), Google Translate, and Google Drive (using technology to compose and share original work).

A typical lesson in the sheltered-language arts classroom proceeds from a pre-test to teacher-led instruction and modeling, group assignments, individual assignments, and post-test. Within a lesson, differentiation is provided based on the student's English ability and may include more time on an assignment and a simplified text paired with a complex concept.

6-12 Writing and Grammar

All students in ELL have a variety of writing assignments. These assignments range from answering questions using complete sentences to writing multi-paragraph essays over a topic or theme. The amount of writing required of students is based upon the level of proficiency that the student has in writing.

On a daily basis, students have a starter activity that reviews different grammar concepts depending upon the day of the week. Some days students focus on prefixes and suffixes, other days they may focus on homophones. Students are also given sentences with errors that they must correct. The level of difficulty varies depending upon the level of proficiency of the students in each class.

Students will receive grammar instruction throughout the year. The needs of individual students in regards to grammar is diverse, so the topics presented will also be diverse. The typical grammar unit will consist of a pre-assessment and lessons and assignments based on weaknesses uncovered during the pre-assessment and in student writing assignments. A grammar unit may include a week or more of instruction solely in grammar using the *Grammar Form and Function* texts, or may be taught as daily warm-up and weekly review activities. Both forms of instruction will be accompanied by a post-test to ensure that progress is being made.

6-12 Reading and Vocabulary

Students who are at level 1 or 2 in reading will be given reading fluency assessments throughout the year. The first assessment will be given in the fall and the final assessment will be given in the spring. Based on the results of the assessment, students will be given targeted reading instruction including apps like *One-minute Reader*. *One-minute Reader* runs from a pre-school to a 5th grade reading level and is focused on improving reading speed, expression, and comprehension.

All students will be encouraged to read independently from books that match their interests and match their level for independent reading. Time each week will be built into the class schedule for students to read independently.

Students are given two vocabulary tests in the fall to guide vocabulary instruction for the year. The first test is a receptive vocabulary test based on the General Service List's top 2,000 words used in English. The second test is a receptive vocabulary test based on the Academic Word List. Vocabulary is one measure in assessing a student's language acquisition. The more vocabulary language learners know, the easier it is for them to comprehend oral and written language. Based on the results of these tests, assigned vocabulary for students (generally provided through *Quizlet*) will come from both lists. Many assigned readings will also be based on the results of this assessment, including choosing appropriately leveled *Oxford Bookworms* and *Newsela* articles. Students will be tested again in the spring to ensure that they are making progress with vocabulary acquisition.

6-12 Content Area Support

Students at any level of language proficiency are enrolled in an ELL study hall. This is offered to students as a way to provide support with their assignments in all classes.

Professional Development Plan

Professional development will be delivered in two ways: informal and formal.

Informal Professional Development

Informal professional development consists of meetings and emails between ELL staff and content-area teachers. Topics include appropriate accommodations and modifications for students (both individual students and groups of students at various levels of language acquisition), general instructional strategies to ensure that student needs are being met, and cultural awareness and sensitivity. At the beginning of each school year, a document is sent to all staff containing information on appropriate accommodations and modifications for students in a variety of areas (the areas are clearly labeled on hyperlink buttons so that the document is easy for teachers to navigate). The document also contains information on legal requirements for ELL students.

Formal Professional Development

Formal professional development consists of a few different components.

1. An ELL student plan containing information on a student's English level and appropriate accommodations and modifications for that level, including accommodations and modifications the student will receive on state assessments. The student plans are discussed and shared with teachers at either a beginning of year meeting or in a beginning of year email.
2. A library of resources that teachers can check out and earn CE credit for. Many of the titles available come from ASCD, including *Teaching English Language Learners Across the Content Areas* and *The Language-Rich Classroom: A Research-Based Framework for Teaching English Language Learners*.
3. Attendance at the Ohio TESOL Conference. Each year, content area teachers from the district attend the conference, learn new strategies, and provide some assistance to their peers by either becoming a go-to person on ELL/content area concerns or by providing some form of turn-key training.
4. Depending on level of interest and level of need, training sessions by outside experts or in-district experts will be provided.

Professional Development Goals

Troy City School's ELL professional development plan includes the following two goals:

- Goal 1: Teachers and other instructional staff will demonstrate an understanding of the specific needs of ELL students in terms of English language acquisition and academic progress.
- Goal 2: Teachers and other instructional staff who work with ELL students will implement instructional strategies that result in improved student performance.

Summary of Professional Development Offerings

Strategies	Targeted participants	Timeline	Evaluation
<ul style="list-style-type: none"> ● Provide teachers with ELL student plans. ● Provide teachers with a document that provides detailed explanations and examples of appropriate accommodations and modifications. <hr/> <ul style="list-style-type: none"> ● Teachers attend Ohio TESOL Conference <hr/> <ul style="list-style-type: none"> ● ELL Strategies Library <hr/> <ul style="list-style-type: none"> ● In-district training session(s) 	<p>All staff who have ELL students in their classrooms</p>	<p>August - September</p> <hr/> <p>October - November</p> <hr/> <p>All year</p> <hr/> <p>Optional--could occur at any time during the year</p>	<p>Student performance within content-area classes will be monitored (through grades, parent contact, and discussions with students) and follow up contact will take place to discuss how teachers are using the information in their instruction and to see what further assistance teachers and students might need.</p>

Grading and Retention Policy

An LEP student must not be given a failing grade based solely on the student's lack of English proficiency. As a result of *Lau v. Nichols* (1974), school districts must take affirmative steps to help LEP students learn English and provide LEP students with equal access to the curriculum. Therefore, Troy City Schools and teachers of LEP students must document the steps taken to provide meaningful instruction to LEP students and be able to show how the student is graded based on realistic expectations taking into account the student's level of English proficiency. Likewise, LEP students cannot be retained because of the student's lack of English proficiency. The district and teachers of LEP students must document all steps taken to prevent classroom failure and/or retention.

Participation in State Tests/Accommodations

English Learners are required to participate in all state testing. For all general state testing, students are eligible to receive the following accommodations:

- use of a bilingual word-to-word dictionary (must be an approved dictionary per the [Ohio Accessibility Manual for Ohio's State Tests](#))
- small group evaluation
- frequent breaks
- extended time

On all state tests other than the English Language Arts (ELA) or OELPA/OELPS tests, students may also receive translation as needed. All state tests other than the ELA and OELPA/OELPS are also available in Spanish when appropriate.

All students enrolled in the English Learner program will also complete the OELPA each winter/spring to evaluate their progress and current language proficiency levels. Students will receive the following accommodations for OELPA and OELPS testing:

- small group evaluation
- frequent breaks
- extended time
- for Speaking and the OELPS, testing must be completed one-on-one to ensure that students are not able to hear the responses of their peers.

Communication of Test Results to District Staff

LEP student results on the OELPA/OELPS will be recorded on the student's English Learner Program Plan (ELPP). In some cases, beginning of year meetings will be held with mainstream teachers and administrators and the ELL teachers will discuss student test results with teachers. Possible intervention strategies will be identified, as well as staff responsible for implementing intervention. In lieu of a meeting, the ELL teachers will communicate test results via student ELPPs and/or email and/or one-on-one meetings with teachers.

Graduation Requirements

Graduation requirements for ELL students are the same as graduation requirements for all other students in the district. ELL students are not required to have exited the ELL program to graduate.

Program Evaluation

Each year, the ELL Coordinator will compile language proficiency test scores and compare them to previous language proficiency scores to determine if progress is being made in the area of language proficiency.

Data from the Annual Measurable Achievement Objectives documentation provided by the Ohio Department of Education will be used to re-evaluate the district's current program for ELL students including instructional methods, staffing, and resources available.

The district will also analyze state test data in content area subjects provided by ODE to determine if students are meeting adequate yearly progress.

Other data that can be used by the district to determine program effectiveness are: retention rate, drop-out rate, and graduation rate. In addition, formative and summative assessments from ELL and content-area courses and teacher and parent observations and input may also be used to assess the program.

Pursuant to NCLB Title III part C section 3302, the school district will notify parents/guardians in writing within 30 days of the evaluation if the district has failed to meet the objectives outlined to the parent at initial or continuing placement notification or upon failure to meet appropriate proficiency gains.

Detailed Description of Legal Bases for ELL Services

Lau v. Nichols (1974)

Parents of Chinese students sued the San Francisco, CA, school district, claiming discrimination on the grounds that no additional language program was provided for non-English speaking students. The U.S. Supreme Court found the district in violation of the Equal Protection Clause of the 14th Amendment and of the Civil Rights Act of 1964. The decision concluded that providing students the same desks, books, teachers, and curriculum did not ensure that they received an equal educational opportunity, particularly if the students did not speak English (“same” does not mean “equal”). It mandated that measures be taken to instruct LEP students in English to ensure equal access to educational opportunities. “Sink or swim” instruction is a violation of civil rights. The Court recognized the authority of the Office for Civil Rights of the U.S. Dept. of Education to establish regulations for compliance with the Civil Rights Act.

Casadena v. Pickard (1981)

Mexican students and their parents sued the Raymondville Independent School District in Texas claiming that the lack of an adequate language remediation program violated their rights. The U.S. 5th Circuit Court of Appeals found that the district was in violation of the Equal Protection Clause of the 14th Amendment, the Civil Rights Act, and the Equal Education Opportunities Act; it ordered the district to take “appropriate action” to develop a language remediation program for LEP students based on a three-part test. Such a program must be based on sound theory, have sufficient resources to translate theory into practice, and may not be continued if it fails to achieve results.

Plyler v. Doe (1982)

Undocumented Mexican students in Tyler Independent School District, Texas, claimed discrimination because they were denied enrollment in a public school. The U.S. Supreme Court found that the district was in violation of the Equal Protection Clause of the 14th Amendment; it declared that undocumented students cannot be denied access to public education.

Federal Law

- 14th Amendment to the Constitution (Equal Protection Clause): No person in the United States shall be denied equal protection of the law.
- Title VI of the Civil Rights Act of 1964: No person in the United States may on the basis of race, color or national origin be denied the benefits of or be subject to discrimination under any program receiving federal money.
- Equal Education Opportunities Act of 1974: States must take appropriate action to overcome language barriers that impede equal participation by students in their instructional programs.
- Title III of the National Elementary and Secondary Education Act of 2001 (No Child Left Behind): Schools must follow certain rules on identification, testing, accommodating, and reporting of LEP students in order to receive federal funds under the Act.