



SPRINGBORDO SCHOOLS

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DISTRICT ENGLISH LEARNER PLAN



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Philosophy of Instruction for English Learners

The Springboro Community City School District (Springboro Schools) provides instruction that is responsive to the specific needs of English Learners (ELs) in order to support ELs' progress towards English-language fluency and academic success in our schools and beyond. Our methods of instruction use the insights of the professional field of TESOL (Teaching English to Speakers of Other Languages), this approach supports teaching English Learners in manner that is linguistically and culturally sensitive in order to help ELs to make the transition to English-language proficiency in a timely and efficient manner. In turn, we recognize the many strengths brought to our learning community by our ELs. Welcoming ELs and the cultural diversity they bring to our classrooms through an inclusive instructional model enriches the learning environment for all students in Springboro Schools.

Education that is sensitive and alert to the specific learning needs brought to the PK-12 classroom by speakers of other languages is the responsibility of all staff in Springboro Schools, not only of instructional staff with formally certified TESOL expertise. In our schools, across all grades ELs pursue their content-area math, language arts, science, and social studies learning in English-dominant classrooms through the medium of the English language with modifications appropriate to their language proficiency. Because our district embraces an inclusive approach to education, our EL students are learning English, and especially academic English, from content-area specialists as much as from ESOL instructors. English is a necessary tool for learning in Springboro Schools. Likewise, supporting the linguistic development of English learners, while celebrating diverse cultures and experiences is a necessary tool for instruction in Springboro Schools.

Student & Program Goals

The main goal of the Springboro Schools EL Program is the development of English language proficiency. It is designed to help ELs acquire English to an academic level of proficiency that maximizes their capacity to meaningfully and equitably participate in the Springboro Schools core curriculum.

EL Program Goals

1. To ensure that ELs can meaningfully and equitably participate in educational programs and services.
2. To ensure that ELs attain social and academic English proficiency.
3. To foster cultural competence for student success in the U.S. cultural setting.
4. To guide learners in their cultural adjustment within a respectful and supportive environment.

5. To develop confidence in speaking/listening and reading/writing, including form and informal registers.
6. To determine and support language progression so that students can successfully transition into grade-level academic work.

English Learner (EL) Definition

English Learner (EL) – The term “English Learner” refers to an individual with the following characteristics:

1. Age 3 through 21;
2. Enrolled or preparing to enroll in an elementary school or secondary school;
3. Meets one of the following criteria:
 - a. Was not born in the United States or whose native language is a language other than English;
 - b. Is a Native American or Alaska Native or a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; or
 - c. Is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
4. Has difficulties in speaking, reading, writing or understanding the English language that may be sufficient to deny the individual:
 - a. The ability to meet the challenging state academic standards;
 - b. The ability to successfully achieve in classrooms where the language of instruction is English; or
 - c. The opportunity to participate fully in society.

It is important to note that the signal characteristics of this community of learners are its **diversity** and its **dynamism**.

Each individual EL is engaged in a continuously expanding project of language acquisition. The very nature of language learning means that ELs in English-dominant schools have embarked on a dynamic journey to English-language proficiency. Thus, an

EL's designation (emerging, progressing, etc.) marks a constantly shifting and evolving status because participation in our English-centered classrooms and English Learners' program moves each specific student towards greater opportunities for accomplishment as a proficient speaker of English. By definition and design, as ELs master schoolwork, and college-ready English, they exit the EL program and function as multilingual, English-speaking participants in our Springboro Schools community.

EL Program Model

Curriculum and Approach to Servicing ELs

Our diverse and dynamic population of ELs requires a curricular approach that meets each student where (s)he is on the path to English proficiency so as to afford each student meaningful and equitable participation in our learning community. Our approach to instruction for English-language acquisition is calibrated according to the linguistic and cognitive demands of the varied levels of K-12 education.

In planning for effective instruction, we recognize the distinction between competence in social/conversational language (Basic Interpersonal Communication Skills, or BICS) and control of the rules and conventions of formal, grammatically standard, or academic language (Cognitive Academic Language Proficiency, or CALP).

Basic Interpersonal Communication Skills (BICS)	Cognitive Academic Language Proficiency (CALP)
● Relatively easier to master ● Typically acquired over 1-3 years ● Minimal formal study - related to concrete and immediate contexts (playground, lunchroom, etc)	● Requires more rigorous and longer educational support ● Can take 5-7 years to acquire ● Formal study required - it is abstract and more complex.

All students, whatever their language base, are engaged in mastering grade-appropriate, subject-specific academic language, with ELs bearing the further task of basic English grammar and vocabulary acquisition in order to use the academic language they are being taught.

In all content areas and in all grade levels, Springboro Schools employs an integrated and immersive model of English-language instruction. Content-area instructors are expected to scaffold learning according to the linguistic needs of their English-learning students with the supportive guidance of ESOL (English for Speakers of Other Languages) instructional staff.

Additionally, our ESOL instruction staff provides individual and small-group settings for

more intensive English language instruction in order to move ELs along the proficiency continuum and to develop the CALP skills necessary to demonstrate academic success. ESOL instructors may teach 1:1 or small group English-language-acquisition sections for ELs during intervention time, using curricular resources and task-specific instructional tools as needed. Placement in ESOL 1:1 or small group intervention is determined by skill level, not by grade level. Moreover, students may progress within ESOL intervention groups and exit from the program, as is appropriate to their changing language competence.

Successful academic English communication requires proficiency in both the receptive (Listening, Reading) and the productive (Speaking, Writing) domains, as well as in core English grammar skills. In keeping with the Springboro Schools promise to facilitate every child's opportunities to succeed in learning, ESOL interventions provide instruction across these subjects. All intervention, programs and practices focus on the speaking, listening, reading, and writing skills necessary to achieve proficient-level

Considerations for Newcomer ELs Pursuing CTC Credentials

EL students may be permitted to apply to the CTC during 11th grade (rather than the standard 10th grade application window) should that student have transferred into Ohio schools after the beginning of their 9th grade academic year, in order to provide equitable access to CTC's 2-year credential programs.

Impacted students, through the assistance of their high school guidance counselor, should apply to a 2-year CTC program. Once accepted, that student and/or their counselor, can request permission for a 5th year of high school studies from the acting high school principal. The principal will consider requests on a student- by-student basis. Students approved for a 5th year to complete a CTC credential program will have a letter placed in their cumulative file indicating this allowance. The district EL team can assist in facilitating this process upon request by a student, family, and/or guidance counselor.

The Ohio Seal of Biliteracy

The Ohio Seal of Biliteracy recognizes graduating seniors who can demonstrate high levels of proficiency in English and at least one other world language. The Springboro School District awards the seal by following state-established guidelines.

Students who:

1. meet at least one of the English language arts proficiency requirements for earning a Seal of Biliteracy, such as earning a proficient level or higher score on the ELA II Ohio State Test or the OELPA, **and**
2. are currently a senior or junior in good standing within 15 months of graduating,

can request assessment in a competent world language from an Ohio Department of Education approved vendor through their guidance counselor, the Springboro Schools world language department, and/or the EL department.

EL Staff Descriptions & Responsibilities

ESOL Teacher

Springboro Schools ESOL Teachers manage assigned student caseloads of English Learners at their assigned buildings. ESOL Instructors provide supplemental English instruction, collaborate with classroom teachers on appropriate student accommodations and modifications, and support building staff in meeting the needs of multilingual students and families.

ESOL Teacher Building Assignments

ESOL Teacher Contact Information	Building
Mr. Matt Blair mblair@springboro.org	Springboro High School Springboro Junior High Dennis Elementary
Mrs. Diane Wadsworth dwadsworth@springboro.org	Springboro Intermediate Clearcreek Elementary Five Points Elementary
Mrs. Mary Paulman mpaulman@springboro.org	Springboro Junior High

EL Identification & Assessment

Students who are English Learners have had significant exposure and communication experiences in a primary or home language other than English. These multilingual students benefit from specialized support in ESOL to develop academically and to participate equitably in school.

The federal and state requirements to identify and provide equitable educational opportunities that support the whole child apply to all students who are English Learners attending our schools. It is the obligation and responsibility of Springboro Schools to know and respond to student and family needs for language support. Parents and families with limited English proficiency have the right to language assistance to understand all notifications and select available programs.

Aligned with the provision of meaningful parent and family notifications to encourage school engagement, Springboro Schools follows a two-step process for the identification of students as English Learners.

Step 1: Registration & the Language Usage Survey:

Springboro Schools will identify students who are English Learners within 30 days of the beginning of each school year or within two weeks of enrollment during the school year. As part of welcoming new students and their families, Springboro Schools's Language Usage Survey is completed for each student during the enrollment process. This survey, in collaboration with parents and families, is used to support the identification and instruction of potential English Learners and the provision of understandable communications to them and their families.

Step 2: Ohio English Language Proficiency Screener (OELPS):

The OELPS is the standardized assessment tool the Ohio Department of Education and Workforce (ODEW) uses to classify students as English Learners. When students are identified as potential English Learners, they take the OELPS to gauge their development of English as an additional or new language in the domains of listening, speaking, reading and writing.

Based on the outcome of the OELPS, students who are classified as ELs will be holistically placed and serviced based on their language proficiency level and provided the instruction and support that meets their needs. Families of classified ELs are notified of their student's English Language Proficiency level and their eligibility for support through the district EL program in a language that the parent/guardian understands.

Criteria for Exiting the EL Program

The Ohio English Language Proficiency Assessment (OELPA) is the state's annual summative assessment of English language proficiency, which provides documentation of English Learners' progress toward English proficiency. A student's OELPA results determine whether the student is eligible to continue as an English Learner or is proficient and ready to exit the program. Families of classified ELs are notified annually of their student's English Language Proficiency level and their continued eligibility for support through the district EL program in a language that the parent/guardian understands.

Performance Levels

There are three overall performance levels: 1 - Emerging, 2 - Progressing and 3 - Proficient. A student's overall performance level is determined from the scores earned on each of the domain tests that comprise the OELPA (reading, writing, listening and

speaking). Each domain test is scored on a scale of 1 to 5. Scores of 4 and 5 correlate with proficiency in that domain. Students with an overall performance level of Proficient may be exited from English Learner status.

OELPA Overall Performance Levels

1 - Emerging	2 - Progressing	3 - Proficient
Any score combination of 1s and 2s across all nonexempt domains.	Any combination of scores across the nonexempt domains that is not Proficient or Emerging.	Any score combination of 4s and 5s across all nonexempt domains.
Student continues to qualify for services as an English Learner	Student continues to qualify for services as an English Learner	Student exits from English Learner status.

Only students, including those with documented domain exemptions, who achieve an overall performance level of Proficient on the OELPA exit from English learner status. The overall performance level of Proficient is defined as domain scores of 4s and 5s in any combination across all nonexempt domain tests (listening, reading, writing and speaking). For students who achieve a proficiency status of Progressing or Emerging, schools will determine and provide the appropriate services to ensure students' development of English language proficiency and access to the curriculum. Untested and invalidated domains are considered 1s for this purpose, so students who did not attempt one or more test domains in the absence of a valid exemption or had one or more test domains invalidated cannot achieve an overall performance level of Proficient. These students will be considered Progressing or Emerging depending on their performances on the scored domains.

Monitoring EL Progress

EL students' progress toward proficiency is monitored throughout the school year by the ESOL instructor and (when applicable) their general ELA teacher through various language and literacy metrics, UFLI, Acadience, NWEA Map, OR, and/or Heggerty Phonemic Awareness Assessment. The data derived from these benchmarking assessments serve to inform classroom instruction, determine appropriate student supports, and measure the effectiveness of implemented interventions to foster student growth and achievement. Annually, student language growth is measured through the administration of the OELPA and grade-level ELA Ohio State Tests.

Once a student has exited the ESOL program, by scoring proficient on the OELPA, Springboro Schools continues to monitor student academic progress for two years. This monitoring process ensures that students were not exited prematurely and that additional support can be provided, should an exited student fail to flourish and meaningfully engage

with the district's core curriculum.

EL Program Evaluation

Biannually, Springboro Schools provides the Board of Education and the Ohio Department of Education and Workforce a report on the activities conducted and the students served by the EL program. This report is used by the district to inform program improvement.

Springboro English Learner Program Components

EL Student | Parent Rights & Responsibilities

English Learner (EL) students in public K-12 education systems have a constitutionally protected right to equitable educational opportunities. As the fact sheet jointly issued by the U.S. Department of Justice and the U.S. Department of Education states, "Under Title VI of the Civil Rights Act of 1964 (Title VI) and the Equal Educational Opportunities Act of 1974 (EEOA), public schools must ensure that EL students can participate meaningfully and equally in educational programs."

Multiple federal court cases have determined school districts' obligations for educating English Learners. Centrally, the U.S. Supreme Court decided in **Lau v. Nichols (1974)** that public school districts must provide appropriate supplemental language instruction for students with limited English proficiency. In **Castañeda v. Pickard (1981)** the US Fifth Circuit Court of Appeals established three criteria to assess the sufficiency of bilingual education programs (such programs must be [1] based on a sound educational theory, [2] implemented effectively with sufficient resources and personnel, and [3] evaluated to determine whether they are effective in helping students overcome language barriers) in meeting the requirements of Lau v. Nichols and the Equal Educational Opportunities Act (1974). In **Plyler v. Doe (1982)** the US Supreme Court decided that students cannot be denied a free public education on the basis of their immigration status.

School districts are legally accountable both to English Learner students and to their Limited English Proficient (LEP) parents. The following is a summary of our school district's mandated requirements as collected in a fact sheet from the U.S. DoJ and U.S. DoE "English Learner Tool Kit Updated with Every Student Succeeds Act of 2015 (ESSA) References."

Springboro Schools Programmatic Responsibilities:

Identify and assess all potential EL Students: Springboro Schools must accurately and in a timely manner identify potential EL students, and must assess their language proficiency using reliable and valid tests that measure English Language competence in speaking, listening, reading, and writing.

Provide language assistance to EL students: EL students are entitled to appropriate language assistance to become proficient in English and to participate equally in the district's standard instructional program within a reasonable time.

Staff and support an EL program: EL students are entitled to well-resourced and effectively implemented programs, including highly qualified teachers and appropriate instructional methods.

Provide meaningful access to all curricular and extracurricular programs: EL students are entitled to an equal opportunity to participate in all Springboro Schools programs.

Avoid segregation of EL students: school districts are expected to carry out their chosen instructional program in the least segregative manner consistent with achieving stated educational goals.

Evaluate EL students for Special Education and provide dual services: EL students with disabilities must be provided **both** the language assistance and disability-related services to which they are entitled under federal law.

Meet the needs of Springboro Schools students who opt out of EL programs or particular services: parents may choose to opt out of services but a school district must still take steps to provide opted-out EL students with access to educational programs, monitor their progress, and offer EL services again if a student is struggling.

Monitor and exit EL students from programs and services at the point of a student having achieved English proficiency: students who qualify as English-proficient on a valid and reliable assessment must be monitored for a further two years.

Evaluate the effectiveness of the Springboro Schools's program: our school district must offer a program reasonably calculated to enable EL students to attain English proficiency and meaningful participation in the standard educational program. Springboro Schools must monitor and compare EL students' performance with their non-EL peers, and evaluate the EL program to assess its effectiveness in order to modify it as needed.

Ensure meaningful communication with Limited English Proficiency (LEP) parents: LEP parents are entitled to meaningful communication in a language they can understand and to adequate notice of information. This includes IEP meetings, health-and-sports-related notifications, parent-teacher conferences, etc.

Equitable Access to Core Curriculum and Accommodations

Classroom instruction and assessment:

Effective grading renders a reliable and transparent indication of a student's mastery of

content based on state standards. The expectations underlying the application of grade-level assigned state standards are based on the assumption that a student is proficient in English and that there are no other impediments to a student's learning. In the case of English Learners (ELs), those assumptions are manifestly not accurate. To produce effective grades for an EL student thus requires that an instructor employ differentiated, equitable assessment and grading strategies.

Differentiated, equitable assessment and grading is compatible with the Tier 2 interventions that support ELs and should be consistent with the appropriate instructional practices designated for ELs. In other words, just as an EL student is assigned a learning task with specific supports, assessment of that student's mastery of the knowledge and/or skills needed for that task calls for that same type and level of support.

	EMERGING		EXPANDING	BRIDGING	PROFICIENT
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
EXPECTATION	- One word answers - Answers yes/no questions - Very limited comprehension - Lack of background knowledge and vocabulary in English.	- One phrase answers - Basic vocabulary, limited grammar - Limited comprehension - Answers simple questions - Lack of background knowledge and vocabulary in English	- Complete Sentences - Some specific vocabulary - Understands social language - Some errors in grammar - Make simple predictions. - Simplistic background knowledge and vocabulary in English	- Complete thoughts / sentences. - Basic and specific vocabulary - Somewhat limited academic language understanding - Few errors in grammar - Makes predictions - Building background knowledge and vocabulary in English	- Similar to monolingual peers - Complete sentences / paragraphs - Use of academic language - Few errors in grammar - Background knowledge and vocabulary in English.
MODIFICATIONS	- Word banks - Pictures - Bilingual dictionaries - Sentence frames - Test for basic concepts - Simplified notes - Reduce homework assignments - Eliminate word problems - Require fewer correct responses - Reduce project workload - Alternative presentation options - Translated materials	- Word banks - Graphic organizers - Pictures - Bilingual dictionaries - Sentence frames - Test for basic concepts - Simplified notes - Reduce assignments - Match sentences to pictures - Use pictures to sequence - Answer wh- questions - Eliminate word problems - Require fewer correct responses - Reduce project workload - Alternative presentation options - Translated materials	- Word banks - Graphic organizers - Modified tests - Bilingual dictionaries - Sentence frames - Simplified notes - Reduce homework assignments - Require fewer correct responses - Reduce project workload - Alternative presentation options - Provide simplified notes - 1-2 sentence short answer response - Shortened writing assignments	- Modified tests - Bilingual dictionaries - Graphic organizers - Provide notes when student requests - Reduce homework assignments - Require fewer correct responses - Reduce project workload - Short summaries - Shortened writing assignments	None, considered English language proficient with possible gaps.

[Springboro K-5 Assessment Guidelines](#)

[Springboro 6-12 Assessment Guidelines](#)

Ohio State Tests (OSTs):

As explained in the 2023-24 state policy document, [Ohio's Accessibility Manual](#), in the section that outlines the appropriate application of accommodations for English Learners (2.6.4), English Learners are not a homogenous group and “educators should assign English Learners assessment accommodations on a case-by-case basis” (p. 29). This approach to appropriate accommodations for state tests also applies to Springboro Schools use of NWEA Map Growth and students are provided with [universal accessibility features](#) and additional accommodations are considered on a case-by-case basis.

- Accommodations should be provided according to each individual student's needs, with attention to which accommodations provide effective support for specific students.
- All students classified as English Learners in the district may receive EL accommodations whether or not they are receiving district ESOL services.
- Just as assessment is designed to demonstrate a student's capability as a Learner in the tested subject, the purpose of accommodations on an assessment is to minimize the interference in test performance caused by a student's developing English language proficiency.
- Specific OST subjects have specific designated EL accommodations and each test should be administered according to those recommendations. These provisions are located in *Ohio's Accessibility Manual*, section 2.6.4 and in Appendix C.