



Sandusky City Schools

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Office of Student Services and Family Support

English Learners Programs and Activities 2024-2025

Programs:

- Goal of English Learner Programming:
 - Increase the English language proficiency of English Learners by providing more effective programs and services.
 - Provide effective professional development that improves the education of English Learners and enhances the ability of school staff to understand and implement curricula.
 - Promote engagement with the parents, family and community of English Learners in their education.
 - Support the cultural and language backgrounds of English Learning students, and the students' access and achievement in core classroom instruction.
- The District utilizes:
 - Structured English Immersion
 - Age-appropriate placement of English Learners into coursework and instruction.
 - Focus on instruction is teaching the subject matter.
 - Instruction is in English.
 - Teacher adapts the language of instruction to the level of the student's linguistic and cognitive capabilities.
 - Frequent use of visuals aids, concrete experiences and manipulative materials.
 - Students are provided the opportunity to develop the oral and written language skills they need to make academic progress.
 - Provide TESOL support to students and staff:
 - The TESOL supports the cultural and language backgrounds of English Learning student's, and the student's access and achievement in core classroom instruction.
 - Utilize knowledge and understanding of English structure and usage.
 - Utilize knowledge and understanding of the process of language usage
 - Utilize knowledge and understanding of the context of second (new) language acquisition in the United States.
 - Utilize knowledge of and skills in the instruction of linguistically diverse learners.
 - Provide individual or small group tutoring:
 - Consultation with teachers and families will determine application of tutoring services. Considerations might include:
 - Degree to which individually the four language domains (per OELPA) are impacting the student's educational access and progress.

- Overall language dominance presented in the educational environment.
 - If the student's OELPA score is a 2 or lower in a single domain, tutoring services may be provided by TESOL.
 - Collaborate with the Office of the Chief Academic Officer
 - Consultation with the of the Chief Academic Officer to identify and acquire curriculum materials
 - If the student's OELPA score is a 2 or lower in a single domain, in-person translation for assessments should be considered. Student English Learner Plan will identify specific testing accommodations.
- Sheltered Instruction Observation Protocol (SIOP)
 - Federally supported approach to the education of English Learners.
 - Language and literacy instruction for our students identified as English Learners.
 - Annually, teachers of English Learners are trained in SIOP.

Professional Development:

- For students receiving only immersion services and for students receiving both immersion services and individual/small group tutoring on their EL Plan, annual professional development via SIOP for teachers of identified English Learners on effective instructional strategies for English Learners.

Meeting Standards:

- All students receive standards based instruction and access to Title reading and math services.
- Identified English Learners are instructed by teachers trained annually in SIOP.
- English Learner materials provided, such as supplementary textbook materials and/or educational software, supportive of EL's access to age-appropriate grade-level content.

Activities:

- The District offers after school and weekend parent events, as well as a Back to School Rally, open house events, community forums, and an annual Parent Summit.
- There social workers acting as liaisons between the school and families.
- The District provides newsletters, text alerts, and a downloadable district app for smartphones.

English Learners Program Staff:

- The District utilizes an immersion approach, with teachers trained in SIOP.
- The District utilizes designated English Learner program staff.
- The District does not utilize Title III funds to support designated English Learner program staff.
- District teachers of English Learner students are properly certified or licensed and are fluent in English, including written and oral communication skills.
- The District utilizes a TESOL to support student access to core instruction, and to support staff's instruction of EL students in the core instruction classroom/non-English Learner program through consultative services.

English Learners Program Evaluation:

- A description of the programs and activities conducted with Title III funds during the two immediately preceding fiscal years, which must include a description of how such programs and activities supplemented programs funded primarily with general funds;
- The number and percentage of English Learners in the programs and activities who are making progress toward achieving English language proficiency (as indicated on the OELPA) for the entire English Learner population and its subgroups, which must include English Learners with disabilities;
- The number and percentage of English Learners in the programs and activities attending English Language proficiency based on the OELPA by the end of each school year.
- The number and percentage of English Learners who exit the English Learner status based on their OELPA score;
- The number and percentage of English Learners meeting challenging State academic standards for each of the 4 years after students exit English Learner status, as a full group and as English learner subgroups, which, at a minimum, must include English Learners with disabilities;
- The number and percentage of English Learners who have not attained English language proficiency within 5 years of initial classification as an English Learner and first enrollment in the local educational agency.