

Program Design

- The Franklin Township Community School Corporation English Language Learners (ELL) Program is designed for students whose home language is something other than English.
- Research and experience have indicated that it is best to place incoming ELLs with peers who are the same age/grade level. There may be exceptions to the above recommendation, as in the case of students whose education has been interrupted. Grade placement must always be considered carefully, because the ELL will be greatly influenced by his/her peers.
- The district is committed to the academic and social growth of ELLs while also respecting and honoring the language and rich culture the students and their families bring. Over the past twenty six (26) years, the ELL population has gradually increased from 49 students with Limited English Proficiency (LEP) to 274 students in the 2016-2017 school year. There are currently over 45 languages represented in the district.
- The ELL staff members in each building use a combination of push-in and pull-out services to support the students' needs and engage students in all domains of language acquisition (listening, speaking, reading, and writing) through individualized accommodations and specialized instruction, according to their Individual Learning Plans (ILPs).

Program Goals

The Franklin Township Community School Corporation is committed to meeting the educational needs of each student by generating positive outcomes for all students.

ELLs, their families, and building personnel need to be aware that there are two different levels of language proficiency. The first involves basic interpersonal communication skills used in everyday, face-to-face situations. Fluency in these skills often take about two to three years to develop. The second level, cognitive academic language proficiency, involves literacy and skill in the use of academic language and of learning strategies in English. These skills can take some students six to eight years to develop.

The goal for the Department of English Language Learners is to provide leadership, services and support to English Language Learners, their families, and schools in both levels of Language Proficiency.

WIDA Standards

1. The No Child Left Behind Act (NCLB; 2001) requires that all students identified as ELLs be assessed annually for English language proficiency, including students who receive special education services. The Individuals with Disabilities Education Act (IDEA; 2004) also mandates that students with disabilities participate in state-wide and district-wide assessment programs, including alternate assessments with appropriate accommodations, when it is documented in their Individualized Education Programs (IEP).
2. ELLs are assessed annually using one of two (2) WIDA assessments. ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners) is a secure large-scale English language proficiency assessment given to Kindergarten through 12th graders who have been identified as English language learners (ELLs). Alternate ACCESS for ELLs is an assessment of English language proficiency (ELP) for students in grades 1-12 who are classified as English language learners (ELLs) and have significant cognitive disabilities that prevent their meaningful participation in the ACCESS for ELLs assessment.