

Springfield School District's English Language Development Program

The English Language Development (ELD) Program model is designed to expand students' English proficiency as they learn skills and content and develop language in all the academic areas and throughout the students' day.

The District's Educational Goals include the following:

1. To provide English Learners high-quality instruction that leads to proficiency in reading, writing, speaking and understanding English through English Language Development classes in order to achieve academic success in an all English curriculum as measured by AMAO 1, 2a and 2b.
2. To provide English Learners instruction that leads to the mastery of the Common Core State Standards in English Language Arts, Math, Science, and Social Studies through Sheltered instruction as measured by local district assessments.
3. To provide parents of English Learners the opportunity to participate in their child's educational experience as well participate in the decision making of the English Language Development program (as measured by participation and survey data)
4. To provide equitable access to education and promote culturally relevant and responsive curricula and pedagogies embracing the unique identities of those gaining proficiency in an additional language(s).

AMAOs (Annual Measurable Achievement Objectives)

	14-15			13-14			12-13		
	State Target	EL students	Annual Progress Achieved?	State Target	EL students	Annual Progress Achieved?	State Target	EL students	Annual Progress Achieved?
Progress in learning English	48.5%	53.7%	Yes	47%	45%	No	61%	45%	No
Attained English Proficiency (All English Learners 5 yrs. or less)	9.5%	9.7%	Yes	9%	9%	Yes	19%	9%	Yes
Attained English Proficiency (All English Learners 5 yrs. or more)	29%	34.2%	Yes	28%	25%	No	29%	25%	No
SBAC (ELA & Math)			No			No			No

Level	16-17 EL Student #s	Stuck at Proficiency Levels (14-15 Data)
Elementary	484	2 -Early Intermediate and 3 -Intermediate
Middle School	93	4 -Early Advanced
High School	83	4 -Early Advanced

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District's ELD Program by Building

School(s)	Educational Approach for English Language Acquisition	Educational Approach for Core Content
Elementary Level		
<ul style="list-style-type: none"> • Centennial • DG • Maple • Mt. Vernon • Page • Riverbend • TRDR • Yolanda 	ELD Pull-Out (30-45 mins/day)	<ul style="list-style-type: none"> • General Ed. classrooms taught in English using Sheltered Instruction strategies • Native language support as needed
<ul style="list-style-type: none"> • Ridgeview • Thurston • Walterville 	ELD Pull-Out (30-45 mins/day)	General Ed. classrooms taught in English using Sheltered Instruction strategies
<ul style="list-style-type: none"> • Guy Lee 	ELD Pull-Out (30-45 mins/day)	General Ed. classrooms taught in English using Sheltered Instruction strategies
	Dual-Language	50-50 Model
Middle School Level		
<ul style="list-style-type: none"> • Hamlin 	ELD Class Period	<ul style="list-style-type: none"> • Content classes in English with Sheltered Instruction Strategies • Native language support
	<ul style="list-style-type: none"> • Newcomer Program • Interventions design to meet the academic and transitional needs of newly arrived immigrants 	
<ul style="list-style-type: none"> • Briggs • Agnes Stewart 	ELD Class Period	<ul style="list-style-type: none"> • Content classes in English with Sheltered Instruction Strategies • Native Language support as needed
<ul style="list-style-type: none"> • Thurston 	ELD Class Period	Content classes in English with Sheltered Instruction Strategies
High School Level		
<ul style="list-style-type: none"> • Springfield HS 	ELD Class Period based on English proficiency level	<ul style="list-style-type: none"> • Content classes in English with Sheltered Instruction Strategies • Native Language Support
	<ul style="list-style-type: none"> • Newcomer Program • Interventions design to meet the academic and transitional needs of newly arrived immigrants 	
<ul style="list-style-type: none"> • GHS & WLA • Thurston HS 	ELD Class Period	Content classes in English with Sheltered Instruction Strategies