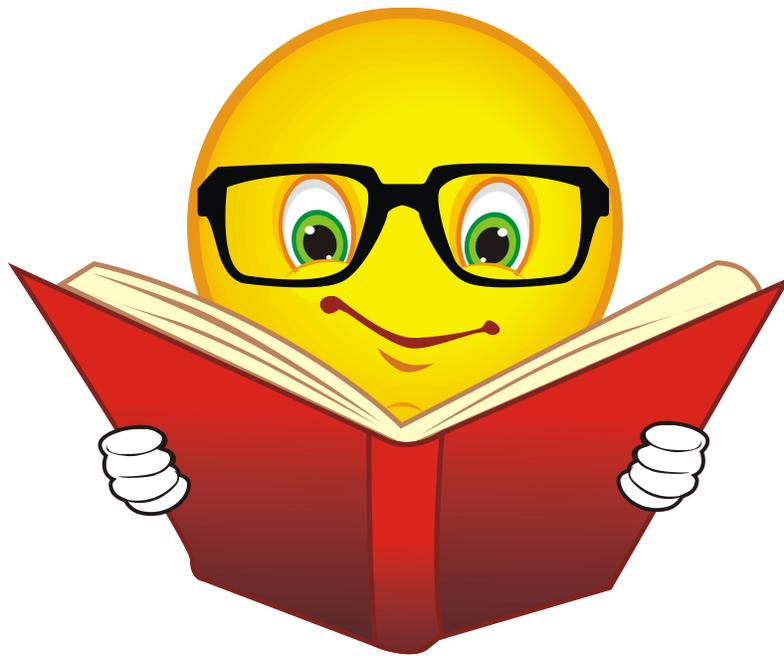


HAMTRAMCK PUBLIC SCHOOLS DISTRICT

Educational Plan for English Language Learners

Manual

Title III Plan 2014/2015



HAMTRAMCK PUBLIC SCHOOLS
ELL MANUAL 2014-2015

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INTRODUCTION

HAMTRAMCK PUBLIC SCHOOLS DISTRICT Office of Federal Programs 2014/2015

Hamtramck has approximately 22,976 residents and is located on the southeast side of Wayne County, Michigan between Detroit and Highland Park, Michigan. Hamtramck has become the place with a very high concentration of Arabic and Bengali speaking people. Less than 45% of the students attending Hamtramck Public Schools consider English their primary language. The school system represents 23 countries of origin.

The Hamtramck Public School District seeks to provide every child, regardless of national origin or native language, quality, and meaningful educational instruction. Consequently, students who are English language learners (ELL) are provided instructional services through the Title III English as a Second language (ESL) program which is designed to meet his/her unique needs.

We have prepared this manual of program policies and procedures to ensure that Hamtramck's English Second Language (ESL) program is consistent throughout the district.

The information contained herein has been compiled using the following sources:

- Michigan Department of Education, Office of School Improvement Title III Handbook.

The city of Hamtramck has a population of 22,976. The 2000 Census cited Hamtramck, Michigan as the most economically disadvantaged city in Wayne County, Michigan. The Hamtramck Public School system is a highly ethnically diverse community with a student population of 3,078.

The Arabic speaking students comprising 45% of all students. Our students represent 23 countries of origin.

The school district has recognized the education needs of LEP students and supports programs for students to become fluent in English. The Hamtramck Public School District is committed to interventions that provide language support allowing students to achieve within the regular school curriculum which follows the state of Michigan Expectations.

This manual outlines the district procedures used in the ELL educational process including: enrollment, identification, service, evaluation and exit criteria. It is meant to be a tool in establishing guidelines for working with ELL students that are consistent and appropriate for all children. Pyramids of interventions are considered when planning for each student's language and academic needs.

Hamtramck Public School District Plan 2014/2015

Vision Statement

The Hamtramck Public School District strives for excellence in academic achievement through a quality education that supports implementation of best practice, research based strategies that support teaching and learning.

Mission Statement

The mission of the Hamtramck Public School District, in partnership with families and the community, is to be a model center of life-long learning and recreation, while serving its multicultural population by achieving excellence in education, maximizing each individual's potential in a safe, nurturing environment.

Beliefs Statement

We believe that all students can learn and have the right to a challenging, rigorous curriculum.

We value the individuality of each child.

We provide a safe, positive school environment that is welcoming to our students, families and community.

We cultivate lifelong learners who are prepared to adapt to future challenges.

We value strong character development in each individual.

Shared Decision Making Process

1. We seek representation from all stakeholders. Administration, teaching and paraprofessional staff, parents, community leaders and support staff are represented at the district level and participate in the Hamtramck Public School District Improvement Team. The protocol was as follows:
 - a) A needs assessment was completed by the participants on the improvement team.
 - b) A district process rubric was completed.
 - c) Participants discussed best practices and reviewed the literature to develop action plans to address focus areas of need.
 - d) Action plans were shared with all stakeholders.
 - e) If approved, the plan is communicated formally to all stakeholders in the community.
 - f) The plan is implemented.
 - g) The plan is a reflection of the needs assessment completed by all stakeholders. The plan is evaluated yearly and become part of the next cycle for district improvement in the needs assessment phase.

Instructional Decisions

All stakeholders are involved in the instructional decision making process.

See No. 1 for shared decision making protocol used in the Hamtramck Public School District.

Institution and student information and progress will be shared with all stakeholders in a language they can understand.

Parents:

Parents are offered the option of having information translated in their native language.

Parent meetings are scheduled with translators available, upon request, to answer questions and explain district information and student progress.

Parents are contacted by staff either by phone or formal conferences.

Parent Teacher conferences are scheduled twice each year.

Parent informational academic nights are offered to help parents understand the curriculum, their student's progress and other information involving their child's school and learning environment.

Parents may contact staff via email.

Students:

Individual formal conferences are scheduled with students to keep them informed about their academic status. Progress reports are provided prior to each card marking so students understand what needs to be accomplished prior to the report card marking. Staff schedule assemblies for students to discuss this information as well. Students can contact their teachers via email.

Community:

Reports are made regularly to the Hamtramck Board of Education to keep them apprised of district information, curricular issues and student achievement.

District information is available in the local newspapers, local business establishments, and religious groups. The Hamtramck Public School District Website includes information about the district, student progress and any other pertinent information about the district.

DEFINITIONS**Limited English Proficiency**

The term “Limited English Proficient”, when used with respect to an individual, means an individual:

- A. Who is age 3-21;
- B. Who is enrolled or preparing to enroll in an elementary school or secondary school;
- C. Who was not born in the United States or whose native language is other than English; Who is a Native American, or Alaska Native, or a Native resident of the outlying areas, and Who 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 Who 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
- D. Whose difficulties in speaking, reading, writing or understanding the English language may be sufficient to the deny individual, the ability to meet the State’s proficient level of achievement on State assessments; The ability to successfully achieve in classrooms where the language of instruction is English; or the opportunity to participate fully in society.

Definition of Formerly Limited English Proficient (FLEP)

- (a) A student who is deemed English proficient and can participate meaningfully in all aspects of the district’s general education program without the use of adapted or simplified English materials; and
- (b) A student with scores in the proficient range on state mandated tests.

In an effort to educate each child individually, it is important to consider how each child can best learn. In the Hamtramck Public School District it is important that we provide English Language Learners (ELL) or Limited English Proficient Students (LEP) with the opportunity to become proficient in English and provide them with full access to the curriculum. We strive to strengthen their essential skills in listening, speaking, reading, and writing

In order to accomplish these goals, English Language Learners will receive either sheltered instruction or be placed in the newcomer program in accordance with state and federal laws. Sheltered instruction addresses the concepts and skills as defined in the curriculum and assists students with language development.

Definition of Newcomer Student

A “Newcomer” is defined as a recent immigrant of any age who has acquired little to no English language skills. Students may have had little or no opportunity to learn through formal schooling in their home country.

In Hamtramck Public Schools, a new student is initially placed in a Newcomer Program when they meet the following criteria:

The Student has been living in the United States for 1 year or less, the Student scores entering, beginning or developing on the W-APT or WIDA Access.

Definition of Sheltered Student

A “Sheltered Student” is defined as a student of any age who has acquired some English language skills but still considers English as a second language.

In Hamtramck Public Schools, a new student is initially placed in the Sheltered Program when they meet the following criteria:

The student scores expanding, bridging or reaching on the W-APT or WIDA Access.

Proof of Residency

In order to prove residency the name and address on the Michigan Driver’s License or the Michigan State I.D. must match the Name and Address on the proofs of residency. Current proofs with the name and address will be required from the list below.

- ❖ Gas bill
- ❖ Electric bill
- ❖ Phone bill
- ❖ Water bill
- ❖ Cable bill
- ❖ Property tax bill
- ❖ Rent receipt
- ❖ Formal signed lease/rental agreement
- ❖ Verification of tenants through management of rental unit
- ❖ Closing statement of the domicile (home)
- ❖ Mortgage payment book or monthly mortgage statement
- ❖ Home/renters insurance statement
- ❖ Prior year Hamtramck resident income tax return
- ❖ Paycheck indicating home address
- ❖ Official letter from Social Services verifying home address

In addition the parent or guardian will complete:

The Home Language Survey:

This is an essential section of the Registration Process. The Enrollment form contains information such as student’s last and first name, birth day, ethnicity, address, phone number, and birth place and birth country. It also contains information on the student’s parent or guardian. The Home Language Survey consists of two sections:

Home Languages

First Language Learned

If a student has any language other than English in either of the language sections, they will be considered as potentially eligible for ELL services and further steps will be implemented. An inter

Home Language Survey Procedure

Every parent must complete a Home Language Survey as part of the registration packet. If a survey in a foreign language is given to the parent, The English form will be stapled to it.

- If a survey reports “English only” place the original in the student’s cumulative folder.
- If the survey reports a language other than English, make a copy and send to the Curriculum Office. The original must be placed in the cumulative folder.
- The student will be tested for English language proficiency by the Ell staff.
- After the results are available the student will be placed into the appropriate program.
- A copy of the Home Language Survey and all assessment results will be placed in the child’s file.

Testing

After the student is registered and may be eligible for ELL Services the information is forwarded to the Curriculum Office. The Administrative Assistant from the Curriculum Office contacts the ELL site Testing Coordinator for further disposition. The site coordinator implements the testing within the required time frame (two weeks). The results are evaluated on the basis of eligibility and placement for ELL Services.

Newcomer Formative Assessment throughout the school year

Newcomer students will be assessed every three months and the results of these assessments will determine future instructional decisions to meet the academic needs of the student.

Testing Procedures

The trained test administrator will administer a language proficiency test, to determine the level of English Language competency in listening, speaking, reading and writing. A contact will be made with the student’s parents explaining the test and its’ purpose. This initial contact will be the basis for positive engagement and communication between the home and the school. Every potentially eligible student will be given the W-APT assessment to determine his or her level of proficiency. If a student’s score is below the 40th percentile on a standardized achievement test the student will be eligible for ELL Services. The student is not eligible for service if they score above the 40th percentile on a standardized achievement test.

Determining Eligibility with Entrance Protocol

Home Language Survey Parents complete the home language survey during the enrollment process.	Trained Staff administers the W-APT to potentially eligible English Learners, or acquire the results of the previous school year's Spring W-APT.	Additional Reading and Math Assessments are given or results are acquired.	District EL team reviews data to determine eligibility.
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Entrance Protocol	Pre-Kindergarten students	Kindergarten before December 1 st	Kindergarten after December 1 st	First Grade through 12 th Grade
A student qualifies if he/she meets one or more of the protocol listed in the chart.				
W-APT Score	All Pre-K students qualify as LEP based on identifying a language other than English on the Home Language Survey. This applies to school-based, non-profit programs that support children ages 3 to 5 years old. (See Table 1)	All Kindergarten students qualify as LEP based on identifying a language other than English on the Home Language Survey before December 1 st . These students must be tested on the W-APT which includes only the Listening and Speaking domains before December 1 st . (See Table 2)	W-APT: Student scores below Exceptional (29) on listening and speaking or scores below 13 on Reading or scores below 15 on Writing (See Table 3)	W-APT: Student scores below 5.0 Bridging (Adjusted Overall Composited Proficiency Level) and does not score 5.0 on each domain (listening, speaking, reading and writing) NO ROUNDING 2013 Annual Spring ELPA: Student scores Basic, Low intermediate, High intermediate (See Tables 4 and 5)
Reading & Math Content Area Assessment			Reading: Student scores below grade level as defined by MEAP/MME or an alternative state approved assessment. Math: Student scores below grade level as defined by MEAP/MEE or local common assessment aligned to Career and College Ready Common Core State Standards and benchmarks.	Reading: Student scores below grade level as defined by MEAP/MME or an alternative state approved assessment. Math: Student scores below grade level as defined by MEAP/MEE or local common assessment aligned to Career and College Ready Common Core State Standards and benchmarks.

Entrance Protocol

English learners are first identified by the Home Language Survey. To view the State Board of Education approved Home Language Survey, go to the MDE website and enter this address:

http://michigan.gov/mde/0,1607,7-140-22709_40192---,00.html

Pre-K

Students are enrolled in the EL program based on the Home Language Survey as shown in Table 1 below. This applies to school-based, non-profit programs that serve three to five year old students. Programs are encouraged to use developmentally appropriate assessments of preschoolers' native and English language acquisition to establish a baseline and monitor progress in acquiring English. Pre-K EL students are served by the LEA following the same requirements that apply to K-12 English learner students.

Table 1: Entrance Protocol: Pre-K

	Required Protocol
Grade Level	Home Language Survey
Pre-K	All Pre-K students qualify as LEP based on identifying a language other than English on the Home Language Survey. This applies to school-based, non-profit programs that support children ages 3 to 5 years old.

K-12 Students

New students entering kindergarten through twelfth grade, including students who were previously enrolled in other states, are tested using the W-APT. If the student was enrolled in another Michigan district, results from the spring ELPA from the previous year's (2013) cycle are reviewed. EL students who score below the levels indicated in Tables 3, 4 and 5 on the WAPT are eligible for the EL program.

Kindergarten Before December 1st

All kindergarten students enrolling before December 1st are enrolled in the EL program based on the Home Language Survey. These students are still **required** to be assessed using the W-APT. Before December 1st, Kindergarten students, including Young 5's, are assessed in two of the four domains: listening and speaking. These results, combined with developmentally appropriate assessments of the student's native and English language acquisition, as well as their performance on reading and math assessments, will determine the intensity of their alternative language services.

Table 2: Entrance Protocol: Kindergarten (before December 1st)

	Required Protocol
Grade Level	Home Language Survey
Kindergarten (Before December 1st)	All Kindergarten students qualify as LEP based on identifying a language other than English on the Home Language Survey before December 1st. These students must be tested with the W-APT. These results will be used to place the student within the continuum of alternative language services provided within the LEA.

Kindergarten After December 1st

Kindergarten students, including Young 5's, are assessed in all four domains: (listening, speaking, reading and writing) after December 1st. They qualify for services if **one** of the following protocol requirements is met for entrance into the program: if they receive a score below Exceptional (29) in Listening and Speaking, score below 13 for Reading, or score below 15 for Writing on the W-APT, or if they are below grade level in reading or math. If the student has met or exceeded the W-APT scores, the school will proceed to administer one of the state-approved reading assessments listed in Table 3 to determine if the student is at or above grade level in reading. The school must also collect evidence from local common assessments in mathematics that demonstrate the student is at or above grade level. Entrance Protocol requirements for kindergarteners after December 1st are summarized in Table 3.

Table 3: Entrance Protocol: Kindergarten after December 1st

A student qualifies if he/she meets one or more of the protocol requirements listed in the chart.

Required Protocol			
Grade Level	W-APT	Reading	Math
Kinder (after Dec 1 st)	Student Scored below Exeotional (29) in Listening and Speaking or below 13 in Reading or below 15 in Writing *Kindergarten W-APT is reported in raw scores.	Student scores below grade level as defined by the assessment.	
		<ul style="list-style-type: none"> • DRA2: Developmental Reading Assessment version 2 • Fountas & Pinnell • MLPP: Michigan Literacy Progress Profile • Star Early Literacy 	Local Common assessments aligned to Career and College Ready Common Core State standards and benchmarks.

First and Second Grade

Students in first and second grade qualify for services if **one** of the following protocol requirements is met for entrance into the program: if they receive an Adjusted Overall Composite Proficiency (CPL) below 5.0 Bridging (no rounding), score below 5.0 (no rounding) in each domain (listening, speaking, reading and writing), or if they are below grade level in reading or math. If the student has met or exceeded the 5.0 Bridging score on the WAPT, and scored above 5.0 on each domain, the school will proceed to administer one of the state-approved reading assessments listed in Table 4. The school must also collect evidence from local common assessment in mathematics that demonstrates the student is at or above grade level. The Entrance Protocol for first and second grade is summarized in Table 4.

Table 4: Entrance Protocol: First and Second Grade

A student qualifies if he/she meets one or more of the protocol requirements listed in the chart.

Grade Level	Required Protocol		
	W-APT	Reading	Math
First	<i>W-APT: Student scores below 5.0 Bridging (Adjusted Overall Compositd Proficiency Level) and does not score below 5.0 on each domain (listening, speaking, reading and writing)</i> (NO ROUNDING) 2013 Annual Spring ELPA: student scores Basic, Low Intermediate, High Intermediate	Student scores below grade level as defined by the assessment.	
		- DRA: Developmental Reading Assessment; version 2 - Fountas & Pinnell - MLPP: Michigan - Literacy Progress Profile - Star Early Literacy	Local common assessments aligned to Career and College Ready Common Core State Standards and benchmarks.
Second			

Third through Twelfth Grade

Students are eligible for services if **one** of the following protocol requirements is met for entrance into the program: if they receive an Adjusted Overall Composite Proficiency (CPL) below 5.0 Bridging (no rounding), score below 5.0 (no rounding) in each domain (listening, speaking, reading and writing), or if they are below grade level in reading or math. If a third through twelfth grade student have met or exceeded 5.0 Bridging on the W-APT, the school will review MEAP or MME reading and math scores to determine eligibility for EL services.

Table 5: Entrance Protocol: Third through Twelfth Grade

A student qualifies if he/she meets one or more of the protocol requirements listed in the chart.

Required Protocol			
Grade Level	W-APT	Reading (& Writing)	Math
	<p><i>W-APT: Student scores below 5.0 Bridging (Adjusted Overall Composited Proficiency Level) and does not score below 5.0 on each domain (listening, speaking, reading and writing)</i></p> <p>(NO ROUNDING) 2013 Annual Spring ELPA: student scores Basic, Low Intermediate, High Intermediate</p>	<p>The student scores <i>not proficient</i> or <i>partially proficient</i> on one or more of the previous year’s state standardized assessments, or below grade level as defined by the state-approved assessment listed. For alternative state-approved assessments used for evaluating entrance eligibility, see the table found in <i>Additional Recommendations</i>.</p>	
Third		<p style="text-align: center;">MEAP (or MEAP-Access/MI-Access as applicable) Reading Writing (4th & 7th) Math</p>	
Fourth			
Fifth			
Sixth			
Seventh			
Eighth			
Ninth			
Tenth		<ul style="list-style-type: none"> – DRA Developmental Reading Assessment version 2 (6th – 8th) – Fountas & Pinnell (6th – 8th) – Star Reading 	Local common assessments aligned to Career and College Ready Common Core State standards and benchmarks.
Eleventh		ELA Reading, Writing MME	Math MME
Twelfth	ELA Reading, Writing MME (from previous year)	Math MME (from previous year)	

In Summary

Kindergarten through twelfth grade students identified by the Home Language Survey must be assessed using the W-APT. Students qualify for an alternative language program if they do not obtain an Adjusted Composite Proficiency Level of 5.0 Bridging or higher on the W-APT, do not meet the minimum 5.0 Bridging level for each individual domain, **or** do not perform at or above grade level in reading or math as measured by the state-approved assessments.

Special Education Students

Students who are certified for special education services will receive ELL services regardless of whether they receive special education services. ELL Service needs to be indicated, on the student's IEP.

Students in grades kindergarten through grade two are eligible for services if they are identified on the Home Language Survey section of the Registration Form, as having a first language other than English. Of if a language other than English is spoken, regularly in the home.

Parent Notification

At the conclusion of the testing and assessment, and simultaneous to assigning an eligible student to program services, the parent will be notified by the ELL site Coordinator of the decision with a letter written in English and the home language. The letter will include a description of program services, the purpose of these services, and the manner in which the student will be supported. If the parents refuse these services for their child they have the right to meet with the ELL teacher and the school principal to discuss the matter further. If after attending the meeting they are still refusing service they will be asked to complete a refusal form that states they do not wish for their child to participate in the program. This letter and signed refusal form will be kept on file in the school's office. If at any time the parents wish to change their decision the district will accommodate them and place their child at the appropriate level in the ELL Program.

Student Records

A systematic procedure for documenting the enrollment, testing, and progress of eligible English Language Learners is implemented. The documentation is consistent with the database and record procedures for all students in the school district. In addition to the regular procedures for all students, the Department of Federal Programs employs a full time secretary who is responsible for recording accurate information on all ESL students. Additional building resources persons complete a monthly check of all new students enrolled to ensure that students are identified and placed in a timely manner.

A copy of the parent(s) guardian's native language will be provided if necessary. If the HLS (Home Language Survey) demonstrates that the student's language exposure is all English, the original form will be placed in the student's cumulative folder. If the HLS indicates a language other than English in the home, a copy of the HLS will be forwarded to the Curriculum Office and the student will be tested within 30 days. The testing results will determine if services are necessary based on English proficiency criteria set by the district and the student should be classified as Limited English proficient (LEP) Appendix A.

Parents will be notified, in writing, if their child is eligible for ELL Services. This letter will also provide information about requesting a waiver for an alternate placement or to decline services (opt-out) of ELL services.

A teacher may refer a student for initial testing, at any time, using the Student Referral Form if there is a reason to suspect that the student is experiencing difficulties due to language issues.

Records Maintained

- A copy of the Registration Form for the student's file
- A copy of the ELPA, W-APT, ACCESS Testing Summary in the student's file
- A copy of the MEAP, MME, ACT scores in the student's file
- A copy of the Parent Exit Letters

Holding student to consistent, high standards that will prepare them for life and the global economy they will live in is the focus of Michigan's current high school graduation requirements. Successfully completing these requirements will provide each high school graduate with a strong foundation in preparation for higher education and to be competitive in obtaining jobs of the 21st. Century. The requirements will prepare each student to pass the Michigan merit Exam and provide an avenue for college admission.

Placement

Grade Level Placement at the Elementary and Middle School K-8

Students with transcripts:

Students who are able to present transcripts describing their previous schooling will be considered for grade levels comparable to those indicated on their transcripts.

Students without transcripts:

Student without transcripts are placed at a grade level comparable to their chronological age. Students are not placed more than one grade level below their age group.

Grade Level Placement at the Secondary Level (9-12)

A student who is able to present a transcript of his or her previous schooling will be considered for the grade level comparable to that indicated on the transcripts.

Students without Transcripts:

A student will be temporarily placed at a grade level comparable to their chronological age. That grade level placement will be no more than one grade level below his or her age group. A student who does not present transcripts within five months of enrollment will be reclassified according to the credit earned.

Hamtramck Public School District Opting Out Policies for English Language Learners

The District is required to provide Limited English Proficient Students instruction through the use of sheltered English immersion, unless the student wishes to “opt out” and be placed in a general classroom not tailored for English learners.

Opting Out Policy

Parents may notify the district of their wish to have their child “opt out” of the ELL program. This means that a parent or guardian chooses to deny their child’s entry into the program in the Hamtramck Public School District. The district requires that a parent or guardian schedule a meeting with the school principal and ELL instructor in order to exercise this option. The form titled Parents’ Choice to Opt out of English Language Program (Appendix D) must be signed in order to make this official.

Our district encourages parents to allow their children to participate in our ELL program for a limited time before they make a final determination to “opt out” of the program. The Hamtramck Public School district will continue to keep parents apprised of their child’s progress. Federal law establishes a district’s obligation to provide LEP students with meaningful access to the education program. Because of this, when a parent declines their child’s participation in a formal language instruction program, the district will continue to monitor the progress of the student to ensure that the student has an equal opportunity to have his or her English language and academic needs met.

The test cycle for the ELL program is throughout the school year. First given to students that are new to our country is the W-APT. In the spring they will be given the ACCESS assessment to determine if they will exit the ELL Program.

ELL Course Placement

The ELL Site teacher will meet the student and the student's parents or guardian to collect, background information pertinent to the assessment of the student's needs.

Based on the results of the W-APT test in the Fall/winter or the ACCESS assessment in the Spring, the student will be placed in the most appropriate courses that are commensurate with his/her competencies in English and other subjects.

All students receive the minimum level of services established as appropriate for the student's level of English language proficiency. The District has no deviations. The Hamtramck Public School District will not deviate from providing the appropriate level of services required.

The W-APT and ACCESS is used to determine language dominance, oral proficiency, and reading and writing skill levels. The results of these assessments are used as resources to guide the placement of the student. Results of district, state, and school based assessments are also used to provide additional information on the academic performance of the student. When students take the W-APT assessment they are scored and then placed in the appropriate class. The District maintains documentation of the students' placement and the basis for the placement for the duration of the students' enrollment in the District.

Each LEP student will be evaluated annually for English proficiency and content skills as measured by the Michigan Educational Assessment Program.

The appropriate administrator and/or the student's counselor will meet with the designated staff to develop the student's schedule, to prescribe appropriate services and courses, and to determine the number of credits still required for graduation.

The Newcomer and Sheltered programs will commence within ten days from the determination that the students are eligible for services. All program instruction will occur during regular school hours. All students in the Newcomer and Sheltered programs will receive full academic credit in English and Mathematics courses that they successfully participate in, for which they need credit to meet Michigan State Graduation Requirements. These credits will count towards completing graduation requirements, subject to State curricular requirements.

Newcomer Programs: serve recent immigrants of all ages who have acquired little to no English language skills. Students may have had little or no opportunity to learn through formal schooling in their home country.

Goals of Newcomer Programs:

- To recognize and acknowledge the immigrant's native culture and linguistic background
- Teachers use progressive methods and strategies that are culturally relevant to student's prior experience
- An individual plan for instruction is developed
- Language assessments are administered for appropriate placement
- Support services are included – such as one to one, small group or peer tutoring

Newcomer Program Curriculum (Entry into English) Introduction to the English Language; its sounds, writing system
-intensive English language immersion at the beginning level, focusing on phonics sound / letter correspondences, phonemic awareness, reading of relatively simple texts
-basic spelling, writing on the sentence level, some paragraph modeling
-vocabulary and reading concentrate on the home, family, neighborhood, personal experience
-basic syntactic patterns of English used in speaking and writing
-class work includes a lot of oral language, group and partner work, in-class writing, homework, quizzes, tests
-instruction in the newcomer program will be provided in the least segregated manor necessary to achieve the program goals.

Sheltered English Instruction Programs: serve language minority students in traditional classroom settings. Instruction is in English, structured as Level I or Level II as described below.

Goals of Sheltered Instruction:

- Second language development is promoted through core subjects and content area teaching
- Modifications are made depending on language demands of the lessons
- Academic instruction is understandable to students with different proficiency levels
- Students develop knowledge in subject areas through the second language

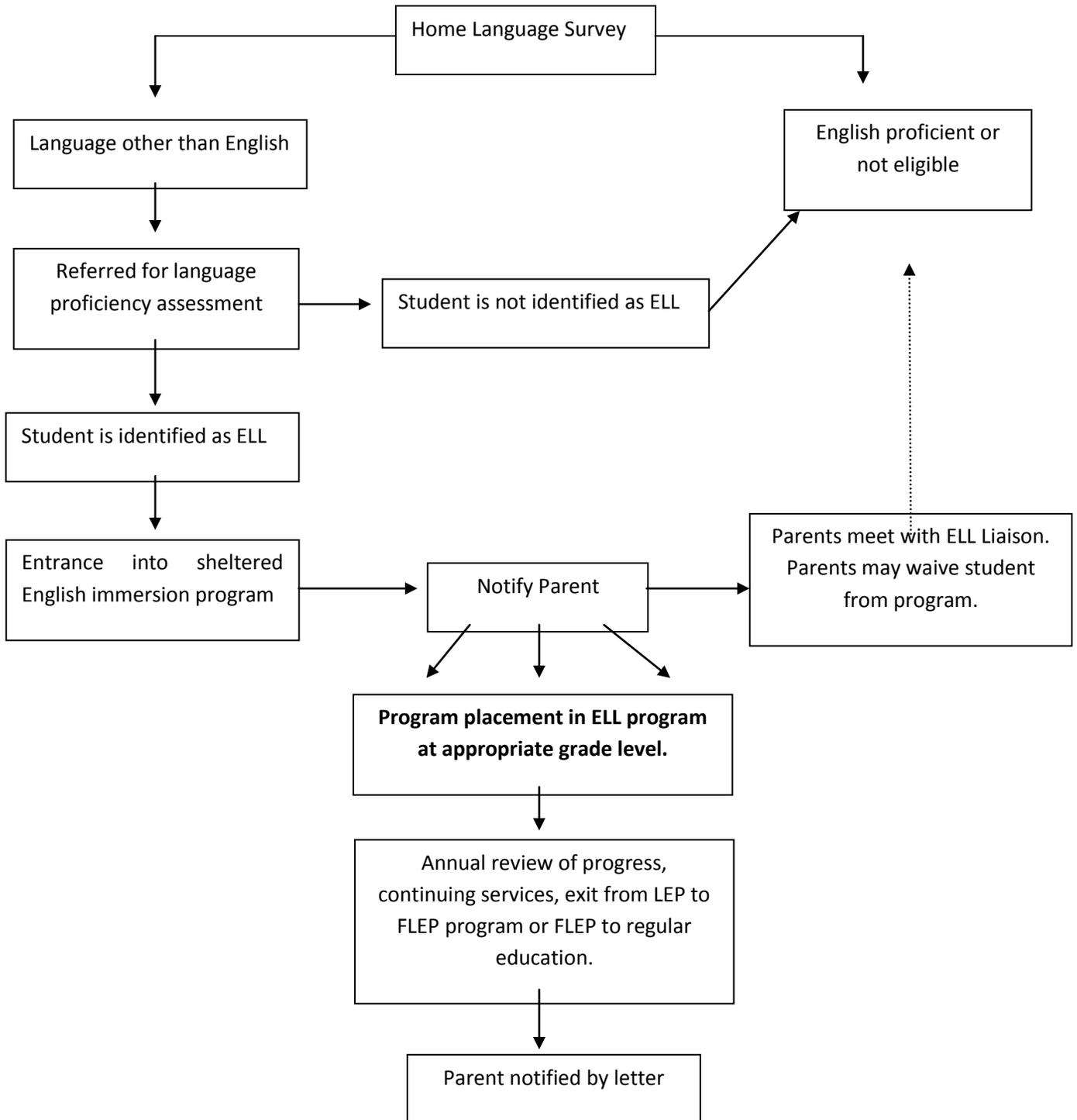
Level I English continuation of beginning level course focusing on English for increased communicative competency with expansion and application of phonemic awareness, expansion of vocabulary; synonyms, antonyms, homonyms reading of more complex texts, w. increased attention on comprehension

- increased emphasis on accuracy in spelling and pronunciation
- listening comprehension (differentiation of sounds, vocabulary) w. audio/visual support
- more complex syntactic patterns used in speaking and writing
- writing of increasingly complex sentence patterns, paragraphs on specific themes
- class work includes a lot of oral language, group and partner work, in-class writing, homework, quizzes, tests

Level II English continuation of intermediate level course focusing on

- reading and vocabulary learning strategies: context clues, word analysis (prefixes/suffixes)
- Synonyms, antonyms, thematic groupings according to semantic relations and content
- advanced phonemic awareness (multi-syllable words, accurate pronunciation of spelling irregularities)
- fluency in reading and pronunciation
- focus on academic and even idiomatic vocabulary, reading of complex texts
- overview if syntactic patterns used in speaking and writing
- writing skills focus on organizational (topics, transitions, supporting an idea, etc.)
- class work includes a lot of oral language, group and partner work, assigned reading and writing, homework, quizzes, tests

PROGRAM FLOWCHART



Exiting Students from ELL Programs (Reclassification from LEP to FLEP)

Exiting from the ELL Programs

A student who scores the level of bridging on the W-APT/ACCESS may be exited from the Newcomer Program and will be entered into the Sheltered Program. The students progress will be monitored.

APPLYING THE EXIT PROTOCOL

Student qualified as Limited English Proficient. According to federal law, the student should be enrolled in English Learner Program and receiving services.	Trained staff administer the Spring WIDA (ACCESS for ELLs).	District EL team reviews data to update student placement and determine eligibility and English Learner/Alternative Language services for the upcoming school year.
--	---	---

EXIT Protocol	Pre-Kinder Students	Kindergarten through Second Grade	Third Grade through Twelfth Grade
A student must meet all of the required protocol to be considered for exit from the English learner services.			
WIDA (ACCESS for ELL's Overall Composite Proficiency Level	Since pre-school students do not take the WIDA (ACCESS for ELLs), they should not be considered for exit.	Students receive an overall proficiency score of <i>Bridging (5.0) or Reaching (6.0)</i> . NO ROUNDING It is highly recommended that students not be exited from English learner services until they demonstrate proficiency on the MEAP in third grade. (see Table 7)	Student receives an overall 5.0 Bridging (Overall Compositod Proficiency Level) and does not score below 5.0 on each domain (listening, speaking, reading and writing) NO ROUNDING (See Table 8)
Reading & Math Content Area Assessment		Reading Student scores Proficient or Advanced Proficient on the MEAP/MME or as defined by an alternative state- approved assessment. Math Student scores Proficient or Advanced Proficient on the MEAP/MME or is on grade level or above as defined by the local common assessments aligned to Career and College Ready Common Core State standards and benchmarks.	Reading Student scores Proficient or Advanced Proficient on the MEAP/MME or as defined by an alternative state- approved assessment. Math Student scores Proficient or Advanced Proficient on the MEAP/MME or is on grade level or above as defined by the local common assessments aligned to Career and College Ready Common Core State standards and benchmarks.

Exit Protocol

The administration of the annual WIDA (ACCESS for ELLs), LEAs review the results to determine student placement, student exit, and evaluate the effectiveness of the alternative language program and supplemental services. All English learners must receive an Overall Composite Proficiency Level from the spring WIDA (ACCESS for ELLs) as well as the Reading and Math on the State Assessment; administration in order to be considered for exit from EL services. (*Important: See Additional Considerations on page 31 for the limited exceptions to this rule.*) Students are not exited by the WAPT. Since **pre-school students** do not take the full spring WIDA (ACCESS for ELLs), they should not be considered for exit.

Kindergarten through Second Grade

Students who receive an Overall Composite Proficiency Level of Bridging (5.0) or higher on the spring WIDA (ACCESS for ELLs) and receive 5.0 or higher on each individual domain, must demonstrate grade level proficiency in reading and math. WIDA Composite Proficiency Levels are used as a decimal and not rounded up. Students must reach a minimum score of 5.0 to be considered for exit.

Required Protocol			
Grade Level	WIDA (ACCESS for ELLS)	Reading	Math
		Student scores at or above grade level as defined by the state approved assessment.	
Kinder	Students receive an Overall Composite Proficiency Level of <i>Bridging (5.0) or higher. and does not score below 5.0 on each domain (listening, speaking, reading and writing)</i> NO ROUNDING	<ul style="list-style-type: none"> - DRA: Developmental Reading Assessment version 2 (1st & 2nd) - MLPP: Michigan Literacy Progress Profile - Star Early Literacy - NWEA: Northwest Evaluation Association* 	Local common assessments Aligned to Career and College Ready Common Core State standards and benchmarks.
First			
Second			

** Italicized assessments are norm referenced and used only for exiting purposes. Non-italicized assessments (which are criterion based) or both may be used for entrance and exit. All reading assessments administered must include the comprehension subtests.*

Third Through Twelfth Grade

Students who receive an Overall Composite Proficiency Level of Bridging (5.0) or higher on the spring WIDA (ACCESS for ELLs) and receive 5.0 or higher on each individual domain, must demonstrate grade level proficiency in reading and math. WIDA Composite Proficiency Levels are used as a decimal and not rounded up. Students must reach a minimum score of 5.0 to be considered for exit. These students must demonstrate grade level proficiency in reading and math on Michigan’s standardized assessments (MEAP or MME), or on an alternative approved assessment if MEAP/MME data is not available.

Table 8: Exit Protocol: Third through Twelfth Grade

A student must meet **all** of the required protocol requirements to be considered for exit from services.

Required Protocol				
Grade Level	WIDA (ACCESS for ELLs)	Reading	Math	
	Students receive an Overall Composite Proficiency Level of <i>Bridging (5.0) or higher.</i> and does not score below 5.0 on each domain (listening, speaking, reading and writing) NO ROUNDING	Scores at the proficient or advanced proficient level for the subtests. Student scores at or above grade level as defined by the state-approved assessment.		
Third		MEAP (or MEAP-Access/MI-Access as applicable) Reading Writing (4th & 7th) Math		
Fourth				
Fifth				
Sixth				
Seventh				
Eighth		- Star Reading - <i>ACT PLAN/EXPLORE</i> * - <i>NWEA: Northwest Evaluation Association*</i>		
Ninth				Local common assessments aligned to Career and College Ready Common Core State Standards and benchmarks.
Tenth				
Eleventh		Reading, Writing MME	Reading MME	
Twelfth	Reading, Writing MME (from previous year)	Reading MME (from previous year)		

* *Italicized assessments are norm referenced and used only for exiting purposes. Non-italicized assessments (which are criterion based) or both may be used for entrance and exit. All reading assessments administered must include the comprehension subtests.*

ACT Testing and Benchmark Scoring

Many Michigan districts are assessing middle and high school students using the ACT PLAN, or ACT EXPLORE assessments. All Michigan high school students are expected to take the ACT as part of the Michigan Merit Exam (MME). ACT® has provided the following benchmark scores for determining Proficiency. These grade level benchmark scores are to be used in applying the Exit Protocol. Per ACT's representative, districts choosing off-grade level testing are to apply the grade level benchmark indicated in the chart, as ACT® does not provide off-level benchmarking.

	Composite Score Range	Minimum Score Necessary for Exit		
		Reading	English	Math
EXPLORE – 8 th grade	1 to 25	15	13	17
EXPLORE – 9 th grade	1 to 25	16	14	18
PLAN – 10 th grade	1 to 32	17	15	19
ACT – 11 th & 12 th grade	1 to 36	21	18	22

Exit Protocol: Alternative Assessments to MEAP/MME

A student may be exited from the alternative language/EL program if he/she receives an Overall Composite Proficiency Level of Bridging (5.0) or higher on the spring WIDA (ACCESS for ELLs) **and** receives 5.0 or higher on each individual domain, **and** performs at or above grade level on one of the alternative state-approved assessments listed on the next page. The full battery of subtests for each assessment is required when using the alternative state-approved assessment to meet the protocol requirements for exit.

In Summary

Kindergarten through twelfth grade students are exited from the Alternative Language/EL Program Services when they receive an Overall Composite Proficiency Level of Bridging (5.0) or higher on the spring WIDA (ACCESS for ELLs) **and** receive 5.0 or higher on each individual domain, **and** have demonstrated academic achievement on MEAP/MME state assessments, or on the alternative state-approved reading assessments and local math assessments.

FLEP Students

FLEP students are found to be succeeding if they are maintaining proficiency on state and local assessments which may include those referenced in the exit protocol. If FLEP students do not continue to meet these protocol requirements, or concerns about a student's academic progress are raised, a team that includes a certified Bilingual/ESL teacher should meet to discuss the student's data and causes for academic challenges. Then they should choose interventions which may include re-entry into the alternative language program.

FLEP students experiencing difficulty may:

- ✓ Be tested using the ELPA or W-APT, and re-qualified for the EL program; and/or
- ✓ Receive support from Title I or Section 31a or other support services based on the needs of the student.

Post Servicing Monitoring

The ELL teacher, at each site, will review FLEP student report cards and conduct periodic consultations with classroom teachers to ensure that FLEP students are continuing to be successful in the regular classroom. The monitoring will continue for two years. If the FLEP student is not meeting with success, the ELL teacher will reconvene a meeting with the principal and the classroom teachers to re-designate the student to LEP status and resume services.

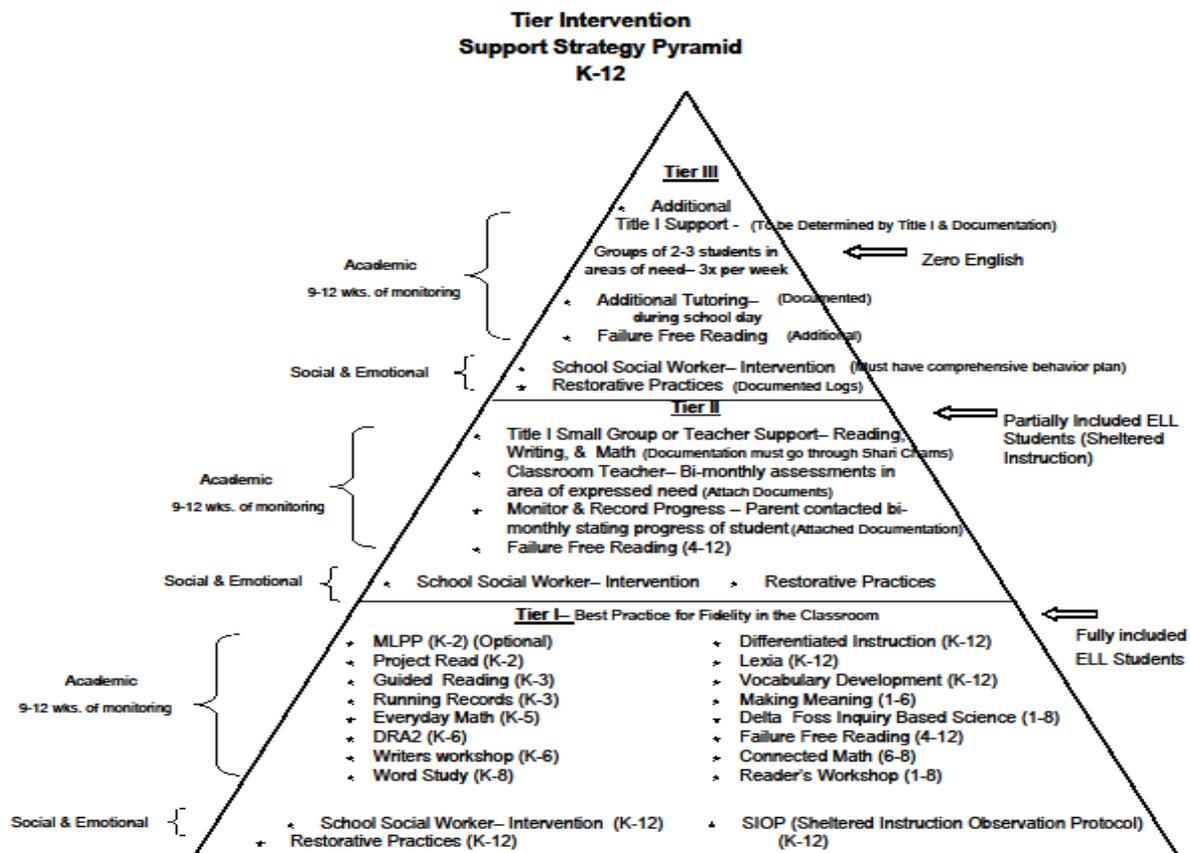
Monitoring Formerly Limited English Proficient Students (FLEP)

The staffs who review the criteria for a student to exit from the program also determine if the student needs support services during the transition to the regular education program. Additionally, an ESL staff member is designated to monitor the student's progress (such as grades, attendance, test scores and grades. The designated staff member assesses the student's progress every semester using any combination of the following criteria: MLPP, Guided reading levels, DRA2, GPA, attendance, common assessments, and teacher observation.

If, during the monitoring, it appears that the student is not succeeding in the regular education program, the staffing team will meet to determine if further assessment of the student is warranted. The team will determine if the student will be reentered into the ELL program or if other interventions are appropriate. A record of monitoring as well as any placement changes resulting from the monitoring will be placed in the student's file.

RTI Process

The Hamtramck Public Schools District has implemented a 3 tier model for RTI.



10/24/2013

ESL Teacher Qualifications

Our teachers are certified in his/her teaching area and have an ESL endorsement and the Bilingual teachers are certified in their teaching area and have a Bilingual endorsement in a specific language(s). The ESL/Bilingual teachers have the primary responsibility for providing English language instruction to the ELL students. The ESL/Bilingual teachers also share the responsibility with the general education teachers for ensuring that the ELL students receive content instruction while learning English.

ESL/Bilingual teacher:

- ❖ Provides content instruction and language development;
- ❖ Assumes the same functions as the mainstream teacher when they are the teacher of record in the classroom;
- ❖ Meets regularly with the mainstream teacher to determine the academic needs of LEP students enrolled in their classes;
- ❖ Teaches basic survival skills to the most limited English proficient students;
- ❖ Assists general education staff about culture and language of the ELL student and the family;
- ❖ Provides the mainstream teacher with the cultural and linguistic background of the language minority students in the class;
- ❖ Works collaboratively with staff to develop curriculum;
- ❖ Identifies, assesses, teaches, and counsels each ELL; and
- ❖ Provides staff development on English language instruction and cultural awareness.

The Bilingual teacher plays an essential role in the instruction of LEP students. The Bilingual teacher is able to support the student in all aspects of the school environment. The bilingual teacher is able to support the instruction of the mainstream class by discussing the content in the student's home language.

The Bilingual teacher also serves as liaison with the parents/guardians of LEP students, their community and the school. This bilingual expertise is valuable to the Hamtramck Public School District because it provides a bridge between parents and school. Bilingual staff assist during enrollment when language is a barrier to gaining accurate information. They contact parents, in writing or by phone, to announce important school events, schedule parent-teacher meetings, share student successes and challenges, ask for advice and support when disciplinary problems arise, and ask for parent volunteers for school activities. In addition, bilingual staff is often asked to share their own knowledge and expertise of the community from which they come with school colleagues and community groups.

Staff Roles

Role of General Education Teacher

The general education teacher into whose class the student is enrolled has primary responsibility for the instruction of the ELL student. The student spends a significant part of the day in the mainstream classroom with this teacher and classmates. Because of this, the mainstream teacher is responsible for the delivery of the curriculum to all students in his/her class. The mainstream teacher does not accomplish this alone.

The general education teacher and the ESL/Bilingual staff are the ones who decide;

- (a) What should be taught?
- (b) How the general education class content should be supported by the ESL/bilingual staff;
- (c) What the essential concepts in the lessons are;
- (d) How lessons should be modified;
- (e) How to modify assessment; and
- (f) How to assess achievement.

In addition, the general education teacher:

- (a) is a full partner with the ESL/Bilingual staff in educating the ELLs in his/her class;
- (b) demonstrates sensitivity and awareness of cultural and linguistic differences;
- (c) individualizes instruction to meet the needs of each student;
- (d) uses visuals/hands-on activities to facilitate learning;
- (e) provides materials for the ESL/Bilingual staff that support the mainstream instruction;
- (f) helps language minority students make friends and be part of the social interaction in the classroom;
- (g) promotes intercultural discussion; and
- (h) Suggests the type of help the ELL needs to be successful in his/her class to the ESL Bilingual Teacher.

Role of Special Services Staff

Special Services staff members are essential for the success of LEP students in elementary, middle, and high schools in the Hamtramck Public School District. Counselors, social workers and curriculum support personnel play a significant role for many ELLs and their families. The role of the special services staff needs to be explained to bilingual parents and students so that the bilingual families will have a complete understanding of that person's role in the school and will be able to utilize his/her expertise.

Support Staff for LEP students:

- ❖ work in conjunction with the ESL/Bilingual and general education staff to provide appropriate scheduling of students;
- ❖ need to develop an awareness of the culture and language abilities of language minority students;
- ❖ provide social and academic guidance to help LEP students become familiar with the school culture and academic opportunities;
- ❖ have current language proficiency assessment accessible; and,
- ❖ Provide academic information to parents/guardians.

Appendix A
Home Language Survey

Dear Parents/Guardians:

In order to help your child succeed in school, please answer the following questions for each child in your family. Your answers will help us create the best possible educational programs for your child. **Please complete this form in its entirety and return it to school as soon as possible.**

NAME: _____ TODAY'S DATE: _____

SCHOOL: _____ Grade: _____

DATE OF BIRTH: _____

PLACE OF BIRTH: _____

1. If outside of the United States, what Country? _____
2. Date that your child entered the Country: _____
3. What language did your child first understand or speak? _____
4. What language do you use most often when speaking with your child at home?

5. At what age did your child start attending school and where? _____

6. Has your child attended school every year since that age? _____ Yes _____ No

If no, explain: _____

Parent Signature: _____ Date: _____

After an initial assessment, the District will determine if further testing is needed. If further assessment is not necessary, parents who wish additional testing may indicate this below:

Please call the main office at the school if you would like this document translated into a language other than English.

Appendix B

HAMTRAMCK PUBLIC SCHOOLS DISTRICT
Parent Notification Letter for ELL Services

Dear Parents:

The Hamtramck Public School District provides ELL supplemental services to selected students who do not have English as their primary language in the home. These services support classroom instruction and provide additional opportunities for students' academic growth and language proficiency.

These services are provided by state and federal grants so that all students can be proficient reading, writing, and speaking English. Students are selected based on state and federal guidelines which include students' language and achievement levels.

Students receive the following services:

- A research based program of teaching the English language through science, math, social studies and language arts;
- Small group instruction that aims at developing fluency and literacy in English;
- Provision of additional books, games and family learning activities which include workshops, and family projects;
- Opportunities of building new relationships and developing an appreciation and understanding for other cultures;
- A summer school program that provides for additional instruction in reading, writing, mathematics and computer science.
- All Newcomer and ELL Students will have the opportunity to reach their educational potential. Our ELL curriculum will enhance your Childs educational strengths and needs. The ELL Curriculum will provide appropriate academic achievement standards for grade promotion and graduation

Your child _____ scored a proficiency level of _____ on the W-APT and is eligible for ELL support services. Our identification process follows district, state, and federal educational procedures and guidelines. If you DO NOT want your child to receive these services, you have the right to refuse the service by completing the information requested below.

A meeting will be scheduled with the ELL teacher and the school principal to discuss this matter further so that you have an understanding of the services you are refusing for your child.

If you have any further questions please do not hesitate to contact your child's school, or the ELL Office at 313-892-2024.

Sincerely,
Sharalene Charns
Director of Federal Programs/Curriculum

I do not want my child to receive any ELL Services listed above.

Name: _____

School: _____ Grade level: _____

Parent / Guardian Signature: _____ Date: _____

HAMTRAMCK PUBLIC SCHOOLS DISTRICT
Parent Notification Letter for
Newcomer Program

Dear Parents:

The Hamtramck Public School District provides ELL supplemental services to selected students who do not have English as their primary language in the home. These services support classroom instruction and provide additional opportunities for students' academic growth and language proficiency.

These services are provided by state and federal grants so that all students can be proficient reading, writing, and speaking English. Students are selected based on state and federal guidelines which include students' language and achievement levels. The Hamtramck Public School District provides English immersion in English and Mathematics. Your child will receive credit for these classes toward graduation.

After completion of the ELL newcomer program, your child will be placed in sheltered instruction in English, Mathematics, Social Studies and Science.

Your child will also have the opportunity to select elective subjects that will be credited toward graduation. By participating in the ELL newcomer program your child will have the same opportunities for extracurricular activities and after school tutoring as any other high school student in Hamtramck Public Schools District.

Sincerely,

Sharalene Charns

Sharalene Charns
Director of Federal Programs/Curriculum

Appendix C

Hamtramck Public School District Parents' Choice to Opt Out of English Language Program

Name of Student: _____ Date: _____

Name of School: _____ Grade Level: _____

Parents may notify the district of their wish to have their child “opt out” of our program. The district will place the student in an English language general education classroom and document the parent’s notice in the student’s file. Our district encourages parents to allow their children to participate in ELL programs for a limited time before they make a final determination to “opt-out” of the program.

Our district encourages parents to allow their children to participate in our ELL program for a limited time before they make a final determination to “opt out” of the program. The Hamtramck Public School district will continue to keep parents apprised of their child’s progress. Federal law establishes a district’s obligation to provide LEP students with meaningful access to the education program. Because of this, when a parent declines their child’s participation in a formal language instruction program, the district will continue to monitor the progress of the student to ensure that the student has an equal opportunity to have his or her English language and academic needs met.

For students with Individual Educational Plans, the ELL program is prepared to meet the objectives and goals stated for each student.

After meeting with the ELL staff and the school principal at your child’s school and discussing the repercussions of your decision, you may sign the following “opting out” form:

I _____, the parent/guardian of _____, have decided to deny my child entry into the Newcomer’s or Sheltered English Immersion Program(s). I understand that my child’s progress will be monitored to make sure that his/her academic and language needs are being addressed.

Student Signature: _____

Parent Signature: _____

Parent “Opting Out” Form—English

HAMTRAMCK PUBLIC SCHOOLS
Interpreter Services

A letter is sent to all LEP parents at the beginning of the school year, informing them that they can request an interpreter when they are attending school activities, conferences and meetings. The letter is translated into Arabic, Bengali, Bosnian, Albanian and Polish. This letter will be given to students that are enrolling throughout the school year. They are given this letter when they register to attend Hamtramck Public Schools.

Parents who have concerns, comments or questions regarding the ELL program can contact Mr. Terry George, the Director of Pupil Services at 3201 Roosevelt, Hamtramck MI 48212 or (313) 872-9270, ext. 2035.

HAMTRAMCK PUBLIC SCHOOLS DISTRICT

Dear Parent/Guardian:

The Hamtramck Public School District is committed to effectively communicating with all of our parents and their families. Parent involvement in our schools is an essential component to raise student achievement. We are pleased to partner with our parents and provide a quality learning environment that supports fidelity in the classroom for all learners.

In order to facilitate effective communication if you would like the services of an interpreter when you are meeting with school personnel or communicating with your child's teacher please indicate your need on the form below.

Thank you for your cooperation with regard to this matter. If you have any questions please feel free to contact the Director of Curriculum (313-892-2024). We will be happy to assist you.

For additional information please see the ELL Manual on our District website.

Sincerely,

Sharalene Charms

Director of Federal Programs /Curriculum

Choose one and return to Jennifer Smith at 3201 Roosevelt, Hamtramck MI 48212.

I **would** like to have the services of an interpreter when I am communicating with school personnel _____.

I **do not** require the services of an interpreter when I am communicating with school personnel _____.

PRINT Parent Name

Date

Parent Signature

Appendix D

Hamtramck Public School Interpreters/Translators

Interpreters in the Hamtramck School District:

The 5 most common languages, besides English, spoken in the Hamtramck Public Schools are as follows:

Bengali	Arabic
Bosnian	Polish
Albanian	

Translation services will be available to convert written and verbal communication for those who cannot speak/understand the English language. Qualified interpreters in Hamtramck include:

Bengali

Staff Member	Work location	Work phone
Farahana Aktar	ECE	313-891-3200
Renu Haque	Holbrook	313-872-3203
Ruksana Yasmin	Dickinson East	313-873-9437

Arabic

Staff Member	Work location	Work phone
Fathalla Abdel-Salam	HHS	313-892-7505
Ikhlas Greib	HHS	313-892-7505
Sahar Abed	Kosciuszko	313-365-4625
Khaled Algomai	Holbrook	313-872-3203
Elizabeth Hussain	Holbrook	313-872-3203
Ishrak Ismail	Holbrook	313-872-3203
Hanin Muhsin	Dickinson East	313-873-9437

Bosnian

Lidia Nikolovska	Dickinson West	313-873-0177
Aza Camo	Horizon	313-893-2214
Silva Bosnjak	Holbrook	313-872-3203
Kristina Gacesa	Dickinson East	313-873-9437
Branka Jakupovic	Dickinson East	313-873-9437

Polish

Staff Member	Work location	Work phone
Izabela Nychter	Horizon	313-893-2214
Anna Huk-Glaeser	Horizon	313-893-2214
Mary Vlatkowski	Dickinson West	313-365-5861

Albanian

Staff Member	Work location	Work phone
Gjeka Gjelij	HHS	313-892-7505

In the event that a Hamtramck interpreter or translator is not readily available, the following agency will be contacted to provide such services as needed:

Bromberg & Associates Translation Agency

www.brombergtranslations.com

(313) 871-0080

HAMTRAMCK PUBLIC SCHOOLS DISTRICT

[Name of Interpreter/Translator]

I want to take this opportunity to thank you for volunteering to be an interpreter/translator for the Hamtramck Public School District. Your work is very important for our parents, administrators, instructional staff, and all other employees working in our schools. The work that you are doing helps our staff communicate more effectively with our stakeholders.

In order to support your work there will be an important training tailored for your needs on Monday, September 15, 2014 at 1:00 p.m. We will meet at the Roosevelt Building in the Board Room. The training will conclude at 4:00 p.m.

If you have any questions, please feel free to contact my office at 313-892-2024. Once again, let me congratulate each of you and thank you for your service to our school district.

Sincerely,

Sharalene Charns

Sharalene Charns
Director of Federal Programs & Curriculum

HAMTRAMCK PUBLIC SCHOOLS DISTRICT

Interpreter Log

Date of Service:

Student Name:

School:

Primary Language:

Name of Interpreter:

Reason for Request of Interpreter Services:

Signature of Parent

Signature of Interpreter