



WARREN CONSOLIDATED SCHOOLS
English Learners (ELs) -Handbook



REVISED 08/2019



Mission Statement

The mission of Warren Consolidated Schools, in partnership with families and community, is to achieve a level of excellence in teaching and learning which enables all students to become knowledgeable, productive, ethical, and successful citizens.

Vision Statement

The vision of Warren Consolidated Schools is: we're creating a collaborative culture of stakeholders committed to scholarship and creating success for our staff and students.

We are WCS: Student Achievement Clear Expectations Strong Relationships



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DISTRICT ENGLISH LEARNER BACKGROUND

Warren Consolidated Schools has approximately 14,000 students in Kindergarten through Grade 12. The district serves students and families living in the cities of Warren, Sterling Heights, and Troy. As a suburb of Detroit, the community developed as families migrated to the region in search of work, a safe place to live, and other economic and social opportunities.

Warren Consolidated Schools currently educates approximately 4,000 English Learner (EL) students in grades K-12. The primary languages spoken in the homes of our EL students are: Chaldean, Arabic, Bengali, Albanian, Polish, Hmong, Vietnamese, and Spanish. Overall, 77 languages are spoken in homes throughout the district (Power School, 2019) and about 12% of our EL students are new to the country in the past three years. Our demographics make us unique in the state and a diversity-rich district to attend.

Since 1977, the school district has recognized the unique linguistic, cultural, and academic needs of its EL student population and has implemented supportive English as a Second Language (ESL) programs to meet these needs. Warren Consolidated Schools is committed to providing research-based instruction to support EL students' development of the English language.

This handbook outlines Warren Consolidated Schools' procedures used in the Language Acquisition (English as a Second Language) program. This handbook provides staff and families with consistent and appropriate guidelines to follow with regarding student enrollment and eligibility, identification, educational services, evaluation, and program exit.

If you have further questions, please contact the Department of Language Acquisition at 586-698-4701 (extension 68140).



DEFINITION OF TERMS

WIDA ACCESS

WIDA ACCESS is the State of Michigan's summative assessment used to determine a student's English language proficiency level in reading, writing, speaking, and listening. This assessment is used to determine continued services for students and provide potential exit criteria for ELs.

English Language Learner (EL) Federal definition

A student who has been identified as PHLOTE **AND** has scored at the Entering, Emerging, Developing, Expanding, or Bridging Proficiency Level on the W- APT screener or WIDA ACCESS Assessment.

ESL (English as a Second Language) Instructional Program

An ESL program provides instruction in the acquisition of the English language.

Formerly English Language Learner (FEL)

A student is identified as FEL if the student exited from an ESL Program **and has met MDE exit criteria.** MDE requires students to score at the Bridging or Reaching level on WIDA ACCESS, along with showing proficiency on reading and writing local/state assessments. Once a student exits a program, the FEL student is monitored for a period of four school years.

Primary or Home Language Other Than English (PHLOTE)

A student is considered PHLOTE if he/she speaks a language other than English **or** the adults in the child's home speak a language other than English. The District obtains this information from the *Student Registration Information Form* completed by the family at the time of registration.

W-APT Screener

The goal of the W-APT screener is to measure a student's English language proficiency level and determine eligibility status for English Language Acquisition services. 2019-2020 is the third year that W-APT is given to only Kindergarten students (and first graders during the first screening cycle) due to the new WIDA Screener released in 2017.

WIDA Screener

The new WIDA Screener is to be given as the screener for grades 2-12, beginning in the 2017-20-18 school year. The goal of the WIDA screener is to measure a student's English language proficiency level and determine eligibility status for English Language Acquisition services.

MTSS

MTSS is the Multi-Tiered System of Supports network in Warren Consolidated Schools. All students, including ELs, are part of the MTSS network to ensure student needs are met.

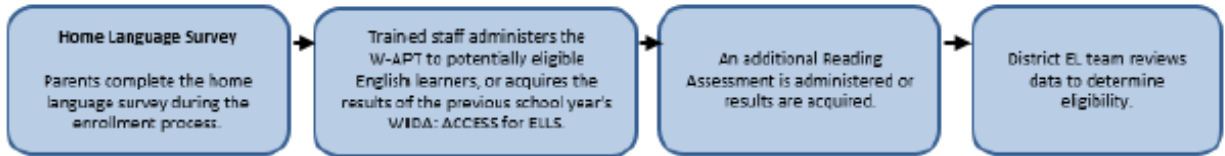


IDENTIFICATION FLOWCHART (MDE Entrance Protocol)

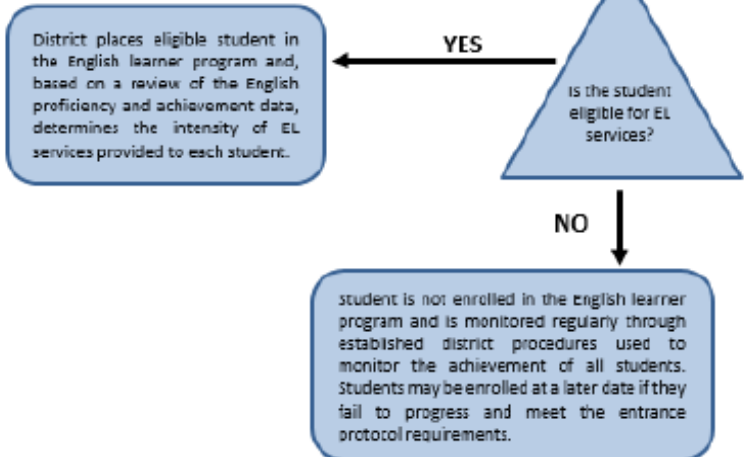
Revised 8/2017 by MDE

Entrance Protocol for Potentially Eligible English Learners

Flowchart for DETERMINING ELIGIBILITY WITH ENTRANCE PROTOCOL



Entrance Protocol	Pre-Kindergarten Students	Kinder before December 1	Kinder after December 1	First Grade before December 1	First Grade after December 1 Through Twelfth 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 English learners based on identifying a language other than English on the Home Language Survey. This applies to eligible district-based programs that support children ages 3 to 5 years old. (See Table 1)	W-APT: Student scores below Exceptional (20) on listening and speaking or (See Table 2a)	W-APT: Student scores below Exceptional (20) on listening and speaking or scores below 13 on Reading or scores below 15 on Writing or (See Table 2b)	W-APT: Student scores below Exceptional (20) on listening and speaking or scores below 13 on Reading or scores below 15 on Writing or (See Table 3)	W-APT: Student scores below 50 on one or more domains. NO ROUNDING Use the hand scoring guide or online calculator. or (See Tables 4 and 5)
Reading Assessment		Student scores below grade level or below benchmark on a local early literacy assessment. <i>*See NOTE regarding potentially eligible Kinder students who do not qualify as EL. Additional monitoring is required (page 15)</i>	Student scores below grade level on a state-approved reading assessment.	Student scores below grade level on a state-approved reading assessment.	Student scores below grade level on a state-approved reading assessment.
The LEA will review local writing assessments to determine each student's proficiency in writing.					



NOTE: EL determinations must be made within 30 days of the start of the school year or within 10 days after enrollment during the school year.



Revised Kindergarten Entrance Protocol (MDE May 2016)

TABLE 2A REQUIRED ENTRANCE PROTOCOL: KINDERGARTEN (BEFORE DECEMBER 1ST)

Grade Level	W-APT	Reading
		Student scores below grade level as defined by the assessment.
Kinder (before Dec 1st)	<p><i>Student scores below Exceptional (29) in Listening and Speaking</i></p> <p><i>*Kindergarten W-APT is reported in raw scores</i></p> <p><i>*See NOTE regarding potentially eligible Kinder students who do not qualify as EL. Additional monitoring is required.</i></p>	<ul style="list-style-type: none"> - Early literacy assessment approved by MDE (link): Acceptable Assessment Tools for Early Literacy Educators - AIMSWeb – both CBM and MAZE subtests - DIBELS Next - Discovery Education Assessments - DRA2: Developmental Reading Assessment version 2 - Fountas & Pinnell - iReady Diagnostic - MLPP: Michigan Literacy Progress Profile - NWEA: Northwest Evaluation Association - Star Early Literacy <div style="border: 1px solid black; padding: 2px; width: fit-content; margin-top: 10px;"> The LEA will review local writing assessments to determine each student's proficiency in writing. </div>

Reminder: LEAs must screen potentially eligible students with W-APT (even if parents' request 'opting out' their students from the Language Assistance Program/Title III services. Parents may opt out of ALP/Title III services only after eligibility for EL services has been determined.

Students whose parents requested to 'opt out' from EL services must be monitored to ensure they reach adequate progress via other district resources and services. Since these students qualify as English learners and are classified as EL until they exit, they must be monitored similarly to exited Former English Learner (FEL) students (OCR/DOJ).

*Students who score Low, mid, high are entered into the program. Students who score exceptional are monitored until reading/writing data is available, then eligibility determined.

Kindergarten after December 1st

After December 1st, Kindergarten students, including Young 5's, are assessed in all four domains: listening, speaking, reading and writing. They qualify for EL 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 in Reading, or score below 15 in Writing on the W-APT, or if they are below grade level in reading. 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 2b to determine if the student is at or above grade level in reading. The LEA will review local writing assessments to determine student's proficiency in writing and to guide instruction. Entrance Protocol requirements for kindergarteners after December 1st are summarized in Table 2b.

TABLE 2B REQUIRED ENTRANCE PROTOCOL: KINDERGARTEN (AFTER DECEMBER 1ST)

Grade Level	W-APT	Reading
		Student scores below grade level as defined by the assessment.
Kinder (after Dec 1st)	<p><i>Student scores below Exceptional (29) in Listening and Speaking or below 13 in Reading or below 15 in Writing</i></p> <p><i>*Kindergarten W-APT is reported in raw scores</i></p>	<ul style="list-style-type: none"> - AIMSWeb – both CBM and MAZE subtests - DIBELS Next - Discovery Education Assessments - DRA2: Developmental Reading Assessment version 2 - Fountas & Pinnell - iReady Diagnostic - MLPP: Michigan Literacy Progress Profile - NWEA: Northwest Evaluation Association - Star Early Literacy <div style="border: 1px solid black; padding: 2px; width: fit-content; margin-top: 10px;"> The LEA will review local writing assessments to determine each student's proficiency in writing. </div>



First Grade (Before December 1st)

First Grade before December 1st

First grade students before December 1st are assessed in all four domains: (listening, speaking, reading and writing). They qualify for EL 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 in Reading, or score below 15 in Writing on the W-APT, or if they are below grade level in reading. 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. In addition, the district will review local writing assessments to determine proficiency and guide instruction. Entrance Protocol requirements for first graders before December 1st are summarized in Table 3.

TABLE 3 REQUIRED ENTRANCE PROTOCOL: FIRST GRADE (BEFORE DECEMBER 1ST)

Grade Level	W-APT	Reading
		Student scores below grade level as defined by the assessment.
First Grade (before Dec 1st)	<p><i>Student scores below Exceptional (29) in Listening and Speaking or below 13 in Reading or below 15 in Writing</i></p> <p><i>*First Grade (before December 1) W-APT is reported in raw scores</i></p>	<ul style="list-style-type: none"> - AIMSweb – both CBM and MAZE subtests - DIBELS Next - Discovery Education Assessments - DRA2: Developmental Reading Assessment version 2 - Fountas & Pinnell - iReady Diagnostic - MLPP: Michigan Literacy Progress Profile - NWEA: Northwest Evaluation Association - Star Early Literacy <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>The LEA will review local writing assessments to determine each student's proficiency in writing.</p> </div>

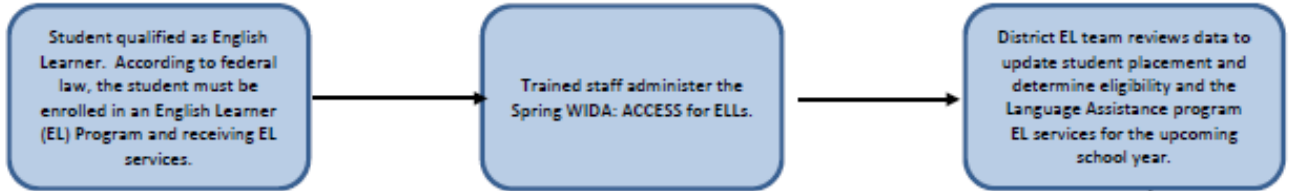
*Other Grades are enrolled in student scores less than 5 is one OR more domain: speaking, listening, reading, or writing



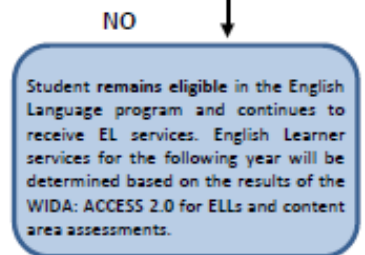
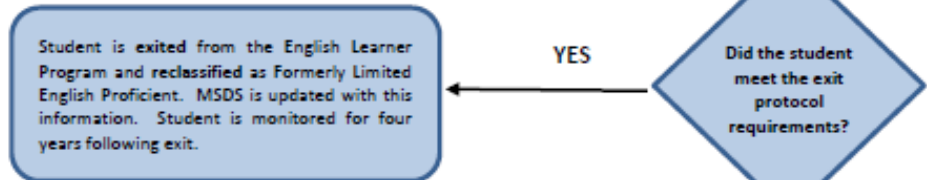
MDE Exit Protocol (Revised 8/2017)

Exit Protocol

FLOWCHART FOR APPLYING THE EXIT PROTOCOL



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 English Learner services.			
WIDA: ACCESS for ELLs 2.0 Domain Level Proficiency	Since pre-school students do not take the WIDA: ACCESS for ELLs 2.0, they should not be considered for exit.	Student receives a minimum of 4.5 composite proficiency level overall and 4.0 on both reading and writing. No ROUNDING It is <i>highly recommended</i> that students not be exited from English learner services until they demonstrate proficiency on the State Reading Assessment, M-STEP, in third grade. (see Table 8)	Student receives a minimum of 4.5 composite proficiency level overall and 4.0 on both reading and writing. No ROUNDING (See Table 9)
AND			
ELA Content Area Assessment	In the absence of State Writing Assessment results, the district will review local writing assessments to determine proficiency.	ELA Student scores at or above grade level equivalency on a state approved local reading assessment.	ELA Student scores at or above grade level equivalency on a state approved local reading assessment.



- MDE 2019 exit criteria:**
- 4.5 overall composite
 - 4.0 on reading and writing
 - On or above grade level on MDE approved reading assessment



MDE Exit Criteria: Grades Kindergarten-Second

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

TABLE 8 REQUIRED EXIT PROTOCOL: KINDER, FIRST AND SECOND GRADE

Grade Level	WIDA: ACCESS for ELLs	Reading
		Student scores at or above grade level as defined by the state-approved assessment.
Kinder First Second	<p><i>Student receives a minimum composite score of 4.5 and a minimum of 4.0 in both reading and writing domains</i></p> <p>NO ROUNDING</p>	<ul style="list-style-type: none"> - AIMSweb – both CBM and MAZE subtests - DIBELS Next - Discovery Education Assessments - DRA: Developmental Reading Assessment version 2 - Fountas & Pinnell - iReady Diagnostic - MLPP: Michigan Literacy Progress Profile - NWEA: Northwest Evaluation Association - Star Early Literacy - <i>Gates McGinitie*</i> - <i>ITBS: Iowa Test of Basic Skills*</i> - <i>Terra Nova*</i> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>The LEA will review local writing assessments to determine each student's proficiency in writing.</p> </div>

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

MDE 2019 exit criteria:

- 4.5 overall composite
- 4.0 on reading and writing
- On or above grade level on MDE approved reading assessment



MDE Exit Criteria: Grades Third-Twelfth

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

TABLE 9 REQUIRED EXIT PROTOCOL: THIRD THROUGH TWELFTH GRADE

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

Grade Level	WIDA: ACCESS for ELLs	Reading
		Scores at the proficient or advanced proficient level on the State Assessment, or scores at or above grade level as defined by the assessment.
Third Fourth Fifth	<p><i>Student receives a minimum composite score of 4.5 and a minimum of 4.0 in both reading and writing domains</i></p> <p>NO ROUNDING</p>	<ul style="list-style-type: none"> - AIMSweb – both CBM and MAZE subtests - DIBELS Next - Discovery Education Assessments - DRA Developmental Reading Assessment version 2 - Fountas & Pinnell - iReady Diagnostic - NWEA: Northwest Evaluation Association - QRI-5: Qualitative Reading Inventory - Star Reading
Sixth Seventh Eighth Ninth Tenth Eleventh Twelfth		<ul style="list-style-type: none"> - AIMSweb – both CBM and MAZE subtests (6th – 8th) - DRA: Developmental Reading Assessment version 2 (6th – 8th) - Discovery Education Assessments - Fountas & Pinnell (6th – 8th) - iReady Diagnostic - NWEA: Northwest Evaluation Association - QRI-5: Qualitative Reading Inventory - Scantron Performance Series - SRI: Scholastic Reading Inventory - Star Reading - PSAT/SAT* - Gates McGinitie* - ITBS: Iowa Test of Basic Skills* - Terra Nova* <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>The LEA will review local writing assessments to determine each student's proficiency in writing.</p> </div>

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

MDE 2019 exit criteria:

- 4.5 overall composite
- 4.0 on reading and writing
- On or above grade level on MDE approved reading assessment



Intake Overview

1. Upon enrollment into the district, a copy of all registration forms showing another language is spoken in the home will be sent to the Department of Language Acquisition and to the buildings.
2. At the building level, the Language Acquisition Teacher will be notified by Language Acquisition Staff that they have a new student to assess with the W-APT/WIDA Screener. For middle and high schools, a Language Acquisition Teacher or WIDA proctor will be contacted to complete the screener. All screening is to be done within 10 days, with the exception of the beginning of the year when a 30-school day window is allowable.

**If the student is coming from a MI district, the Department of Language Acquisition will attempt to obtain the current WIDA level from the other district. A current score (less than a year old) eliminates the need to administer the W-APT/WIDA Screener*

3. The assessor will complete the W-APT/WIDA Screener, and send the screener/results to the Department of Language Acquisition.
4. The Department of Language Acquisition will input the data into both the WIDA Calculator & BAA site.
5. If a student scores a 5.0 in all 4 domains, additional Reading and Math content area assessments will be reviewed by the Administrator of Language Acquisition to determine if the student is eligible for ESL services.
6. After a level is determined, Power School updates will be completed by the Department of Language Acquisition.
7. A print out of the WIDA overall results will be printed from the BAA site and placed into the OCI Yellow EL file and a copy will be sent to the building to be shared with appropriate staff.



ENGLISH LEARNER INSTRUCTIONAL GOALS

The Warren Consolidated Schools English as a Second Language (ESL) Program provides additional instruction in English. Language Acquisition students to achieve the same challenging academic standards required of all students in the district. These standards include achievement and proficiency in both English and other content areas. If needed, the use of the student's first language, through resources, to access prior knowledge, increase comprehension and use higher order thinking skills in English. It is essential that buildings maintain a school climate that is respectful of students' home languages and cultures. Students are given the English Language accommodations in general education courses necessary to develop their academic skills while learning English.

EL students receive additional program service in facilities in which non-EL students receive instruction. Adequate instructional materials are also provided to the ESL program to ensure effective program implementation. EL students have equal access to all district courses and programs.

English as Second Language (ESL) Program Goals:

1. To help EL students acquire English language proficiency in the areas of listening, speaking, reading, and writing;
2. To help EL students acquire core content knowledge while acquiring academic language proficiency to participate in the general education curriculum through the MTSS process;
3. To help EL students learn about school and community and to participate more fully in non-academic and extra-curricular opportunities offered by the school.

Underlying foundations of the English as a Second Language (ESL) Program include:

- A focused approach to achieve literacy in the English language and success in all school subjects.
- Program models which align with the district curriculum and district standards.
- The needs of EL students are considered a priority by the Superintendent, the Board of Education, principals and other administrators, teaching and support staff
- Decisions for placement, entry/exit, and for prescribing services are based on adequate assessments (instruments, training, and resources) and consultation.
- Communication to the student and family in their home language whenever possible.
- Using a whole language approach, which integrates listening, speaking, reading and writing.



- Individualized services are varied to accommodate the needs of students allowing students to make a smooth transition to an all-English educational setting.
- High expectations for the learning and personal development of students acquiring English.
- The use of cooperative learning techniques, team teaching, push-in tutorial service, and collaboration among EL staff and the general education staff.
- Instructional materials which integrate the learning of English and other subjects in a thematic unit format.
- A district-wide effort to increase parental participation in school activities.
- An intensive district-wide staff development program designed to assist all teachers to become effective in teaching the EL student population.



STUDENT PLACEMENT

PHLOTE students are assessed with the W-APT screener (Kindergarten) or WIDA Screener (Grades 1-12) following the MDE guidelines established on page 7. Based on their performance in the four tested domains (listening, reading, writing, speaking), students are assigned a proficiency level. These levels, defined by the State of Michigan, are as follows:

Entering – A student’s performance at this level indicates minimal or no English language acquisition in the area of listening, reading, writing, speaking and comprehension as defined for Michigan students at this grade level.

Emerging – A student’s performance at this level indicates partial or developing English language acquisition in the areas of listening, reading, writing, speaking and comprehension as defined for Michigan students at this grade level.

Developing – A student’s performance at this level indicates near-sufficient or mostly developed English language acquisition in the areas of listening, reading, writing, speaking and comprehension as defined for Michigan students at this grade level.

Expanding – A student’s performance at this level indicates sufficient or well-developed English language acquisition in the areas of listening, reading, writing, speaking and comprehension as defined for Michigan students at this grade level.

Bridging – A student’s performance at this level indicates substantial understanding and application of complex English language skills in the areas of listening, reading, writing, speaking and comprehension as defined for Michigan students at this grade level.

The W-APT/WIDA Screener results relate to the general education curriculum and pave the way for appropriate decisions regarding placement and services for students. Students will be assigned to levels of ESL service based on their degree of proficiency according to the results of the assessment.

Students are eligible for ESL service if their English language proficiency level is Entering, Emerging, Developing, Expanding, or Bridging. Students are not eligible if their proficiency level is Reaching.

EL Student Instructional Plans should follow the Multi-tiered System of Supports (MTSS) Process to ensure that any qualified student who meets intervention criteria has the opportunity to receive needed supports.



STUDENTS WITH DISABILITIES

It is understood that all students eligible to receive English as a Second (ESL) program services will receive ESL services, regardless of any eligibility for any Special Education services. Furthermore, a student with disabilities status does not eliminate the obligation to provide the student with appropriate ESL services. Exceptions will be made on an individual basis and ESL teachers and staff will be included in such decisions. Students with disabilities may receive services from both the alternative language program and special education/Section 504 services as determined appropriate to their needs.

EL students with suspected disabilities will be process in accordance to the MDE Guidance Handbook for Educators of English learners with Suspected Disabilities and available training modules for school districts. The WCS MTSS Process will be considered for all students, and a team consisting of Language Acquisition Staff, Special Education Staff, MTSS interventionists, and counselors (at secondary level) will be part of the process.



PARENT NOTIFICATION

Once a student has been assessed and recommended for EL services, the parent/guardian will be notified by the Department of Language Acquisition of the student's eligibility via a letter written in English and, when possible, the home language. This letter will include a description of program services, the purpose of these services, and the manner in which the student will be helped. Parents may refuse services, however MDE requires all qualified students to take the WIDA ACCESS assessment each year until exit, even if services are refused. Transfer students must continue their ESL services if already identified as an EL in a previous district. An original copy of this letter will be maintained in the student's CA-60 file and a copy forwarded to the Department of Language Acquisition. When parents opt out of ESL services, the District will ensure that all students receive an appropriate education, including assistance in learning to speak English and in keeping up with core academic areas.

If a Kindergarten before December first scores exceptional, a letter will go home to include that the student scored proficient in speaking and listening and will be monitored to determine eligibility as he/she learns reading and writing skills.

In addition, parents receive notification if their child does not qualify due to a proficient screener in grades 1-12 (Example on p. 22 or if a FEL (Former English Learner) exited student has transferred into Warren Consolidated Schools.

A parent may withdraw his/her son/daughter from program services at any time. This can be done by appropriate written notification via the Parent Refusal Letter, as indicated on entrance and service letters. Parents may refuse services, however MDE requires all qualified students to take the WIDA ACCESS assessment each year until exit, even if services are refused.



PROGRAM OVERVIEW: ELEMENTARY SCHOOL

As soon as eligibility is determined through the W-APT/WIDA Screener English proficiency testing or previous service information obtained for transfer students, the school designs a program of support appropriate to the need of the student.

K-5 Program

- ELs Serviced by:
 - ESL Certified Language Acquisition Teacher
 - And/or Language Acquisition Aide
 - Pull-out small group model (Push-ion as appropriate)
 - Groups determined by WIDA levels, individual domain scores, and intervention program criteria
 - Services meet MDE approved program design below

Program Services for Students in Grades K-5 (Elementary School)			
W-APT/WIDA Screener WIDA ACCESS	WCS Level	Level of Service /Number of Hours Daily	Program Description
Entering	Level 1	30-60 minutes daily	Daily sessions (5 weekly) provided by the Language Acquisition Teacher (LAT). General education teachers, in conjunction with the Language Acquisition Teacher, accommodate materials as needed and implement MTSS.
Emerging	Level 2	30-60 minutes daily	Daily sessions (5 weekly) provided by the Language Acquisition Teacher (LAT). General education teachers, in conjunction with the Language Acquisition Teacher, accommodate materials as needed and implement MTSS.
Developing	Level 3	30-60 minutes 3-5xs a week	3-5 weekly sessions of ESL service provided by Language Acquisition staff. The work of the aide is supervised by qualified LAT unless the aide is working solely in a support role. General education teachers, in conjunction with the Language Acquisition Teacher, accommodate materials as needed and implement MTSS.
Expanding	Level 4	20-30 minutes/ 1-3xs a week (as needed) based on ongoing monitoring	1-3 weekly sessions of ESL service provided by Language Acquisition staff. The work of the aide is supervised by qualified LAT unless the aide is working solely in a support role. <i>Students may be pulled in low domain area as needed.</i> General education teachers, in conjunction with the Language Acquisition Teacher, accommodate materials as needed and implement MTSS.
Bridging	Level 5	Monitoring	Continues service in general education through monitoring by classroom teacher under consultation with building principal.
Reaching	Level 6 FEL	Monitoring	Level 6 continues services until FLEP (Former English Learners) status. Provide language supports as needed. Monitor by teacher under building principal for 4 years upon exiting program.



PROGRAM OVERVIEW: MIDDLE SCHOOL

Middle School students will be placed into classes in accordance with their English language proficiency level based on the WIDA Screener or WIDA ACCESS. Middle school sites offer classes for Level 1 students that promote literacy skills for the ELs. Level 2 and above ELs are offered Language Acquisition support in their non-sheltered general education classes.

6-8 Program:

- ELs Serviced by:
 - ESL certified teacher (Sheltered level 1/newcomer 2)
 - ESL Certified Language Acquisition Teacher (Non-Sheltered Levels 2-4)
 - Pull-out small group model
 - And/or Language Acquisition Aide (push-in/pull out levels 2-4)
 - Groups determined by WIDA levels, individual domain scores, and district assessments
 - Language Acquisition Teacher schedules small groups
 - Services meet MDE approved program design below

Program Services for Students in Grades 6-8 (Middle School)

WIDA Screener WIDA ACCESS	WCS Level	Level of Service / Number of Hours Daily	Program Description
Entering	Level 1	5 hours daily sheltered-Newcomers	Sheltered core content for language development and common core content area to newcomers by ESL certified teacher (level 1). Students receive instruction across the curriculum content areas and have opportunities to participate with same age peers in the school. Literacy in both academic and social situations is developed. <i>Sheltered instruction recommended for Level 1s 1st year in a U.S. School.</i>
Emerging	Level 2	30-60 minutes 3-5xs a week	3-5 days a week with an ESL or Bilingual Certified teacher. Pull out for language development and common core content area learning by ESL certified teacher. Push-in language supports by language acquisition aides (with collaboration and guidance of ESL/content area certified teachers). General education teachers, in conjunction with the LAT, accommodate materials as needed and implement MTSS.
Developing	Level 3	30-60 minutes 3-5xs a week	3-5 days a week provided by a Language Acquisition Teacher (pull-out) and/or Aide (push-in) within context of regular education under the direct supervision of the classroom teacher. Push-in language supports by aides (with collaboration and guidance of ESL/content area certified teachers). General education teachers, in conjunction with the LAT, accommodate as needed and implement MTSS.
Expanding	Level 4	20-30 minutes 1-3xs a week (as needed)	1-3 weekly sessions as needed of ESL service provided by LAT and/or aide working under the supervision of the classroom teacher. Pull-out language supports by language acquisition teacher in low domain area (if applicable). Push-in language supports as needed by language acquisition aides (with collaboration and guidance of ESL/content area certified teachers). <i>Students may be pulled in low domain area as needed.</i> General education teachers, in conjunction with the LAT, accommodate materials as needed and implement MTSS.
Bridging	Level 5	Monitoring	Continues service in general education through monitoring by classroom teacher under consultation with building principal.
Reaching	Level 6/FEL	Monitoring	Level 6 continues services until FEL (Formerly English Learner) status. Provide language supports as needed. Monitor by teachers and counselor, under building principal, for 4 years upon exiting program.



PROGRAM OVERVIEW: HIGH SCHOOL

High School students will be placed into classes in accordance with their English language proficiency level based on the WIDA Screener or WIDA ACCESS. High school sites offer classes for Level 1 and Level 2 students that promote literacy skills for ELs. Non-newcomers and Level 3-4 ELs are offered Language Acquisition support with general education classes.

9-12 Program:

- ELs Serviced by:
 - Core Content Certified Teacher (Sheltered level 1-2)
 - ESL Certified Language Acquisition Teacher (Non-Sheltered Levels 2-4)
 - Pull-out small group model
 - And/or Language Acquisition Aide (push-in/pull out levels 2-4)
 - Groups determined by WIDA levels, individual domain scores, and district assessments
 - Language Acquisition Teacher schedules small groups
 - Services meet MDE approved program design below

Program Services for Students in Grades 9-12 (High School)

WIDA Screener WIDA ACCESS	WCS Level	Level of Service / Number of Hours daily	Program Description
Entering	Level 1	5 hours daily sheltered-Newcomers	Newcomer Sheltered Level 1 Courses: 3-5 daily sessions: ELD English, ELD Science, ELD Social Studies, ELD Math provided by a Highly qualified certified teacher and direct consultation with an ESL certified specialist. Math and English credits meet Michigan Merit Criteria for graduation credits. <i>*Sheltered instruction recommended 1st year in a U.S. School.</i>
Emerging	Level 2	30-60 minutes 3-5xs a week	Newcomer Sheltered Level 2 Courses: 2-4 daily sessions: All core subjects meet Michigan Merit Criteria for graduation credits. <i>*Sheltered instruction recommended 2nd year in a U.S. School. Students in year 3 may be sheltered if WIDA below 3.0 for available courses.</i> Non-Sheltered: Pull out for language development and common core content area learning by ESL certified teacher (non-immigrant level 2s). Push-in language supports by language acquisition aides (with collaboration and guidance of ESL/content area certified teachers). General education teachers, in conjunction with the LAT, accommodate materials as needed & implement MTSS.
Developing	Level 3	30-60 minutes 3-5xs a week	3-5 days a week provided by a Language Acquisition Teacher (pull-out) and/or Aide (push-in) within context of regular education under the direct supervision of the classroom teacher. Push-in language supports by language acquisition aides (with collaboration and guidance of ESL/content area certified teachers). General education teachers, in conjunction with the LAT, accommodate as needed & implement MTSS.
Expanding	Level 4	20-30 minutes 1-3xs a week (as needed)	1-3 weekly sessions as needed of ESL service provided by LAT and/or aide working under the supervision of the classroom teacher. Pull-out language supports by language acquisition teacher in low domain area (if applicable). Push-in language supports as needed by language acquisition aides (with collaboration and guidance of ESL/content area certified teachers). <i>Students may be pulled in low domain area as needed.</i> General education teachers, in conjunction with the LAT, accommodate materials as needed & implement MTSS.
Bridging	Level 5	Monitoring	Continues service in general education through monitoring by classroom teacher under consultation with building principal.
Reaching	Level 6 /FEL	Monitoring	Level 6 continues services until FLEP (Formerly English Learner) status. Provide language supports as needed. Monitor by classroom teachers and counselor, under building principal, for 4 years upon exiting program.



STUDENT RECORDS

A systematic and uniform procedure for enrolling, assessing, and monitoring the progress of eligible EL students has been developed by the Warren Consolidated Schools. The enrollment of EL students follows the same enrollment procedures for any Warren Consolidated Schools student. The building Language Acquisition contact assists the Department of Language Acquisition in determining and providing appropriate services to students in a timely manner.

The school will be responsible for maintaining the following records:

- The completed Student Registration Form (Form 642180) and other enrollment forms in the student's CA 60 file;
- All prior EL test reports and current *English Language Proficiency Assessment Individual Student Report* in the **YELLOW EL FILE FOLDER**, clearly labeled with the student's first and last name, in the student's CA 60 file;
- A copy of all EL Parent Notification/Withdrawal letters in the **YELLOW EL FILE FOLDER**;
- Maintain any special program/service information/letters deemed necessary by the District
- Upon exiting the program, all exit paperwork and FLEP Monitoring documents



GRADE LEVEL PLACEMENT

Elementary and Middle School Students (K-8)

Parents are asked to provide student records including previous schooling when available. Students will be placed at a grade level comparable to their age-mates.

High School Students (9-12).

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** will be placed into an appropriate program. A student who presents transcripts within one semester of graduation will be reclassified according to the credit(s) earned.

Students of High School age will be placed in the appropriate high school courses.

Earning Graduation Credit

Normal admission procedures will apply in the registration and granting of credit to new students. Students who are under 20 years of age before September 1st are allowed to enroll at the high school.

It is presumed that any student not receiving credit because of late enrollment has NOT been in school prior to entering the Warren Consolidated Schools. For example, a student entering in December who has not attended anywhere during the current school year would not be eligible for credit for that semester.

Students who have been receiving consistent education, prior to their arrival in the Warren Consolidated Schools, will be given credit for those hours of instruction.

A student who is able to present proof of enrollment in another school during the semester may earn full credit if he or she has been enrolled in a corresponding course.

Before graduating from a high school in Warren Consolidated Schools, the English Learner student, as in the case of any other student, must have accumulated the required credits for graduation. Appropriate credit towards graduation will be given for schooling which occurred prior to enrollment in Warren Consolidated Schools.



Evaluation of Transcripts for graduation credits

A transcript is official documentation of a student's previous schoolwork. Under ideal circumstances, these documents must contain the name of the student, the name of the school, its address, the official stamp of that school, the signature of the administrator, and the dates of the school year the transcript covers, the course of study, the year end results and the grade level attained. An official transcript/document may be presented in the language of the sending school. The student's counselor must examine the transcripts, reaching out for assistance as necessary, to make decisions on scheduling placement and determination of credits earned. Student transcripts with equivalent coursework can be given appropriate credit for that course towards graduation.

Placement into Secondary Courses

The appropriate administrator or student's counselor will develop the student's schedule and determine the number of credits still required for graduation. Individual consideration will be given to each student. The building counselor or administrator will meet the student and/or the student's parents/guardian to collect background information pertinent to the student's needs. *As a reminder, a student cannot be determined to qualify for ESL services outside of the office of Language Acquisition though MDE approved WIDA Screening.*

Graduation Requirements

Each high school graduate of Warren Consolidated Schools is required to complete the required credits including course work completed in previous schools as proven by official transcripts. If a senior student transfers after the beginning of the school year, the transcript will be evaluated by the designated building administrator/counselor to determine graduation status with the following considerations:

- Must have the required units of credit or equivalent to graduate
- Must have Specific course requirements as defined by the State of Michigan



ESL Course Placement and Intervention Program Models

At the elementary schools, students receive instruction in the general education classroom and attend the ESL Intervention Program for small group lessons in targeted language acquisition skills. Every effort will be made to connect this special instruction with the student's classroom lessons. Communication with and support for the classroom teacher is included.

At the middle school level, the ESL Course Placement Program consists of courses in core content areas that are designed to address the language/literacy needs of entering EL students. These sheltered courses are offered to students who score at the entering level (level 1) and recommended for Level 1 students during their first year in a U.S. School. Students with WIDA Levels above a 2.0 or in their 2+ years in school receive ESL support from a language acquisition teacher as intervention through the ESL Intervention Program Model.

At the high school level, the ESL Course Placement Program consists of courses in core content areas that are designed to address the language/literacy needs of EL students. These courses are offered on a continuum based on the literacy levels of the students. This placement is recommended for students who score at Entering (Level 1)/Emerging (Level 2). Students with WIDA Levels above a 3.0 or in their 3+ years in school receive ESL support from a language acquisition teacher as intervention through the ESL Program Model.

Push-In Tutorial Model

In this model the instruction is planned by the classroom teacher. The model requires training for the aide and the classroom teacher. The aide support is used to enhance instruction for EL students and should not be relegated to clerical tasks. While the aide works with students and classroom teachers, the work of the aide should be supervised by qualified ESL staff and/or classroom teacher. This model is recommended for students who are in general core (non-sheltered) classrooms.



ASSESSING ENGLISH LANGUAGE LEARNERS

Warren Consolidated Schools uses standardized tests in combination with systematic assessment of language proficiency (WIDA ACCESS) to determine when students are ready to progress to higher levels of the ESL program and when they meet MDE exit criteria.

District English Learner Student Assessment Plan

Grade Level	Language Proficiency Test	Achievement Tests
K – 1 st	WIDA ACCESS	MLPP DRA2
2 nd	WIDA ACCESS	DRA2 NWEA MSTEP
3 rd	WIDA ACCESS	DRA2 NWEA MSTEP
4 th – 5 th	WIDA ACCESS MStep	DRA2 NWEA MSTEP
6 th – 8 th	WIDA ACCESS	DRA2 NWEA MSTEP
9 th	WIDA ACCESS	NWEA MSTEP
10 th	WIDA ACCESS	NWEA PSAT
11 th	WIDA ACCESS	SAT Work Keys MSTEP
12 th	WIDA ACCESS	N/A

ELs, like all students, follow the district assessment calendar for achievement assessments. The WIDA ACCESS assessment is administered according to the MDE window in February-March. This information is used in combination with teacher observations and parent information to monitor their progress and provide educational services. Please refer to the www.wcskids.net website or www.Michigan.gov for local and state assessment details.

Students in grades K-12 may exit the program if the MDE required exit conditions are met (See pages 9-11 for exit protocol).



DISTRICT STAFF DEVELOPMENT

Developing teacher knowledge and skills is vital to the success of any educational program. In-service training is designed and offered to district teachers so that they will be skilled in teaching students of linguistic and cultural diversity. The Office of Curriculum and Instruction, in cooperation with other district and county educational resources, will continue to provide the staff development support needed to address the needs of our district's changing population. The current emphasis of professional development for teachers, administrators, and instructional aides include:

- Assessment and monitoring
- Instruction in literacy development for EL students
- Strategies for adapting content instruction for EL students with language supports
- Best Practices for EL students
- Cultural awareness and diversity

Professional Development will be offered on a district-wide basis as well as building-level focus groups to address areas of particular concern to elementary, middle, and high school staff and administrators. Staff development will be offered throughout the school year during district professional development days and staff meetings. In addition, district staff has access to the Macomb Intermediate School District's Bilingual Education Program resources and web site.

Each school in the Warren Consolidated School District has developed an individual school improvement plan which is designed to help all students, including EL students, meet their educational goals. District-wide curriculum and staff development efforts will coordinate with existing school plans.



Parent and community involvement are a necessary and important aspect of program services. The ESL Program has chosen to focus on three areas:

Parent Meetings

The English as a Second Language (ESL) Program staff believes that there is a strong relationship between parental involvement and children succeeding in school. There is a commitment among all staff to increase and enhance the contact with parents, with an opportunity to exchange ideas and coordinate the service in a more effective and efficient manner. There is a commitment on the part of each building to make every effort to coordinate EL Parent Meetings and/or EL related topics with Title 1 or other groups/meetings.

Parent Education

The Warren Consolidated Schools Adult Education Program has been instrumental in offering ESL classes and other lifelong learning opportunities. Our program will continue to support and share its resources with community efforts.

Family Resource Assistants

The Family Resource Assistant's role is to assist families with understanding the American Education system including important building/district information and connecting families to community and building/district resources. Please see the building schedule at www.wcskids.net.

Language Line Phone Service

Warren Consolidated School employees have access to Language Line Phone Service which provides an interpreter in the language selected to help communicate with families of EL students. This service can be used from any district phone and directions can be found on www.wcskids.net.