

**Westwood Community School District**  
**Title III English Language Learner (ELL) Plan**



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***Working Together to Prepare Students to Succeed in A Competitive***

Westwood Community Schools District, we welcome all learners. In order to meet the academic, social, and emotional needs of Limited English Language Learners (ELL) students we outline the following basic goals and our plan for education students. \*Critical documents are referenced in the attachments.

### **K-12 Program Goals for Serving English Language Learners (ELL)**

- *To help students to become English proficient in the language skills of speaking, reading, writing, and listening.*
- *To help students to successfully participate in classroom learning situations and other school activities.*
- *To help students to develop and/or reinforce positive attitudes toward self, school, and community.*

### **Standards**

*All students are able to use English to participate in social interactions.*

*All students are able to use English to achieve academically in all content areas*

*All students use language variety, register, genre, and nonverbal communication appropriate to audience, purpose, and setting.*

## Entrance

Westwood Community School District will provide the opportunities for learners to: All families are asked what language is spoken in the home through a question on the registration form. Families that indicate languages other than English are spoken in the home initiate the identification process and will be provided a Home Language Survey. If necessary the district will arrange to conduct oral or native language interviews in the student's home with those adults who may not have sufficient English or literacy skills to complete a survey written in English.

Families registering children will be assisted in completed documents and registration materials onsite as needed. Any report cards, important information on previous schooling, and immunization records will be requested and copied for student files. If home language assistance is necessary in order to secure accurate data for the following, every reasonable attempt will be made to provide this support. A birth certificate or Social Security card are not required documents.

Teacher observation, referral, or self-referrals are other means of entrance into the Limited English Proficient student support program.

## **Initial Assessment and Program Placement**

*The New Student Profile will be completed within the first thirty days of registration*

- Parent interview form*
- Communication observations/Social Behavior*
- Health information form*

*A designated WCS staff member will observe administration of the Language Assessment Scale (LAS) Oral Proficiency Test by an ELL consultant upon arrival of the first ELL student. If a student achieves a 3 or higher, written and academic abilities will be assessed using multiple measures to provide student oral and listening proficiency data. Ongoing language assessments will be conducted locally with parallel forms of the oral, reading, or writing, authentic testing materials, or other assessments the district chooses. The ELL Consultant, Title I teachers, or the child's classroom teacher will assess academic skills, in relation to the student's grade or age level. Informal assessments may include the following: An informal reading inventory, including sight words and comprehension questions; An informal math inventory; including appropriate addition; subtraction, multiplication and division. Age and grade appropriate skills (For kindergarten/1st grade students: putting a puzzle together, cutting out shapes, coloring a picture, following directions, etc.). Former school documents will be examined.*

## **Instruction and Resources**

The district maintains academic program plans. Certified teachers with support of the ELL consultant oversee instruction of LEP students. Based on assessment results, the LEP student will be assigned to mainstream classrooms with students the same chronological age, or when absolutely necessary, with an age group no more than two years differential.

Administrators work with community members, businesses, and organizations to build an environment for learning where all students are able and expected to successfully achieve standards defined within the district. Existing staff, community organizations, and volunteers are valuable resources that support the language learning process. Curriculum coordinators work with teachers, paraprofessionals, literacy and math specialist and ELL consultant to identify and choose instructional materials. In-service training is provided for all staff involved in the educational process of LEP students.

Westwood Community Schools will keep abreast of current materials available for the instruction of ELL students by previewing resources through Michigan Department of Education, Wayne County RESA Lending and other publishers. Westwood Community Schools will purchase and modify instructional materials that are appropriate to the needs of the learner and goals of instructional programs. State funding is provided for the "excess costs of instruction of LEP students through the Wayne County RESA Title III Consortium

At preschool in-services, administrators, teachers, paraprofessionals and support staff who

will be working with ELL students are introduced to the Checklist for Educating Students who are nonnative speakers of English. All educational and appropriate school personnel receive in-service training regarding instructional techniques and modifications for LEP students, with continuing training provided according to school's Comprehensive School Improvement Plan.

### **Ongoing Student Assessment**

*ELL students will be evaluated twice yearly with a standardized instrument, such as the English Language Proficiency Assessment/ELPA.* In addition, mainstream teachers will report the student's achievement and growth through authentic assessments and content area tests (modified as necessary) in the regular classroom. Adjustments will be made to support students until the student is able to achieve academically in the classroom with age and grade level peers.

## **Annual Measurable Achievement Objectives (AMAOs)**

The *No Child Left Behind Act of 2001* (NCLB) established Annual Measurable Achievement Objectives (AMAO) so that districts can measure the progress of their ELL students. The three AMAOs established by NCLB are:

- AMAO 1: **Progress** is defined as a 4-point (or more) increase of a student's scale score from the previous year's ELPA score.
- AMAO 2: **Proficiency** – the school district must have 13% of its ELL students achieve proficiency on the ELPA.
- AMAO 3: **Adequate Yearly Progress (AYP) for English Language Learner Students** – the district must achieve AYP for its ELL subgroup on the statewide assessment (Michigan Educational Assessment Program (MEAP), Michigan Merit Examination (MME), or MI-Access).

## Exit

LEP students achieving proficiency in English speaking, listening, reading, and writing at a level commensurate with their grade and/or age peers will be transitioned into the mainstream classroom or tested out of ELL program. Follow-up plans assure consistent reporting and additional language support as necessary.

### **English Language Learners Elementary Programs**

How will student's English language skills be developed?

Your child will learn English in different school subjects, like math and reading. The teachers will work with your child to learn the English needed to be successful in these different subjects. Students will start with an ELL consultant or tutor in Kindergarten in a classroom specially designed for English Language Learners (ELLs). The classrooms teachers focus on building English skills as they prepare their students for success in their school subjects.

1st and 2ndst grade students are inclusive in classrooms. In classroom, the teacher works with students in English, but uses methods to make sure that students understand their lessons and improve their skills. Students might also work in a small group with a bilingual tutor for extra help with reading, writing, and math.

In 3rd – 5th grades, student's classroom teacher helps beginning and intermediate English Language Learners develop their English while they learn their schools subjects. • The ELL consultant speak English and use techniques that help advanced students improve Their language skills. Students at this level may need to continue to work with bilingual tutors for extra help with reading, writing, and math.

Who will provide English language learners instruction?

Students will learn English from their classroom teachers. Some students will also work with bilingual tutors to help them build and practice their English skills.

Where will English Language learning take place?

Your student will develop English language skills in his or her classroom while learning subjects like reading, writing, and math. Beginning students might also work in a small group with a bilingual tutor to build their English skills.

Will students receive support in their first or home language?

The school system also will obtain staff and community partners that speak many other languages. They may come to work with your child when she or he has recently arrived and is beginning school. At Westwood Community Schools, an ELL consultant provides first

language support in the classroom or in a small group for students that need extra help. They will work with the student to help her or him understand instructions and ideas in their native language.

How can parents support student's English language development and school success?

There are many things you can do to support your child's English Language Development. Please see "Developing Your Child's English" at the end of this document for more details. Families are invited to Student Conferences, Family Fun Nights, and Curriculum Nights, where they can learn more about what their students are learning at school. There will be translators at these events. Families can also read the monthly newsletter for more information about events at the school.

Your child's teacher can talk to you about English language development. The teacher works with your student every day, and can tell you about the areas she/he is growing in, and next steps to keep learning.

## **Elementary Principals:**

Leslie Simmons- Thorne Elementary  
Kristen Kajoian- Thorne Elementary/Primary  
Vickie Patterson- Daly Elementary  
Nada Saab/ELL Consultant  
Wayne County RESA Consortium

## **English Language Learners' Middle and High School Programs**

At the middle and senior high schools certified teachers and an ELL consultant provide eligible ELL students requiring special assistance with the English language. Academic support is provided at the middle school and high schools in collaboration with content area teachers. The ELL consultant provides additional assistance for students who are transitioning or moving into the district and are not eligible for ELL support.

Your child's teacher can talk to you about English language development. The teacher works with your student every day, and can tell you about the areas she/he is growing in, and next steps to keep learning.

## **Middle and High School Principals:**

Robert Brooks-Tomlinson Middle School  
Kelly Cunningham- Robichaud High School  
Roderick Wallace- New Tech High School  
Hilliard Hampton III- Cyber High School  
Jamual Bohannon- WC Alternative High School  
Nada Saab/ELL Consultant  
Wayne County RESA Consortium

## **Contact Information**

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**Wayne County Regional Educational Service Agency**

<http://www.resa.net/curriculum/bilingualservices/>

**Michigan Department of Education/Office of Field Services/English Language Learner Programs**

[http://www.michigan.gov/mde/0,1607,7-140-6530\\_30334\\_40078---,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_30334_40078---,00.html)

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**US Department of Education/ Office**

<http://www2.ed.gov/policy/elsec/leg/esea02/pg39.html>

## Resource Documents

Teachers providing standards-based instruction are encouraged to use the *Michigan English Language Proficiency Standards for K-12 Schools* and the *Michigan Grade Level/High School Content Expectations* – as well as their district curriculum for the discipline they are teaching - to design lessons and assessments inclusive of their English language learners.

[http://www.resa.net/downloads/bilingual/elp\\_standards.pdf](http://www.resa.net/downloads/bilingual/elp_standards.pdf)