

Comprehensive English Learners (EL) Plan

Due Date: May 31, 2019

School Name and School Year: Pahoia High and Intermediate School
2019-2020

Contact Person: Erlinda A. Mauricio, EL Coordinator

- I have reviewed this Comprehensive EL Plan. This EL Plan represents the Language Instruction Educational Program (LIEP) that will be implemented at my school and is aligned to the [Hawaii Department of Education Strategic Plan 2017-2020](#), which strives for equity and excellence for all students. Given the Strategic Plan, and federal laws and regulations, I assure no unnecessary segregation of EL students will occur. EL students will have an equal opportunity to meaningfully participate in all curricular, co-curricular, and extracurricular programs (e.g., Career Technical Education, Gifted Talented, etc.). Further, our school will meet the needs of ELs also identified for services under Section 504 and IDEA.
- I, or my designee, will post this EL Plan and make it available in the school website-<http://pahoahis.org> by September 2019 for the school, parents, students and community to access. Documentation will be kept on file.
- I confirm the **Person(s) Responsible** included in each section in this EL Plan below, along with its subsections are reviewed, complete, and up-to-date (e.g., "Person(s) Responsible sections, along with the necessary school-specific information and detail):
- [A. Overall School Description, Vision and Goals for the LIEP](#)
 - [B. Identification and Initial Assessment](#)
 - [C. Program Placement and Reporting](#)
 - [D. Instruction](#)
 - [E. Reassessment and Re-categorization](#)
 - [F. IDEA or Section 504 Referral Process for EL Students](#)
 - [G. Exiting](#)
 - [H. Monitoring, and Transition of EL Students](#)
 - [I. Parent Refusal of EL Services](#)
 - [J. Program Staffing and Staff Development](#)
 - [K. Parent/Community Engagement](#)
 - [L. Transfer of EL Students and Student Record Profiles](#)
 - [M. End of the Year Transitioning to Next School Level](#)
 - [N. Evaluate the Effectiveness of the LIEP](#)
- I confirm:
- Our school's LIEP Goals and Objectives align with the Hawaii State Department of Education's (HIDOE's) Strategic Plan, Goals and Objectives.
 - The school's state funded LIEP assures equal opportunity and access to educational opportunities for linguistically diverse students. The LIEP supports the HIDOE's mission through instructional and acculturation activities to achieve the Strategic Plan goals. The program supports students' attainment of the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and the Hawaii Content and Performance Standards (HCPS) through the WIDA English Language Development (ELD) Standards and Framework.
 - Differentiated and/or modified instruction using second language acquisition strategies are used to facilitate academic content and English language acquisition to assist students to meet the challenging academic outcomes expected for all students. Relevant educational and vocational programs are designed appropriately to meet the needs of individual students.

Principal's Signature _____

Date _____

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Principal's Name (printed) Darlene Bee

A. Overall School Description, Vision, and Goals for the LIEP

A1: Provide a brief description of the school's demographics (geographic, socioeconomic, ethnicities, languages, etc.) Note: schools may attach information from their Comprehensive Needs Assessment in this description.

Pahoa High and Intermediate School (PHIS) is located in the Puna District of the island of Hawaii, with the nearest city, Hilo, 26 miles away. Puna contains widely diverse population with an overall socioeconomic status below the state average. Most of the working populace are employed in Hilo area, while others rely on the jobs available in agriculture, schools, and small businesses. The village is fast growing with a big shopping center being developed in the heart of the town.

PHIS is surrounded by 22 subdivisions that are in most part, underdeveloped, lacking, in some cases, county water, electricity, telephone and easy access to transportation. The county bus route serving the area does not extend to many of these subdivisions, requiring a walk as long as four miles to the nearest bus stop. Most students are bused to school.

The community is still recovering from the devastation that the 2015 and 2018 Lava Flow has left.

In October 2015, the school's population was adversely affected. Approximately half of our students were transferred to neighboring schools as a result of the threat. The current lava flow (May 2018) forced people to evacuate from Leilani and neighboring subdivisions. Normal life of people was disrupted and attendance of students was affected.

Chuukese is the primary language spoken by the English Learners (EL) population in the school. Ilocano is coming next.

Looking at the enrolment over the years, we lost 24% of our population from 2011-2012 to 2016-2017. Noticeable growth is seen in 2017-2018 from 526 to 532; 2018-2019 to 550. This is 35 over the projected enrolment of 518 for this year. Projected enrolment for 2019-2020 is 575.

PHIS Enrolment Overtime								
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
691	634	618	364	557	526	532	550	Projected 575

The school being a CEP (Community Eligibility Provision) school, all students (100%) qualify for free/reduced lunch. One hundred four (104) or 19% of the 550 student population qualify for special services. Approximately, 5% of the students are classified as English Learners, with a growth of 1% from the previous school year.

The school is making adequate progress towards the Academic Plan goals and the goals of the State Strategic Plan. School improvement at Pahoa is supported by the commitment of school leadership and the teaching staff.

Reference: HIDOE/ACS WASC Visiting Report

A2: Describe your school's LIEP's Goals and Objectives as they relate to HIDOE's Goals and Obje School improvement activities. Specifically, connect and reference the Academic and Financial Plan and define EL subgroup goals.

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Support is given to all EL Program students through **sheltered instruction** and **content area tutoring**. Sheltered instruction aims to help English Learners (ELs) gain academic English while learning content knowledge. Content Area Tutoring supports ELs with content instruction and English language development.

These supports are delivered in general/content education classrooms with non-EL peers. These classes are mostly inclusion classes. The students have access to Profession-Ready (ESSA) teachers with at least 6 or more multicultural/EL credits.

The school uses a researched-based curriculum (SpringBoard) which includes an EL component. In addition to SIOP, GLAD strategies and data-based instruction, classroom management, scaffolding, teachers use AVID strategies. Sheltered Instruction is provided to EL students from entrance to exit in the program.

Three(3) paraprofessional tutors are made available to deliver language support and services to students in the mainstream.

Content area tutoring (CAT) is a powerful tool for Levels 1-3 students who are in the mainstream. It is provided to students from entrance to exit in the program.

100% of the twenty-nine (29) EL students are receiving sheltered instruction support and content area tutoring. The structure of the school allows the implementation of these supports.

Sheltered Instruction and Content Area Tutoring support the School's Three-Year Academic Plan -2017-2020 Goal 1; Student Success- *All students demonstrate that they are on a path toward success in college, career and citizenship.*

PHIS has a shared vision of student success and a shared mission to drive us. Our goal is for our *“Graduates to realize their full potential to succeed academically, personally, and socially in a global society”*. Our driving force is *“to provide a safe place of learning for all members of the Pahoa High and Intermediate School community, where they responsibly prepare for a meaningful, positive future.”*

A3: Intermediate Measures to Monitor [Leading indicators - Monthly (no less than quarterly)]	A4: Year End Goals [e.g., English Language Proficiency (ELP) progress and proficiency rates, SBA, Science, etc.]
<p>Pacing guides include English Language Development Standards (ELD).</p> <p>Informal observations indicate language objectives in learning targets. Peer observations and observations by coaches and administration are done monthly.</p> <p>CFA/CSA data indicates assessments are aligned to standards. Once a week at PLCs, student work on CFA/CSA and HOT work are looked at for alignment and rigor. Student work gives feedback on the student's strengths and weaknesses and the next steps to be done. The CFA Tracking Report records the progress in the CFA/CSA process. Reflection is made by the teacher on the process for a particular cycle.</p>	<p>EL students are expected to gain in their level of language proficiency on the ACCESS for ELLs. They should be on track to achieve ELP (PL5) within the state-defined timeline.</p> <p>Exited students are expected to be performing as well as or even better than all students on the Smarter Balanced Assessment.</p>

B. Identification and Initial Assessment

Students are considered potential EL Program students, if the SIS-10W shows that student/home speaks a language other than English. Potential EL students can be referred by any school staff, anytime during the year. A Home Language Survey will be given to the student for language verification.

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Initial assessment is completed in a timely manner using the WIDA Screener. Scores are put in eCSSS. When EL Program service is determined necessary, parent notification letter is sent home. File is kept in eCSSS.

Copies of documents are kept in the EL student's EL folder.

B1. Tasks:

- Enroll all students in school regardless of students' (or parent's or guardians') actual or perceived citizenship or immigration status.
- Immediately notify EL staff that a potential EL student has registered or when a student/parent indicates on the *Student Enrollment Form SIS-10W Revised* that a language other than English is the student's first acquired language, is used most often by the student, or is used most often in the home.
- Assure that if a language other than English is indicated on the *Student Enrollment Form SIS-10W Revised* that this is processed correctly into the Student Information System (new SIS) (aka, Infinite Campus). Note: If more than one language per question is indicated on the enrollment form, the language which is NOT English shall be entered into the SIS, and the student shall be considered a potential EL.
- Provide a copy of the *Student Enrollment Form SIS-10W Revised* to the EL Coordinator for inclusion into the student's EL folder.

Person(s) Responsible	Position Title(s)
June Sheffield Shirley Doctor	Registrar Registrar's Clerk

B2. Task:

- **Referral of Potential EL (outside of the enrollment process, or when student's language is undetermined).** If clarification on a language is needed or a student is suspected of needing language support but has not been identified already as a potential EL, refer the potential EL student to the EL Coordinator to complete the Home Language Survey (HLS). Note: If more than one language per question is indicated on the HLS, enter the language which is NOT English into the new SIS.

Person(s) Responsible	Position Title(s)
Any school staff member	Any school staff member

B3. Task:

- Send Home Language Survey (HLS) to parent/guardian for verification if needed.

Person(s) Responsible	Position Title(s)
Erlinda Mauricio	EL Coordinator

B4. Tasks:

- Administer the WIDA Screener (Grade 1-12) or Kindergarten W-APT to potential ELs as soon as possible after student's first day of attendance, i.e., within thirty (30) calendar days of the beginning of the school year, or within fourteen (14) days, if the first day of attendance is after the start of the school year.
- Generate and confirm Parent Notification on eCSSS and send Parent Notification home within same time frame.

Person(s) Responsible	Position Title(s)
Erlinda Mauricio Noel;ani Quihano	EL Coordinator/Teacher EL PPT (trained and certified)

B5. Tasks:

- Coordinate the administration of the Native Language Proficiency (NLP) assessment in the student's designated language for Grades 1-12 students scoring proficiency level one (1) or two (2) in listening or speaking on the WIDA Screener and to Kindergarten students scoring 10 or below in oral proficiency on the W-APT.
- If applicable, administer the NLP assessment and record scores in eCSSS from the NLP form within 45 days of first day of attendance or referral.
- Consult with classroom or grade level teacher(s), Special Education teacher, and/or SSC about EL students who appear to have needs in addition to or other than second language acquisition. If Special Education is a consideration, follow guidance in the [Assessments, Evaluation and Eligibility Training Materials](#) and contact the

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SPED Program for support.	
Person(s) Responsible	Position Title(s)
Erlinda Mauricio Noelani Quihano School Staff/Language resource	<ul style="list-style-type: none"> o EL Coordinator/Teacher o EL PPT

C. Program Placement and Reporting

Program placement of students are determined based on the English language proficiency, previous educational background and literacy level in the native language. Students are monitored regularly for performance and achievement. Quarterly Progress Reports are sent out to teachers for students' grades/narrative feedback. Service is adjusted, as needed to ensure students' growth to target. Updates in assessments are posted in eCSSS.

C1. Tasks:

- Determine program placement for the student based on the student's English Language Proficiency (ELP). The language domain proficiency levels (e.g., Entering, Emerging, Developing, Expanding, Bridging) on the ELP assessment will be used to assist in identifying specific language needs and program support.
- Regularly monitor student performance and achievement, and adjust placement and services as necessary to ensure students will exit in a reasonable period of time (e.g., within 5 years).
- Report and update assessment data, LIEP Type and Instructional Setting accurately in eCSSS.

Person(s) Responsible	Position Title(s)
Erlinda Mauricio Maelyn Burns Kiyomi Nozawa-Edwards June Sheffield	EL Coordinator/Teacher (in consultation with teachers) Counselor, Grades 7 & 8 Counselor, Grades 9-12 Registrar

D. Instruction

This section is an important part of your EL Plan and is grounded in [legislation and judicial precedents \(i.e., previous controlling case law\)](#).

In the sections below, describe your school's LIEP. HIDOE LIEP descriptions can be found [here](#).

Please describe in detail, the:

1. LIEP type, second language acquisition (SLA) strategies, English Language Development (ELD) materials, EL staffing, and general ELD staff qualifications. In your description,
 - a. Explain how the LIEP provided to ELs augments what support is provided to all general education students, and
 - b. Describe any connecting, enabling activities from the Academic and Financial (Ac/Fin) Plan. Consult the CNA, Accreditation Report, and EL data (ELP Progress, Proficiency, SBA, Star, ILE, Achieve, student grades, etc.)
2. Funding sources (e.g., [Weighted Student Formula \(WSF\)](#), Title I, Title III). Note: The LIEP, including its curriculum/materials and staff, must occur during the school day and be funded through general WSF & EL WSF funds, and/or other funds, e.g. Title I. Title III funds are not to be used to fund LIEP.

Tasks: Language support services are provided to all EL students through *sheltered instruction and content area tutoring*. Services are given to students in the mainstream/inclusion classes where the teachers are Profession-Ready and have 6 or more ELL/multicultural credits and/ or have experiences working with linguistically diverse students

Funding (\$)

Source

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<p>D1. LIEP</p> <p>Provide required EL services for all identified ELs. EL students who are identified based on their ELP level require different kinds and levels of support to address the five WIDA Standards, in the various language domains of speaking/writing, and reading/listening. Newcomers, ELs Entering (Level 1) and Emerging (Level 2) will need intensive, individualized ELD support. ELs who are Developing (Level 3) and Expanding (Level 4) also require language support to ensure meaningful access to school, and to ensure literacy development.</p> <ol style="list-style-type: none"> a. Describe your Language Instruction Educational Program (LIEP) type, including description of the model, not just the title. <ol style="list-style-type: none"> i. Link to LIEP Program Descriptions b. Describe the supports provided to ELs (in addition to what is provided to all students), and how these supports are connected to the school's AcFin Plan. c. Describe schoolwide, evidence-based second language acquisition strategies (i.e. Project GLAD® strategies, etc.) 		
<ol style="list-style-type: none"> a. Sheltered instruction is an approach to support ELs with strategies to help students learn academic language and content at the same time. Home language can be used as support especially for beginning EL students. This is an effective vehicle for students from entrance to exit in the program. EL students are in inclusion/mainstream classes and have access to qualified teachers and quality content instructional materials. Teachers have research based trainings- best practices, SIOP, AVID, Project GLAD. <p>Content area tutoring assists struggling ELs with content area assignments..It is delivered in content classrooms and effective from entrance to exit in the program. Three (3) PPTs deliver content area tutoring to EL students.</p> <ol style="list-style-type: none"> b. Grade content are made accessible to students using scaffolding and differentiation strategies, including modeling, use of visual supports, adaptation of instruction, activities and materials to according to students' English language proficiency levels, chunking, giving sufficient time to think and practice. Providing time for interaction among/between students, in groups or as a whole class are opportunities to build oracy. c. Teachers use researched-based strategies like AVID, SIOP, GLAD (science), best practices to help students gain academic English while learning content knowledge. EL support is also provided in the SpringBoard curriculum. Read 180 (Reading Workshop) provides support to EL students acquire language and content. 		WSF

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<p>SpringBoard procedures and materials SpringBoard includes an ELL component. Reading Workshop classes use Read 180 as curriculum.</p> <p>Math uses Go Math and UH Math Program.</p> <p>Computer programs are used in place to support student learning, like Overdrive, Newsela, etc</p>		
<p>D4. Schoolwide staff and support</p> <p>School staff must differentiate instruction for ELs as needed throughout the school day through the use of second language acquisition strategies and evidence-based practices in all content areas and subjects. Identify how students are:</p> <ol style="list-style-type: none"> a. Scheduled with appropriate teachers and to ensure equitable access to instruction throughout the day. b. Provided additional support in the language domains of need (Listening, Speaking, Reading, and/or Writing) as determined by school staff taking into consideration: <ul style="list-style-type: none"> ▪ The school's adopted LIEP type, and students' ELP; ▪ The student's age, grade level, previous educational background, literacy level in his/her native language; and ▪ Ability of teachers who can apply knowledge of second language development and provide differentiated instruction to ELs. c. Provided dual language support. Identify rationale and considerations for providing dual language supports.⁴ If ELs are not provided dual language support, provide a justification or rationale. Explain how students are afforded the opportunity to use their first language throughout the school day as needed, and how staff understand this. 		<p>WSF, if applicable</p>
<p>EL students are assigned to classes with ESSA teachers (profession-ready), who are equipped with standards-based practices and second language acquisition strategies. In support, the following actions/activities are in place:</p> <ol style="list-style-type: none"> 1. Align WIDA ELD standards to common core standards 2. Provide professional development on: <ul style="list-style-type: none"> *instructional strategies *integrated lessons *language development *language objectives 3. Provide instructions that meet the needs of students' language development and expectations of common core 		

⁴ School must not prohibit students from speaking in their primary language during the school day without an educational justification.

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<p>D5. Title III-Funded Extended Learning Opportunities (ELO) to enrich and augment the LIEP</p> <p>Briefly describe the Title III-funded ELOs to provide extended learning opportunities (e.g., before/after-school or summer programs) to ELs, in addition to the LIEP. ELOs may include additional supplemental materials.</p> <p style="margin-left: 20px;">a. Identify and describe ELO information and materials. Describe in detail the targeted content area and English language development supports and materials. Note: ELOs and subsequent ELO materials may only be funded through Title III if they supplement the core LIEP.</p>			
<p>I have submitted or will submit a request for Title III funds for ELOs and supplemental materials to Complex Area EL RT:</p> <p><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes</p> <p>If requesting Title III funds for ELOs and supplemental materials, you must complete Title III Form B (Title III Supplemental Requirements) and Form C (ELO School Request for Funding). Notes:</p> <ul style="list-style-type: none"> • See latest HIDOE Memo, "Title III Part A - Title III Request for Funds (RFF) English Language Acquisition Plans" on requesting Title III funds. • Submit or attach Forms B and C e.g., with hyperlink here. <ul style="list-style-type: none"> ○ Form C is due to OCISS Title III 30 days prior to beginning of the school ELO. ○ If not attaching forms, briefly describe your Title III ELO Plan supplemental to your Core LIEP above: <p>a.</p>			Title III
Person(s) Designated	LIEP Position Title(s) & ESSA/TESOL Qualifications to Address Needs of ELs⁵	Funding (\$) Total	Source
			WSF
			Title III
Team Responsible for Core LIEP Elements Above and Integration into Academic and Financial Plan		Position Title(s)	
		<ul style="list-style-type: none"> • Principal • Leadership Team • EL Teacher/Coordinator 	

⁵ If teachers do not meet Hawaii ESSA license requirements in TESOL subject matter, explain rationale for teacher(s) identified to provide EL support. Given ESSA and numerous federal requirements, there should be a plan for getting at least one licensed TESOL teacher to provide oversight and direction to LIEP staff, e.g., Student Services Coordinator (SSC), or EL Coordinator, etc.

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	<ul style="list-style-type: none"> ● Student Services Coordinator (SSC)⁶ ● Curriculum Coach(es) ● Grade level chair(s) ● Content Area Leads (e.g., to be able to address 5 WIDA Standards) ● School Community Council (SCC) or other Parent/Community stakeholders
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E. Reassessment and Re-categorization

Reassessment is done annually through the ACCESS for ELLS. As needed, Action Code 4 (Parent Refusal) students will take the test. Action 50 students, if any, will take the ACCESS after completion of the return papers. Alternate ACCESS will be administered to SPED/EL students who qualify for the test. Coordinate with SPED on the accommodations needed. Potential ELL students will take the WIDA Screener before taking the ACCESS for ELLS. Re-categorize, as needed.

Checking eCSSS documentation is done on a regular basis/input new information, as needed. Update information/records of students in their individual folders. Coordinate with Special Education regarding services and accommodations.

Monitor exited EL students for two years after exit. Gather quarterly reports on the progress and needs of these students.

E1. Tasks:

- Monitor students already exited from the LIEP for two (2) years to ensure students were not prematurely exited and that any academic deficits are being addressed. eCSSS and Longitudinal Data System (LDS) reports are available and should be reviewed quarterly to ensure students are transitioning well and not at risk, e.g., for not being college or career ready.
 - If the need for administration of annual reassessment is identified, administer the state's authorized English language proficiency (ELP) assessment, the *ACCESS for ELLs 2.0* (Assessing Comprehension and Communication in English State-to-State for English Language Learners) during the designated annual testing window after completion of AC 50 return to EL process has been completed.
- Administer *ACCESS for ELLs 2.0* to all currently identified LIEP students, and Action Code 04 (parent refusal of services) students. Potential ELs should be screened prior to giving ACCESS.
- Check eCSSS and/or other documentation (as needed) to determine if there is a change in English language proficiency (ELP)/service category.
- Input new information on eCSSS, as needed.
- Maintain student assessment and program placement records, e.g., in SSC or main office.
- Keep copies of Enrollment Form SIS-10W Revised, all WIDA tests and scores (W-APT, WIDA Screener, and *ACCESS for ELLs 2.0* tests and scores), NLP scores, parent communication, anecdotal records, etc. in EL student folders [aka Student Record Profiles (SRP)].
- Ensure coordination with Special Education department if alternate assessments are applicable, and/or accommodations are needed.

Person(s) Responsible	Position Title(s)
Erlinda Mauricio	EL Teacher/Coordinator

⁶ The SSC position was created under the Comprehensive Student Support Services (CSSS) Plan and designed to provide oversight to all Comprehensive Student Support Services (CSSS) programs, including EL.

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F. IDEA or Section 504 Referral Process for EL Students

An EL Program student who is suspected of having a disability and in need of special education services may be referred at anytime. There is no minimum time period before which a student may be referred. Reasons include: documented history of special education services, limited academic progress despite appropriate instruction, social/behavior problems in/out of the classroom, health/sensory impairments, speech and/or language impairments not attributable to acquiring English as a second language, developmental lag, and significant health/physical impairments.

The EL Program services is described in the IEP, EL, being a part of the Student Support Team (SST), participation in the IEP meetings is important. Student will receive dual services - EL as well as SPED.

F1. Tasks:

- Ensure EL students with disabilities under IDEA or Section 504 are evaluated in a timely and appropriate manner for services and their language needs are considered in evaluations and delivery of services.
- Participate in IEP team meetings and provide expertise on second language development needs.
- Assure students are offered the least restrictive educational environment. The school promotes collaboration to implement appropriate classroom strategies to address the academic and language needs of the EL student.
- Provide classroom interventions for students who are having difficulty. When the classroom teacher has exhausted all appropriate interventions/strategies and the student is still having difficulty, the concern is submitted by the teacher or other EL student team member to the Student Services Coordinator (SSC). A decision is made whether services should be coordinated by the school. The school tracks and monitors a student through the Comprehensive Student Support System (CSSS). This process provides timely and appropriate support services in addition to classroom supports. Based on the individual needs of each student, any EL who is suspected of having a disability and in need of special education services may be referred at any time on the form "Request for Evaluation" (Form 101). **There is no minimum time period before which a student may be referred.** Reasons for referral should reflect the concerns listed above and may include, but are not limited to:
 - Documented history of special education services in the country of origin.
 - Limited academic progress despite appropriate instruction.
 - Social/behavioral problems in class or on playground.
 - Speech and/or language impairments not attributable to acquiring English as a second language.
 - Health/sensory impairments.
 - Developmental lag.
 - Significant health/physical impairments (e.g., deaf, hard-of-hearing, blind, orthopedically impaired).

Person(s) Responsible	Position Title(s)
Darlene Bee Kim Williamson Bruce Heidelk Erlinda Mauricio All instructional staff, Student Support Team (SST)	<ul style="list-style-type: none"> ○ Principal ○ VP in Charge of the EL Program ○ SSC ○ EL Coordinator/Teacher ○ All instructional staff, Student Support Team (SST)

G. Exiting

Exit procedures are followed accordingly. EL staff work with teachers to ensure that student meets exit criteria and will transition into the regular classroom without supplemental LIEP support. Exit letter is generated and confirmed in eCSSS and sent to parent with the ACCESS for ELLs score reports. Action Cde 3 form will be done. Copy of exit documentation is sent to EL Resource Teacher.

Monitoring of exited students is done quarterly for maintenance of satisfactory grades for minimum of two years. All exit and monitoring documents are kept in student's folder.

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G1. Tasks :

- Follow established procedures to exit students in each exiting status code (“I,” “L,” and “M”).
- Before the end of the school year:
 - Review eCSSS and annual assessment results to ensure that all conditions for exiting have been satisfied prior to exiting a student from the LIEP.
 - Generate and confirm Exit Letter on eCSSS and send Exit Letter to parents along with copy of *ACCESS for ELLs 2.0* scores.
 - Send exit documentation (i.e. photocopies of Exit Letter and Action Code 03 Form) to EL Resource Teacher.
 - Place all exit documentation in student’s hard copy EL file and in the student’s cumulative (cum) folder.
 - Work together with teachers to ensure a student who has met all the exit criteria will transition into the regular education program without supplemental LIEP support. Note, students WILL continue to need ELD support, especially in technical content, and therefore should be placed with teachers who are able to provide such supports during this important transition.
 - Have follow-up meetings to discuss current student progress and student needs.
- Monitor exited students at least quarterly for maintenance of satisfactory grades for a minimum of two years. Monitoring consists of consultations with data teams, checking EWS in eCSSS, checking report cards, and documentation of results. If any student is falling behind they are placed in an intervention group suitable to their needs.
- Place evidence of monitoring in cum folder and student’s EL folder (e.g. EWS reports, photocopies of report cards, other documentation as appropriate).

Person(s) Responsible	Position Title(s)
Erlinda Mauricio All teachers, as necessary	<ul style="list-style-type: none"> ○ EL Teacher/Coordinator ○ All teachers, as necessary

H. Monitoring & Transition of EL Students

Quarterly monitoring is done with all ELL Program students (J and M). Teachers provide the ELL staff with Quarterly Progress Report which includes current letter grade and a narrative feedback on the students’ performance-academic and behavior.

Collaboration with the teachers is necessary to review unsatisfactory monitoring results for exited students. If additional services is needed based on language needs, Action Code 50, return to the ELL Program, can be an option. If not due to language, determine next steps to provide appropriate services.

H1. Tasks:

- Monitor satisfactory/unsatisfactory progress of all EL students with respect to acquiring English proficiency and grade level core content in order to meet promotion and/or graduation requirements, and determine next steps if needed (e.g., if students cannot meet content assessment proficiency).
- Collaborate amongst school staff to differentiate between an EL student who is not achieving because of limited English proficiency and an EL student who is not progressing due to reasons other than acquiring a new language. Collaborate amongst teachers and school support staff to determine next steps.
- Monitor progress of IFEP and Exited students by consulting with core content teachers, checking report cards and/or eCSSS Early Warning System (EWS) for grades of DP (standards-based reporting)/C (traditional) or better in the core content areas. Note, if students struggle and have a lot of Developing Proficiency (DP) marks, additional action may be warranted.
- Meet to review unsatisfactory monitoring results of students to determine if exited student’s academic difficulties are attributed to language. If so, return student to LIEP for additional services in area of need. If not due to language (e.g., teacher is unable to support student), determine next steps to provide appropriate services based on existing CSSS student focus team guidance and process found in the [EL Guidance Documents in eCSSS](#) related to Transition of ELs. The Action Code 50 Form can be used to document discussions, even if there is no immediate decision to return a student to the LIEP.

Person(s) Responsible	Position Title(s)
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Kim Williamson	<input type="checkbox"/> VP in Charge of the EL Program
Bruce Heidelk	<input type="checkbox"/> SSC
Maelyn Burns	<input type="checkbox"/> Counselor, Grades 7 and 8
Kiyomi Nozawa-Edwards	<input type="checkbox"/> Counselor, Grades 9-12
Erlinda Mauricio	<input type="checkbox"/> EL Coordinator/Teacher
All Teachers	<input type="checkbox"/> All Teachers

I. Parent Refusal of EL Services

The EL Coordinator/Teacher initiates an informational meeting with parent/guardian, informing them, in a language they best understand, about the student's rights, benefits, goals and objectives of the program, and the rationale for the prescribed instructional services.

The school will offer/provide alternative instructional services to meet the needs of the students withdrawn from the EL Program so he/she can make academic progress.

All documentation relevant to the exit, including the alternative instructional services must be placed in the student's permanent records.

The school will monitor student progress and achievement for a minimum of two years after the student is exited from the program.

The student will take the annual ACCESS for ELLs until the student has met exit criteria.

I1. Tasks:

- Provide a comprehensive and thorough overview of the LIEP for the parent(s) who have questions about the program, or who consider declining EL services following the *Parent Refusal Documentation* form found on the eCSSS EL Resources website.⁷
- File written evidence of parental refusal using the *Parent Refusal Documentation* form and place in the student's EL folder/records.
- Determine what alternative types of services will meet the specific needs of the student withdrawn from LIEP, who will provide those services, and how this will enable the student to make academic and language development progress, e.g., RTI supports.
- Administer annual *ACCESS for ELLs 2.0* until the student has met the EL exit criteria.

Person(s) Responsible	Position Title(s)
Dalene Bee	<input type="checkbox"/> Principal
Kim Williamson	<input type="checkbox"/> VP in Charge of the EL Program
Erlinda Mauricio	<input type="checkbox"/> EL Coordinator/Teacher
Bruce Heidelk	<input type="checkbox"/> SSC
Other Teachers	<input type="checkbox"/> Other teachers

J. Program Staffing and Staff Development

PHIS adheres to the Department of Education's policy on affirmative action and equal employment opportunity in the recruitment, selection, and hiring of instructional and support staff for the EL Program. ESSA teacher qualification is an important requirement for hiring.

EL staff and faculty are encouraged to have 6 or more EL/multicultural credits to equip them with more strategies to

⁷ If a parent refuses LIEP services, the school still must ensure the student is provided meaningful access to school and their classes by providing similar ELD support via regular classroom teachers (who therefore should have ELD training, background and ability to address students' needs).

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support language minority students.

Goal 2 of the Three-Year Academic Plan 2017-2020 targets Staff Success to have the training, support and professional development to contribute effectively to student success.

Professional development is provided to the school staff to increase their knowledge, understanding, ability to use inclusive practices and multi-tiered supports to all students, including Special Education students, low income students and English learners.

The school believes that ***“When teachers excel, students thrive.”***

J1. Tasks:

- Provide the personnel and resources necessary to implement the LIEP.
- Hire EL staff in alignment with ESSA and HIDOE requirements.
- Inform and disseminate professional development information via meetings, bulletins, postings, emails, distributing information in teacher boxes, etc.
- Incorporate in-service training needs in the Academic Plan so all instructional staff will have basic, functional knowledge about the LIEP, procedures, and effective second language acquisition strategies.
- Maintain required federal payroll certifications for Title III or other federally funded programs.
- Ensure that the use of paraprofessionals to provide LIEP services that supplement services provided by qualified teachers can be done only if the paraprofessional is trained to provide services to the EL students and instructs under the direct supervision of a qualified teacher.
- Evaluate teacher, and adequate and appropriate materials for the LIEP (Administrator).

Person(s) Responsible	Position Title(s)
Kim Williamson Erlinda Mauricio	<ul style="list-style-type: none"> o VP In Charge of the EL Program o EL Coordinator/Teacher

J2. Professional Development:

Title III funds may be used to pay for EL-focused Professional Development (PD).

n/a

K. Parent/Community Engagement

Parent Notification letters, using the state-approved EL Notification Letter are sent within the 30-day time frame at the beginning of the school year. Letters are translated in a language that is best understood by the parents/guardians. This letter includes the English language proficiency, service category and available instructional service/setting for the student. Attached with this letter is a list of contacts for translators/interpreters that parents can look into for assistance. A copy of this list is posted in the school office bulletin board. The availability of translators/interpreters and how to get in touch is also posted in the school website, <http://pahoahis.org>.

School goals, programs, and activities can be accessed in the school website.

The school newsletter is issued monthly to update the students, parents and community agencies on activities and happenings in school. This newsletter is posted in the school website.

ACCESS for ELLs measures the EL students' English language proficiency. Parents are sent home a letter notifying them the score of their child in the English language proficiency. An interpretation guide is attached to the score.

The school maintains an open communication with the home and various community agencies and organizations to

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ensure that education efforts involve collaboration of the school, home, as well as the community.

Letters sent out to parents are written in a language they best understand or most followed up with oral interpretation of the written information. This usually done in phone conversations.

The school has language resources among the school staff. They can serve as interpreters/translators. They speak Ilocano, Tagalog, Hawaiian, Spanish, Russian, and Samoan.

K1. Tasks:

- Notify parents/guardians annually of placement in LIEP using the state approved EL Parent Notification Letter within 30 days at the start of the school year, or within 14 calendar days for students arriving after the start of the school year.
- Ensure parents and staff understand that interpretation or translation support must be provided (e.g., for vital documents) as needed, at no cost to parents.⁸
- Inform parents/guardians of assessments and procedures through meetings, letters, and/or newsletters in a language they can understand (at no cost to parents).
- Promote parent involvement in student's learning by having at minimum two LIEP related meetings annually, e.g., an EL orientation and specific EL parent involvement activities, or meeting on EL assessment results.⁹
- Inform parents of placement, any changes in classification or programming, progress, and/or when students are struggling or doing well.
- To the extent practicable, provide written information to parents in a language they understand, or free oral interpretation of the written information. If bilingual assistance is needed, use an interpreter (at no cost to the person in need of assistance).

There is no state-funded parent activity scheduled for this coming year.

Person(s) Responsible	Position Title(s)
Erlinda Mauricio All Teachers	o EL Coordinator/Teacher o All teachers

L. Transfer of EL Students and Student Record Profiles

Transfer of student records of students moving out of PHIS is done in a timely manner, upon request of the receiving school. Proper protocol is followed. Likewise, records of coming in students are requested. Release and receipt of records are documented and filed. EL Resource teacher is notified to help facilitate the smooth flow of the process.

L1. Tasks:

- Check eCSSS database at least weekly for transfer students and follow up with all procedures to send Parent Notification within 14 calendar days of first day of attendance.
- Check the eCSSS Language Discrepancy report to ensure that students who may be eligible for EL services and do not have a "potential" (K) EL status are referred and tested.
- Notify EL Resource Teacher to request EL folder from the sending school.
- Notify EL staff of new students in order to meet appropriate placement and parent notification timelines.
- Provide Student Record Profiles (EL folders) to receiving schools upon request.
- When files are requested via EL Resource Teachers, student files will be sent to the new school. These files include student report cards¹⁰ and ACCESS scores. More communication will occur as necessary.

Person(s) Responsible	Position Title(s)
Erlinda Mauricio	o EL Coordinator/Teacher

⁸ Title III funds may not be used for translation/interpretation support.

⁹ Holding two EL WSF-funded parent meetings allows a school to use Title III funds for additional parent engagement activities.

¹⁰ The eCSSS Student Summary Report, or other documentation can be downloaded annually and added to the EL Student Record Profile (SRP).

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June Sheffield Shirley Doctor	Registrar Registrar's Clerk
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M. End of the Year/Transitioning to Next School Level

i.e. elementary to middle, middle to high school

PHIS is a middle and a high school with only one EL Program. At the beginning of each school year, receiving teachers are provided with the list of EL students (with their ACCESS for ELLs scores and service category). The teachers are also provided with an interpretation guide for the scores. The type of service is dependent on their needs. The ACCESS scores will help inform instruction. PPT services are available for content area tutoring. ALL EL students are in inclusion classes/mainstream. EL/SPED are also in the inclusion classes or fully-self contained, as needed.

Needed information are provided to receiving schools about students who require continued services as well as exited or monitored students who require additional assistance.

Transfer of records will be done in coordination with the EL Coordinator/Teacher of the receiving/releasing school.

M1. Tasks:

- Provide for and/or participate in EL Transition meetings (e.g., sponsored by Complex Areas) or conversations to facilitate understanding of students' ELD needs across grades and schools (e.g. elementary to middle school, and middle school to high school).
- Provide information to receiving school about students who require continued services as well as Exited/Monitored students who require additional assistance.

Person(s) Responsible	Position Title(s)
Erlinda Mauricio	EL Coordinator/Teacher

N. Evaluate the Effectiveness of the LIEP

Student progress and achievement in ACCESS for ELLS and the Smarter Balanced Assessment (SBA), equal learning and participation opportunities in the general m education programs and activities are considerations. The school staff is fully aware of their role in the implementation of the EL Program. The WIDA ELP Standards are integrated into the school's curriculum. Teachers are using **sheltered instruction** to deliver services to students, particularly the EL students. EL PPTs give language support/assistance through **content area tutoring**. Teachers are collaboratively using the ACCESS for ELLs scores and WIDA ELP Standards to help inform instruction. These are supports to ensure that EL Program students achieve the expectations through supplementary instructional and acculturation activities.

Parent/Guardian and community engagement provide strong support to program implementation.

The effective use of the school's chosen LIEP supports the achievement of **Goal 1: Student Success - All students demonstrate that they are on a path toward success in college, career and citizenship.**

(PHIS Three-Year Academic Plan -2017-2020)

N1. Tasks:

- Utilize EL and other data as part of the Academic Review Team (ART), Data Teams, or other processes to determine the effectiveness of the LIEP, and that the program was reasonably provided to all EL students to acquire English proficiency and attain equal participation in the general education program within a reasonable period of time.
- School will take corrective measures to improve program, staffing, curricula, resources, etc. if there is a pattern of students' inability to demonstrate English progress and/or proficiency over time (e.g., students who become

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long-term ELs after five years of program inclusion). English language development progress and proficiency data (i.e., *ACCESS for ELLs 2.0* results) must be considered in particular, because a pattern of inability to make progress is likely limiting students' ability to access school, and puts them at risk for ultimately not graduating and being college and career ready.

- See the following website for additional information on program evaluation:
 - <https://ed.gov/about/offices/list/ocr/ell/implementation.html>
- Take corrective action based on CAS direction, accreditation, Title I, Title III, Complex Area, and/or state monitoring or support efforts to ensure needs of EL students are addressed.

Person(s) Responsible	Position Title(s)
Darlene Bee Kim Williamson Erlinda Mauricio	Principal VP In Charge of the EL Program EL Coordinator/Teacher