

Comprehensive English Learners (EL) Plan

(planning for SY 2022-23)

School Name and School Year:

Kau High and Pahala Elementary School
2022-2023

Contact Person:

Sharon Beck, Principal

- ☒ 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 the Individuals with Disabilities Education Act (IDEA).
- ☒ I, or my designee, will present this EL Plan to our faculty and staff on 07/28/22 (*insert date*), and documentation (agenda, handouts and sign in sheets) of this meeting 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 (Department) 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 Departments mission through instructional and acculturation activities to achieve the Strategic Plan goals. The program supports students' attainment of the Common Core State Standards, Next Generation Science Standards, and the Hawaii Content and Performance Standards 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

Principal's Name (printed)

Sharon Beck
SHARON BECK

Date

05-25-22

Comprehensive English Learners (EL) Plan

(planning for SY 2022-23)

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.

Ka'u High and Pahala Elementary School is a small, rural school located in the southern district of Ka'u in the town of Pahala on the island of Hawai'i. Ka'u is the largest geographic district in the state and encompasses 600,000 acres. The three major communities in the district are Pahala, Na'alehu-Waiohinu (located approximately 12 miles southwest of Pahala, including Mark Twain, Green Sands, and Discovery Harbor subdivisions), and Hawaiian Ocean View Estates/Ocean View Ranchos (located approximately 27 miles southwest of Pahala). Ka'u's resident population is 8948 with 52.8% of the population residing in the Hawaiian Ocean View Estates/Ocean View Ranchos area. The median age of the population in Ka'u is 41.8. The median household income in the Ka'u community is \$43,697 compared to the state's median household income of \$77,765. More than 32% are living below the poverty line.

Two schools that serve the district are Ka'u High and Pahala Elementary School (K-12), and Na'alehu Elementary School (PK-6, including district special education and related services preschool program). As of October 25, 2021, there are 554 students enrolled at KHPES. Currently, 20.07% of the students enrolled at Ka'u High and Pahala Elementary School are English Language Learners, with 10% of those students faring at the three lower levels of proficiency (Entering, Emerging, and Developing) as determined by the annual WIDA Access test. The percentage of ELL students has shown a slight increase of 2.1 % over the past three years and has grown within the 15% - 21% range of the total population. There has been a slight increase in the number of Spanish-speaking students. 10.85% of the students at Ka'u High and Pahala Elementary have Individualized Educational Programs (IEP) per the Individuals with Disabilities Education Act (IDEA).

KHPES is a rural school and it faces unique and complex challenges, such as quality teacher retention, geographical and financial issues. The nearest community college and the four-year university is located fifty-two miles from Pahala on the east side of the district. On the west side of the district, the nearest community college is about sixty miles from Ocean View. 18.7% of the Ka'u's population have a Bachelor's degree or higher. A number of KHPES students have a far commute to and from school. These complex challenges have fostered two thriving programs at KHPES.

Due to geographical and financial issues, access to learning became a critical need for many of our families who do not have wifi. KHPES worked diligently to come up with a system to provide for these needs so our students had opportunities for learning. Two primary goals for this system were to ensure students received their materials for learning and were provided with the opportunity for wifi access. As a result, the Student Success Coach's focus shifted to establishing and maintaining hubs to provide wifi opportunities, and provide house to house delivery of items in rural areas (when families were unable to access the materials due to lack of transportation), and communicating with families. Teams of administrators, teachers, and counselors supported these efforts. Currently in operation is the hub at St. Jude's Episcopal Church and the upcoming opening of the Ocean View Community Center is an expansion of this service.

KHPES has launched a new, innovative initiative called the **Ka'ū Global Learning Lab (KGLL)**. The KGLL is a comprehensive and holistic Community Resilience Model with the vision of a vibrant, thriving, and sustainable Ka'ū; based on the belief that the foundation of any successful community is learning. Our KGLL strategy is to synergize the best knowledge, resources and influencers globally and locally through a collaboration of **civic leaders, business partners, industry innovators and educational visionaries** who provide access to **knowledge, resources, capital, partnerships and opportunities** to ensure the success, sustainability and innovation of the Ka'ū community into the future. The four major outcomes of the KGLL are 1) the new KHPES Academies, 2) the development of a Community Learning Hub, 3) the establishment of global youth leadership opportunities, and 4)

Comprehensive English Learners (EL) Plan (planning for SY 2022-23)

harnessing resources and infrastructure to support sustainable community enterprise so our people can live, work, play, and thrive in Ka'ū.

Our **Ka'ū GLL** partners include the State of Hawai'i, Hawai'i County Mayor's Office, Hawai'i Executive Collaboration, KTA Superstores, Department of Education, Castle Foundation, Freeman Foundation, Strada Impact, Y. Hata Ltd., Hawai'i Agricultural Foundation, and MyFarm Japan. Our **Community Partners** thus far include Ka'ū Valley Farms, Kuahiwi Ranch, Bee Boys, Hawaiian Mac Nut Services, Navarro Coffee Farms, The Nature Conservancy, Hawai'i Wildlife Fund, Ace Hardware Nā'ālehu, Food Corps, Food Ingredient and Health Research Institute, Sustainable Biosystems LLC, Nalo Farms and Parker Ranch. Our **Education Partners** include Hawai'i Community College, Claremont McKenna College, Punahou School, and the University of Hawai'i. Our **Consultant Partners** include Dr. Steve Ventura (Student Achievement - Advanced Collaborative Solutions), Dr. Anita Archer (Explicit Instruction - Literacy & Reading), Dr. Jay Steele (National Career Academy Coalition (NCAC), Steele Dynamics), Dr. Kelly Henderson (NCAC, Academy Teams, Project Based Learning), Dr. Nicole Cobb (NCAC, Academy Counseling), and Wesley Yuu (Yuureka Math, Instruction and Learning Support), a former Hawai'i DOE Math Teacher and Content Specialist.

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

In order to address equity, groups and their identified needs are being targeted through intentional scheduling and placement. The 2022-2023 Action Plan indicates the goal to increase the percentage of EL students on track to English proficiency from 9% to 35% . The goal will be realized through certain enabling activities like intentional EL placement/scheduling, ELD courses, provide opportunities for teachers to earn their Sheltered Instruction Qualification and MTSS/CORE RTI. The EL Department's goal is aligned with the AcPlan as it also envisions to have ELs improve in their interpretive domains (Listening and Reading) and expressive domains (Speaking and Writing) as measured by the annual Access for ELs testing and their progress in their courses as reflected by their grades.

Elementary (K-6) ELs are supported through Sheltered Instruction and a combination of ELD/ESL push-in and pull-out. Sheltered instruction aims to help English Learners (ELs) gain academic English while learning content knowledge. The Wonders ELD Curriculum is being utilized in the elementary level.

Middle Schools (7-8) and High School (9-12) ELs are receiving support through Newcomer's Course, Content-based ESL (J class) courses, ELD/ESL courses and push in, depending on the current overall language level and academic performance of the ELs. First-Year ELs who just arrived to the US are scheduled in a Newcomer's Course in addition to their other courses to provide them individualized support. Newcomer's, entering and emerging levels of ELs are scheduled in Content-based ESL (J class) courses with an EL Teacher both certified and highly qualified to teach both the content and English as a Second Language. In addition, they also receive support through push-in services or inclusion. Developing and Expanding levels of ELs are in the general education classroom and are scheduled in a Dedicated ELD/ESL course with an EL teacher. Monitored ELs are being monitored by the EL coordinator. The Newcomer's Course utilizes the ACCESS Newcomers, ACCESS English and ELD Routines (developed by the KKP Complex) as the curriculum. The Content-based ESL (J) Courses are a combination of the Sheltered Core Content Curriculum (Springboard), and other EL resources like ACCESS English. Imagine Learning Language and Literacy is also utilized as a supplemental resource.

Currently, there are 2 full-time EL Teachers and 1 half-time serving ELs K to 12 and the school is looking towards hiring another EL Teacher.

<p>A3: Intermediate Measures to Monitor [Leading indicators - Monthly (not less than quarterly)]</p>	<p>A4: Year End Goals [e.g., English Language Proficiency (ELP) progress and proficiency rates, Smarter Balanced Assessment (SBA), Science, etc.]</p>

Comprehensive English Learners (EL) Plan (planning for SY 2022-23)

<p>Pacing guides shall include English Language Development Standards (ELD).</p> <p>Informal observations shall focus on making sure students have opportunities to listen, read, speak and write in every class, across grade levels and content areas. Observations by coaches and administration will be done quarterly at a minimum.</p> <p>CFA data during school PLC's shall indicate assessments are aligned to standards. Rubrics will be created by the group of teachers within the same content area or grade level which will be utilized in evaluating and grading students' works. Strategies to achieve whatever goal has been set will be agreed upon by the group. During PLC's student works are being evaluated through the rubrics. The determined students' strengths and weaknesses will inform next steps such as adjustment in the strategies, pacing or the kind of support each student needs. Data will be tabulated and reflection will be made by the teachers at the end of each cycle or the school year.</p>	<p>EL students are expected to increase their current overall language scores or their current proficiency level that will be measured by the comparative results of the 2022 ACCESS for ELs scores and 2023 ACCESS for ELs scores.</p> <p>Exited students are expected to be performing at par with all non-English peers on the STAR and SBA.</p>
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B. Identification and Initial Assessment

Students are considered potential EL Program students, if the SIS-10W that is accomplished by the parent/s or guardian/s shows that student's first acquired language, most spoken language at home or most often used is other than English. Laurie Strand (registrar) or Jaime Kaluau (registrar's clerk) then notify Pinky Grace Francisco (EL coordinator) on any potential EL. The EL coordinator then checks the student's status in Infinite Campus and if it's a potential EL, the EL coordinator or any trained/certified WIDA Screener Test Administrator will be administering the WIDA Screener. Potential EL students can also be referred by any school staff, anytime during the year. A Home Language Survey will be given to the student for language verification.

Initial assessment is completed in a timely manner using the WIDA Screener. Scores are entered in Infinite Campus. When EL Program service is entered, an Initial Parent Notification Letter is sent home, to be signed by the parent or guardian and then filed in the Student Record Profile. The Native Language Proficiency Assessment is also administered through an interview with the student by a bilingual individual and the EL coordinator or interview with the parents or guardian.

B1. Tasks:

- Enroll all students in school regardless of students' (or their parent(s)/guardian(s)) 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*, it is processed correctly into the Student Information System (new SIS) (aka, Infinite Campus (IC)). 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.

Comprehensive English Learners (EL) Plan
(planning for SY 2022-23)

Person(s) Responsible	Position Title(s)
Laurie Strand Jaime Kaluau	Clerk Registrar's Clerk
B2. Task: <ul style="list-style-type: none"> Referral of Potential EL (outside of the enrollment process, or when a 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	Any school staff
B3. Task: <ul style="list-style-type: none"> Send HLS to parent(s)/guardian(s) for verification if needed. 	
Person(s) Responsible	Position Title(s)
Pinky Grace Francisco	EL Coordinator
B4. Tasks: <ul style="list-style-type: none"> Administer the WIDA Screener (Grades K-12) 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 Parent Notification from IC and send Parent Notification home within the same time frame. 	
Person(s) Responsible	Position Title(s)
Pinky Grace Francisco Thomas Ralston Evelyn Sasamoto	EL Coordinator EL Teacher EL Teacher
B5. Tasks: <ul style="list-style-type: none"> Coordinate the administration of the Native Language Proficiency (NLP) assessment in the student's designated language for Grades K-12 for students scoring proficiency level one (1) or two (2) in listening or speaking on the WIDA Screener (and any previous years Kindergarten students scoring 10 or below in oral proficiency on the W-APT). If applicable, administer the NLP assessment and record scores in IC from the NLP form within 45 days of the first day of attendance or referral. Consult with classroom or grade level teacher(s), Special Education (SPED) teacher, and/or Student Services Coordinator (SSC) about EL students who appear to have needs, in addition to second language acquisition. If SPED is a consideration, follow guidance in the Referral, Evaluation and Eligibility Guide and contact the SPED Program for support. 	
Person(s) Responsible	Position Title(s)
Pinky Grace Francisco Thomas Ralston Evelyn Sasamoto Alicia Ramos School Staff who could speak the student's native language/Language Resource	<ul style="list-style-type: none"> o EL Coordinator o EL Teacher o EL Teacher o PTT

C. Program Placement and Reporting

C1. Tasks: <ul style="list-style-type: none"> Determine program placement for the student based on the student's 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

Comprehensive English Learners (EL) Plan (planning for SY 2022-23)

<p>ensure students will exit in a reasonable period of time (e.g., within 5 years).</p> <ul style="list-style-type: none"> Report and update assessment data, LIEP Type and Instructional Setting accurately in IC. 	
Person(s) Responsible	Position Title(s)
Pinky Grace Francisco Thomas Ralston Evelyn Sasamoto Alicia Ramos Aina Akamu Meaghan Harris Deborah Dickerson Regina Blanchard-Walker Laurie Strand	<ul style="list-style-type: none"> EL Coordinator EL Teacher EL Teacher PTT Director for Curriculum and Instruction Counselor Elementary Counselor Middle School Counselor High School Counselor Registrar EL Teachers in consultation with other teachers, and counselors

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)* (Refer to [EL Guidance Manual](#)(Manual), ii Legal Basis

In the sections below, describe your school's LIEP. Department LIEP descriptions can be found [here](#). Please describe in detail, the:

- LIEP type, Second Language Acquisition Strategies, ELD materials, EL staffing, and general ELD staff qualifications. In your description:
 - Explain how the LIEP provided to ELs augments what support is provided to all general education students; and
 - Describe any connecting, enabling activities from the Academic and Financial (Ac/Fin) Plan. Consult the Comprehensive Needs Assessment, Accreditation Report, and EL data (ELP Progress, Proficiency, SBA, Star, Imagine Language and Literacy, Galileo screener, Achieve, student grades, etc.).
- 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:	Funding (\$)	Source
D1. LIEP Provide required EL services for all identified ELs. EL students who are identified based on their <i>ELP level</i> require different kinds and levels of support to address the five WIDA Standards , in the various language domains of <i>speaking/writing</i> , and <i>reading/listening</i> . 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 and EL services to ensure meaningful access to school, and to ensure literacy development. <ol style="list-style-type: none"> Describe your LIEP type, including description of the model, not just the title. <ol style="list-style-type: none"> Link to LIEP Program Descriptions 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 Ac/Fin Plan. Describe schoolwide, evidence-based second language acquisition strategies (i.e. Project GLAD® strategies, etc.). 		
a.		

Comprehensive English Learners (EL) Plan

(planning for SY 2022-23)

<p>Elementary (K-6)</p> <p>K-6 EL students are supported through Sheltered instruction and ELD/ESOL Course by an EL Teacher(push-in and pull-out). Sheltered Instruction is an approach to support ELs with strategies to help students learn academic language and content at the same time. Lessons are in English but allows translanguaging, code-switching and translating in the student's native language to address language barriers. The ELD/ESOL Course is taught by an EL Teacher which is both licensed and highly qualified in the Grade Level and content. The EL Teacher do push in specialized content based language instruction during certain hours of the day and pulls the ELs out by cluster during their Specials/Intervention Period, utilizing the Reading Wonders ELD Curriculum.</p> <p>Secondary (7-12)</p> <p>First-year ELs are enrolled in a Newcomer Program which is taught by a licensed and highly qualified TESOL Teacher. The course is utilizing the ACCESS Newcomers Curriculum and other ESL resources to offer language, cultural, social and academic supports such as basic literacy, mathematical literacy skills, and academic content. This program is more geared towards helping students gain Basic Interpersonal Communication Skills (BICS) so they could survive in the general education setting.</p> <p>Entering and Emerging Levels of ELs in the Secondary setting are supported in a Content-based ESL Class. The EL Teachers are both licensed/highly qualified to teach both the grade level and the content(English Language Arts and English as a Second Language). Most classes are utilizing the Springboard Curriculum, merging both the Hawaii Content Standards and WIDA Language Development Standards. The EL Teachers also use other resources like ACCESS English textbooks and Imagine Learning Language and Literacy program as supplementary materials.</p> <p>Developing and Expanding Levels of ELLs are in an Dedicated ELD/ESL Course taught by an EL Teacher licensed and highly qualified to teach English as a Second Language. The curriculums being used are a mix of ACCESS English, Imagine Learning, ELD Routines(created by the District Office), English 3D and other supplementary materials to deliver targeted instruction to the ELs to help them develop academic language across content areas.</p> <p>b. Grade level content is made accessible to students using scaffolding and differentiation strategies, including modeling, use of visual supports,graphic organizers, sentence frames, word bank, activities and materials according to students' English language proficiency levels, chunking, giving sufficient time to think and practice, and other EL strategies that works with specific ELs. Content area teachers are also asked to refer to the CAN DO Descriptors to be aware of what an EL in a specific language level can do and how they could help them to progress to the next level. School-wide expectations also include embedding language focus in lessons and activities that involve listening, reading, speaking and writing opportunities are offered to build on Cognitive Academic Language Proficiency (CALP). If the need arises, an EL Teacher provides one-on-one instruction and intervention to an EL.</p> <p>c. Teachers use researched-based strategies like SIOP, GLAD, best practices to</p>		
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Comprehensive English Learners (EL) Plan (planning for SY 2022-23)

<p>help students gain academic language while learning content knowledge. Teachers are also aware of the Silent Period of ELs and the time/processing time that they need before answering a certain question. Translanguaging and code-switching are also encouraged to build schema. Elementary is using Reading Wonders ELD and the Secondary Level is using Springboard Curriculum with the intended EL support embedded.</p>		
<p>D2. LIEP Staffing</p> <p>LIEP staff must meet the ESSA teacher qualification requirements.¹</p> <ol style="list-style-type: none"> Describe the qualifications of your EL staff and/or the training they have received to help support the needs of ELs (e.g., to meet Sheltered Instruction Qualification, Project GLAD®, SIOP, and other PDs). Describe the training and qualifications of all instructional staff that will provide support to meet the needs of ELs. <ol style="list-style-type: none"> Note, the training and qualifications of your teachers should match the school's chosen LIEP type listed in D1 a/b/c above, e.g., if you say your program is "Sheltered Instruction," then staff should be trained in Sheltered Instruction. <p>a. The EL Coordinator and EL Teacher 7-8, Pinky Grace Francisco is a licensed teacher in English Language Arts 6-12 and Teaching English as a Second Language K-12. In addition, she has received multiple PD credits on ESL-related PD offerings.</p> <p>The K-6 and 9-10 EL Teacher, Thomas Ralston is licensed in Elementary Education and has a Masters in TESOL. In addition, he has attended ESL-related PDs offered by HIDEOE.</p> <p>The 11-12 EL Teacher, Evelyn Sasamoto is licensed to teach Social Studies 6-12, TESOL K-12 and Japanese 6-12.</p> <p>The part-time EL Teacher Alicia Ramos has a Bachelor's degree in Agriculture. She also has taken multicultural and ESL-related workshops and training.</p> <p>b. All the EL teachers are licensed and highly qualified to teach English as a Second Language. All the EL Teachers are multilinguals and has experiences working with linguistically diverse students.</p>	<p>\$ 195, 879 for 3 EL Teachers</p> <p>\$ 17,159 for EL Part Time Teacher</p>	<p>WSF</p>
<p>D3. LIEP ELD Materials</p> <ol style="list-style-type: none"> Describe the WSF-funded EL Materials (e.g., WIDA Prime examples) to address the five (5) WIDA Standards that are aligned to the selected core content curricula.² Describe how the selected ELD curriculum materials will help prepare students to meaningfully access the core curriculum in the four (4) core content areas, at minimum, and which staff has been/or will be trained in the use of these materials.³ 		

¹ State requirements pursuant to Every Student Succeeds Act (ESSA) requires Teaching English to Speakers of Other Languages (TESOL) licensure by EL staff.

² Lower ELP level EL students in particular need additional ELD curricular resources to develop language to ensure they have meaningful access to school. Students at Level 4-5 may benefit most from sheltered ELD practices, with specific focus on academic language and literacy development focus in particular.

³ If the selected supplemental ELD materials are aligned to WIDA standards, e.g., as demonstrated via the [WIDA PRIME](#) review.

Comprehensive English Learners (EL) Plan (planning for SY 2022-23)

<p>a. The elementary (K-6) utilizes the Reading Wonders ELD Curriculum to support ELs.</p> <p>Grades 7-12 Content-based ESL (ELA J) Courses utilize the Springboard Curriculum and other supplementary materials like ACCESS English and Imagine Learning Language and Literacy.</p> <p>The Newcomers Program uses the ACCESS Newcomers Curriculum, ELD Routines created by the District EL Resource Teachers and Imagine Language and Literacy.</p> <p>The Dedicated ESL/ELD Courses make use of the ELD Routines and other ESL resources available online. It also reinforces lessons in English Language Arts.</p> <p>b. The EL Teachers are well-versed with the Springboard Curriculum especially that they also do push-in courses with the ELA general education teachers. The EL Teachers are also trained in utilizing the ELD Routines created by the District resource persons. The curriculums provide multiple opportunities to develop the receptive domains of listening and reading and the productive domains of speaking and writing. J Courses are merging both the ELA Standards and WIDA ELD Standards and ELs are provided with a lot of scaffolds and support to help them access the content. The exposure to academic language in Newcomers Program and Dedicated ELD/ESL Courses also prepares students to access the other content areas since the curriculums are using Science, Math, Social Studies and ELA texts/articles in most of the lessons.</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.</p> <p>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 support.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 understands this. 		

schools may reference the review, and only need to describe the alignment and how the selected ELD materials will support students access to the core content curricula, e.g., Wonders, Springboard, Origo, etc.

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

Comprehensive English Learners (EL) Plan (planning for SY 2022-23)

<p>a.</p> <p>Elementary (K-6) K-6 EL students are supported through Sheltered instruction and ELD/ESOL Course by an EL Teacher(push-in and pull-out). The ELD/ESOL Course is taught by an EL Teacher which is both licensed and highly qualified in the Grade Level and content. The EL Teacher does push-in specialized content based language instruction during certain hours of the day and pulls the ELs out by cluster during their Specials/Intervention Period, utilizing the Reading Wonders ELD Curriculum.</p> <p>Secondary (7-12) First-year ELs are enrolled in a Newcomer Program which is taught by a licensed and highly qualified TESOL Teacher.</p> <p>Entering and Emerging Levels of ELs in the Secondary setting are supported in a Content-based ESL Class. The EL Teachers are both licensed/highly qualified to teach both the grade level and the content and English as a Second Language.</p> <p>Developing and Expanding Levels of ELLs are in an Dedicated ELD/ESL Course taught by an EL Teacher licensed and highly qualified to teach English as a Second Language. The curriculums being used are a mix of ACCESS English, Imagine Learning, ELD Routines(created by the District Office), English 3D and other supplementary materials to deliver targeted instruction to the ELs to help them develop academic language across content areas.</p> <p>In the secondary setting, the self-contained class only happens in one instructional block so the ELs are still in the general education setting with their non-EL peers in most instructional times of the day.</p> <p>b. All Sheltered Instruction and Content-based ESL(J) Courses are merging WIDA ELD Standards to Common Core State Standards. With the presence of the Comprehensive Literacy State Development Grant, there is a focus on providing opportunities for students to listen, read, speak and write in every class across grade levels and content areas.</p> <p>Dedicated ELD and ESL Courses are done by clusters in the elementary and by grade level in the secondary. It targets the deficiencies of individual ELs in the different language domains.</p> <p>c. Spanish ELs are allowed to use google translate within their classes. Teachers are also translating the directions and materials in their native language. One EL Teacher also speaks Spanish and does one-on-one with the newcomer Spanish students. Another EL Teacher could speak Ilokano and Tagalog and could communicate effectively with ELs with these languages. We allow the use of google translate for translation purposes for all other languages. For Marshallese, the teachers make use of other Marshallese ELs as a resource in the classroom. They are the ones translating with the other Marshallese because of the absence of google translate in Marshallese.</p> <p>All classrooms also allow translanguaging and code-switching so ELs can access the content.</p>		
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Comprehensive English Learners (EL) Plan (planning for SY 2022-23)

<p>b. Grade level content is made accessible to students using scaffolding and differentiation strategies, including modeling, use of visual supports, graphic organizers, sentence frames, word bank, activities and materials according to students' English language proficiency levels, chunking, giving sufficient time to think and practice, and other EL strategies that works with specific ELs. Content area teachers are also asked to refer to the CAN DO Descriptors to be aware of what an EL in a specific language level can do and how they could help them to progress to the next level. School-wide expectations also include embedding language focus in lessons and activities that involve listening, reading, speaking and writing opportunities are offered to build on Cognitive Academic Language Proficiency (CALP). If the need arises, an EL Teacher provides one-on-one instruction and intervention to an EL.</p> <p>c. Teachers use researched-based strategies like SIOP, GLAD, best practices to help students gain academic language while learning content knowledge. Teachers are also aware of the Silent Period of ELs and the time/processing time that they need before answering a certain question. Translanguaging and code-switching are also encouraged to build schema. Elementary is using Reading Wonders ELD and the Secondary Level is using Springboard Curriculum with the intended EL support embedded.</p>		
<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: 40px;">a. Identify and describe ELO information and materials. Describe in detail the targeted content area and ELD 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 the Complex Area EL RT:</p> <p>[X] No [] 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 Ch 9, Title III Federal Funding section in the Manual, and 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 OSSS Title III, 30 days prior to beginning of the school ELO. ○ If you are not attaching forms, briefly describe your Title III ELO Plan supplemental to your Core LIEP above: 		

Comprehensive English Learners (EL) Plan

(planning for SY 2022-23)

Person(s) Designated	LIEP Position Title(s) & ESSA/TESOL Qualifications to Address Needs of ELs ⁵	Funding (\$) Total	Source
			WSF
			Title III
Team Responsible for Core LIEP Elements Above and Integration into Academic and Financial Plan		Position Title(s)	
Sharon Beck Jason Britt Leitutolu Rasmussen Aina Akamu Laurie Strand Sonja Caldwell Liza Saplan Pinky Grace Francisco Drew Tunstall Catherine Williams Carma Hanshew Deksilyn Navarro Taylor Stokesbary Lorine Kirimaua-Sua Beatriz Ramos-Jimenez Chayanee Brooks		<ul style="list-style-type: none"> • Principal • Vice Principal • Vice Principal • Director of Curriculum and Instruction • Registrar • Data Specialist • SASA • EL Teacher/Coordinator • Student Services Coordinator⁶ • Curriculum Coach • Curriculum Coach • Curriculum Coach • Elementary Chair • Middle School Chair • Grade 9-10 Chair • Grades 11-12 Chair 	

E. Reassessment and Re-categorization

E1. Tasks:

- Monitor students that have already exited from the LIEP for two (2) years to ensure students were not prematurely exited and that any academic deficits are being addressed. IC 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., not being college or career ready.
 - o If the need for administration of annual reassessment is identified, administer the state's authorized 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 the 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 IC and/or other documentation (as needed) to determine if there is a change in ELP/service category.
- Input new information on IC, 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 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)].

⁵ If teachers do not meet Hawaii ESSA license requirements in the 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 (1) licensed TESOL teacher to provide oversight and direction to LIEP staff, e.g., SSC, or EL Coordinator, etc.

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

Comprehensive English Learners (EL) Plan (planning for SY 2022-23)

- Ensure coordination with the SPED department if alternate assessments are applicable, and/or accommodations are needed.

Person(s) Responsible	Position Title(s)
Pinky Grace Francisco	EL Teacher/Coordinator

F. IDEA or Section 504 Referral Process for EL Students

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 SSC. A decision is made whether services should be coordinated by the school. The school tracks and monitors a student through the CSSS. This process provides timely and appropriate support services in addition to classroom support. 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 to 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 the 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, or orthopedically impaired).

Person(s) Responsible	Position Title(s)
Sharon Beck Jason Britt Aina Akamu Drew Tunstall Arhianrhod Vannewkirk Pinky Grace Francisco All instructional staff, counselors, Student Support Team	<ul style="list-style-type: none"> o Principal o VP o Director of Curriculum and Instruction o SSC o SPED Department Head o EL Coordinator o All instructional staff, Student Support Team

G. Exiting

G1. Tasks:

- Follow established procedures to exit students in each existing status code ("I," "L," and "M").
- Before the end of the school year:
 - o Review IC and annual assessment results to ensure that all conditions for exiting have been satisfied prior to exiting a student from the LIEP.
 - o Generate and confirm Exit Letter on IC and send Exit Letter to parent(s)/guardian(s) along with a copy of *ACCESS for ELLs 2.0* scores.
 - o Send exit documentation (i.e., photocopies of Exit Letter and Action Code 03 Form) to EL Resource Teacher.
 - o Place all exit documentation in the student's hard copy EL file and in the student's cumulative (cum) folder.
 - o Work together with teachers to ensure that a student who has met all the exit criteria will transition into the

Comprehensive English Learners (EL) Plan (planning for SY 2022-23)

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 support during this important transition.

- o 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 (2) years. Monitoring consists of consultations with data teams, checking LDS risk indicators, 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 in the student's EL folder (e.g., LDS reports, photocopies of report cards, and other documentation; as appropriate).

Person(s) Responsible	Position Title(s)
Pinky Grace Francisco	<ul style="list-style-type: none"> o EL Teacher/Coordinator o All teachers, as necessary

H. Monitoring & Transition of EL Students

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 Initially Functionally English Proficient and excited students by consulting with core content teachers, checking report cards and/or LDS, IC for grades of Developing Proficiency (DP) (standards-based reporting)/C (traditional) or better in the core content areas. Note, if students struggle and have a lot of 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 the student to LIEP for additional services in the area of need. If it is not due to language (e.g., teacher is unable to support students), determine the next steps to provide appropriate services based on existing CSSS student focus team guidance and process found in the *Manual* 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)
Sharon Beck Jason Britt Aina Akamu Pinky Grace Francisco Thomas Ralston Evelyn Sasamoto Alicia Ramos Meaghan Harris Deborah Dickerson Regina Blanchard-Walker Laurie Strand All teachers	<ul style="list-style-type: none"> o Principal o Vice Principal o Director of Curriculum and Instruction o EL Coordinator o EL Teacher o EL Teacher o EL PTT o Elementary Counselor o Middle School Counselor o High School Counselor o Registrar

I. Parent Refusal of EL Services

The EL Coordinator/Teacher informs the parent/guardian, 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

Comprehensive English Learners (EL) Plan (planning for SY 2022-23)

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 in the Manual⁷
- File written evidence of parental refusal using the *Parent Refusal Documentation* form and place it 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., Hawaii Multi-tiered Systems of Support/Response to Intervention supports.
- Administer annual *ACCESS for ELLs 2.0* until the student has met the EL exit criteria.

Person(s) Responsible	Position Title(s)
<ul style="list-style-type: none"> • Sharon Beck • Jason Britt • Aina Akamu • Drew Tunstall • Pinky Grace Francisco • Other Teachers 	<ul style="list-style-type: none"> o Principal o Vice Principal o Admin incharge of the EL Program o SSC o EL Coordinator o Other teachers

J. Program Staffing and Staff Development

Kau High and Pahala Elementary School 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 qualifications like TESOL license or TESOL credits are important requirements during the hiring process.

Goal 2 of the Three-Year Academic Plan 2021-2024 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 support to all students, including Special Education students, economically disadvantaged students and English Language Learners.

J1. Tasks:

- Provide the personnel and resources necessary to implement the LIEP.
- Hire EL staff in alignment with ESSA and department 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.
- Conduct teacher evaluations, and ensure adequate and appropriate materials for the LIEP Administrator.

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).

Comprehensive English Learners (EL) Plan

(planning for SY 2022-23)

Person(s) Responsible	Position Title(s)
<ul style="list-style-type: none"> o Sharon Beck o Jason Britt o Aina Akamu o Lisa Saplan o Drew Tunstall o Pinky Grace Francisco 	<ul style="list-style-type: none"> o Principal o Vice Principal o Director of Curriculum and Instruction o School Administrative Services Assistant o Student Services Coordinator o EL Coordinator
J2. Professional Development: Title III funds may be used to pay for EL-related Professional Development (PD) opportunities.	

K. Parent/Community Engagement
K1. Tasks: <ul style="list-style-type: none"> • Notify parent(s)/guardian(s) 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 parent(s)/guardian(s) 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 parent(s)/guardian(s) of assessments and procedures through meetings, letters, and/or newsletters in a language they can understand (at no cost to parent(s)/guardian(s)). • Promote parent(s)/guardian(s) involvement in student's learning by having at minimum two (2) LIEP related meetings annually, e.g., EL orientation and specific EL parent involvement activities, or a 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 parent(s)/guardian(s) in a language they understand, or a 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). <ol style="list-style-type: none"> 1. There is no state-funded parent activity scheduled for this coming year. 2. Parent Notification letters are sent within the 30-day time frame at the beginning of the school year or within 14 days upon EL's enrolment. 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. <p>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 assessment. An interpretation guide is attached to the score.</p> <p>The school maintains an open communication with the home and various community agencies and organizations to ensure that education efforts involve collaboration of the school, home, as well as the community.</p> <p>Letters sent out to parents are written in a language they best understand or most followed up with oral interpretation of the written information through phone conversations.</p>

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

⁹ Holding two (2) EL WSF-funded parent meetings allows a school to use Title III funds for additional parent engagement activities.

Comprehensive English Learners (EL) Plan (planning for SY 2022-23)

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

All school activities and other announcements are posted in khpes.org and are sent through a robocall to all parent/guardian's phone numbers.

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

Person(s) Responsible	Position Title(s)
Aina Akamu Robynn-Ann Brown Pinky Grace Francisco All Teachers	<ul style="list-style-type: none"> o Director of Curriculum and Instruction o Parent-Community Networking Coordinator o EL Coordinator o All Teachers

L. Transfer of EL Students and Student Record Profiles

Transfer of student records of students moving out of Kau High and Pahala Elementary School is done in a timely manner, following proper protocol or processes, upon request of the receiving school. Likewise, records of students enrolling are requested. Release and receipt of records are documented and filed.

L1. Tasks:

- Check IC database at least weekly for transfer students and follow-up with all procedures to send Parent Notification within 14 calendar days of the first day of attendance.
- Check the IC Department EL Language of Students Report or Timeline Monitoring 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)
Pinky Grace Francisco Laurie Strand Jaime Kaluau	<ul style="list-style-type: none"> o EL Coordinator o Registrar o Registrar's Clerk

M. End of the Year/Transitioning to Next School Level

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

KHPES is a K-12 School with only one EL Program, but different Language Instruction Educational Programs. 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.

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

¹⁰ LDS MMSS Report, Student Marks, or other educational documentation can be downloaded annually and added to the EL SRP.

Comprehensive English Learners (EL) Plan (planning for SY 2022-23)

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)
Laurie Strand Jaime Kaluau Pinky Grace Francisco Thomas Ralston Evelyn Sasamoto Alicia Ramos All teachers	Registrar Registrar's Clerk EL Coordinator EL Teacher EL Teacher EL Part time Teacher

N. Evaluate the Effectiveness of the LIEP

Different sources of data are collated like students' progress/performance, scores in the ACCESS for ELLS, the Smarter Balanced Assessment (SBA), STAR Reading and Math Assessments and teachers' input are considerations in the evaluation of the effectiveness of the Language Instruction Educational Programs.

N1. Tasks:

- Utilize EL and other data as part of the Academic Review Team, 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.
- The 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 long-term ELs after five (5) years of program inclusion). ELD 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:
 - [Developing ELL Programs: Implementation](#)
- 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)
<ul style="list-style-type: none"> ◦ Sharon Beck ◦ Jason Britt ◦ Leitotulo Rasmussen ◦ Aina Akamu ◦ Sonja Caldwell ◦ Pinky Grace Francisco 	<ul style="list-style-type: none"> ◦ Principal ◦ Vice Principal ◦ Vice Principal ◦ Director of Curriculum and Instruction ◦ Data Specialist ◦ EL Coordinator

Note: The "Person(s) Responsible" sections above must all be filled in, along with the necessary school-specific information.