

COMPREHENSIVE English Language Learners (ELL) PLAN

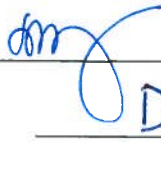
School Year: SY15-16

School: Waianae High

Contact Person: Saofai P. Lowe (ELL Coordinator/Teacher)

- I have reviewed this Comprehensive ELL Plan. This Plan represents the ELL program that will be implemented at my school for the 2015-16 school year. There will not be any unnecessary segregation of ELL students. ELL 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 ELL students also identified for services under Section 504 and IDEA.
- I, or my designee, will present this ELL plan to our faculty and staff on _____ (please indicate a specific date) and documentation (agenda, handouts and sign in sheets) of this meeting will be kept on file.
- I confirm the Areas of Responsibility included in this ELL Plan are:
 - Identification and Initial Assessment
 - Program Placement and Reporting
 - Instruction
 - Reassessment and Re-categorization
 - IDEA or Section 504 Referral Process for ELL Program Students Monitoring
 - Exiting
 - Parent Refusal of ELL Services
 - Program Staffing and Staff Development
 - Parent/Community Involvement
 - Transfer of ELL Students and Student Record Profiles
 - End of the Year Transitioning to Next School Level
 - Evaluate the Effectiveness of the ELL Program
- I confirm:
 - Our school's ELL Program Goals and Objectives align with the Hawaii State Department of Education's (HIDOE's) Strategic Plan, Goals and Objectives.
 - The school's English Language Learner Program helps to assure equal access to educational opportunities for linguistically diverse students. The ELL Program supports HIDOE's mission through supplementary instructional and acculturation activities. The program supports students' attainment of the Hawaii Content and Performance Standards (HCPS) / Common Core State Standards (CCSS) through the World Class Instructional Design and Assessment (WIDA) English Language Development (ELD) Standards.
 - Differentiated and/or modified instruction is 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 to meet the needs of individual students.

Principal's Signature



Date

9/28/15

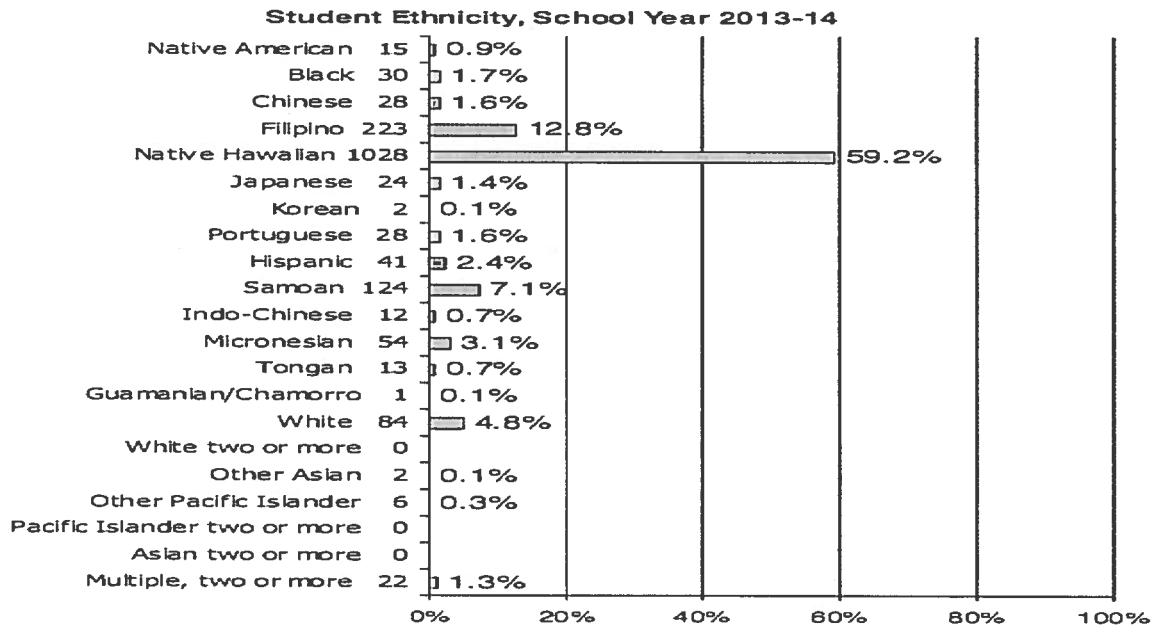
Principal's Name (printed)

Disa Hauge

Overall School Description, Vision, and Goals for the ELL Program

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

Wai`anae High School is located on the Leeward Coast of `Oahu, 35 miles from Honolulu. Eighteen hundred strong, students come from the rural communities of Ma`ili, Wai`anae kai, Wai`anae uka and Makaha. About seventy percent are on free and reduced lunch, five percent are limited English proficient, and fifteen percent are in Special Education programs. The student population at Waianae High School (WHS) is predominantly Native Hawaiian followed by Filipino and other Pacific Islanders. ELL students' languages, racial, and cultural backgrounds correspond to the aforementioned groups.



(Source: <http://arch.k12.hi.us/PDFs/ssir/2014/Leeward/SSIR272-3.pdf>)

A2: Describe your school's ELL Program Goals and Objectives as they relate to HODOE's Goals and Objectives.

Wai`anae High School is organized in an academy structure to focus on building strong academic relationships centered on student interests and needs, and to increase rigor and relevance based on career-related interest areas.

To meet our vision of a 21st century learner, all students enter Wai`anae High School (WHS) as a member of the Ninth Grade Success Academy (NGSA) and moves the next year into the Sophomore Academy. The school is on a 4x4 block schedule that provides each student an opportunity to earn eight (8) credits during the school year. This schedule also gives students the opportunity to participate in early admission college credit courses and programs, and career-related internships. WHS's Upper Academy focuses academic elective choices tailored to a career pathway. Pathways in the Upper Academy include the Natural Resources (NR), Business, Industrial, Engineering and Technology

(BIET), Arts and Communication (AC) and Health and Human Services (HHS). Students focus their academic elective choices around a major area or interest in one of these pathways. Searider Productions (SP) emphasizes a project-based learning model with a pathway focus on media productions.
 (Source: <http://arch.k12.hi.us/PDFs/ssir/2014/Leeward/SSIR272-3.pdf>)

To be successful in these academies, team settings, and career pathways the ELL program is designed to help all ELLs:

1. Acquire proficiency in speaking, listening and collaborative learning which will enable them to succeed in the regular education program
2. Increase reading comprehension and writing fluidity which will enable them to succeed in the regular education program
3. Develop an understanding of subject matters to be college and career ready

The WHS ELL AMAO goals are the same as the HI state goals

Identification and Initial Assessment	
Add person(s) responsible and school-specific information to complete the tasks:	
Tasks:	
<ul style="list-style-type: none"> • Enroll all students regardless of students', or their parents' or guardians' actual or perceived citizenship or immigration status. • Immediately notify ELL staff that a potential ELL student has registered, whose ability to access the curriculum may be affected, when a student/parent indicates on 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 SIS-10W Revised that this is processed correctly into the eSIS. Note: If more than one language per question is indicated on the enrollment form, the language which is NOT English is entered into eSIS. • Provide a copy of the SIS-10W Revised to the ELL Coordinator for inclusion into the student's ELL folder. 	
Person(s) Responsible	Position Title(s)
Kat Cadirao & Raelene Hidano	Clerk / Registrar
Task: Based on Home Language Survey, refer potential ELL student to ELL Coordinator. Documents use of a language other than English.	
Person(s) Responsible	Position Title(s)
Saofai P. Lowe	ELL Coordinator
Task: Send Home Language Survey to parent/guardian for verification if needed.	
Person(s) Responsible	Position Title(s)
Saofai P. Lowe	ELL Coordinator
Tasks:	
<ul style="list-style-type: none"> • Administer WIDA ACCESS for ELLs Placement Test (W-APT) to potential ELL Program students 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)
	ELL Coordinator

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 1-12 students scoring one (1) or two (2) in listening or speaking on the W-APT and to Kindergarten students scoring 10 or below in oral proficiency on the W-APT. • Administer the NLP assessment and records scores in eCSSS on NLP form within 45 days of first day of attendance or referral. • Consult with mainstream teacher, Special Education teacher, and/or SSC about students who appear to have needs in addition to or other than second language acquisition. If Special Education is a consideration, follow IAPS "Evaluation and Instructional Services for ELL Program/Special Education Students." 	
Person(s) Responsible	Position Title(s)
Saofai P. Lowe	<ul style="list-style-type: none"> ○ ELL Coordinator ○ ELL Teacher/PTT ○ Bilingual ELL staff, trained school volunteer or Bilingual Temporary Hire

Program Placement and Reporting	
Add school-specific information to complete the tasks:	
Tasks:	
<ul style="list-style-type: none"> • Determine program placement for the student based on the student's English language proficiency (ELP). The individual proficiency levels (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 adjusts placement and services as necessary to ensure students will exit in a reasonable period of time (e.g., within 5 years—state average). • Report assessment data, ELL Program Type and Instructional Setting accurately in eCSSS. 	
Person(s) Responsible	Position Title(s)
Saofai P. Lowe	<ul style="list-style-type: none"> ○ ELL Coordinator ○ ELL Teachers in consultation with other teachers, and counselors

Instruction	
Add school-specific information to complete the tasks:	
Tasks:	
<ul style="list-style-type: none"> • Provide ELL services for Entering and Emerging students. Utilizes effective second language acquisition strategies and standards-based practices. Provide additional support for Expanding and Bridging students in the language area(s) 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 ELL Program type; ○ 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 ELLs. • Provide ELL services for students utilizing effective second language acquisition strategies and standards-based practices. • Differentiate instruction for ELL students through the use of second language acquisition strategies and standards-based practices in language arts and other core content areas. • Must not prohibit students from speaking in their primary language during the school day without an educational justification. 	
Person(s) Responsible	Position Title(s)
Saofai P. Lowe	ELL Coordinator/Teacher

Reassessment and Re-categorization

Add school-specific information to complete the tasks:

Tasks:

- Monitor students already exited from the ELL Program for two years to ensure students were not prematurely exited and that any academic deficits that may have been incurred while in the ELL program have been remedied by reviewing eCSSS and reports in other electronic programs (e.g., eSIS, LDS, etc.) as needed.
- If need for administration of annual reassessment identified, administer the state's authorized English language proficiency (ELP) assessment, the ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners) during the designated annual testing window.
- Administer ACCESS for ELLs to all currently identified ELL Program students, potential ELLs, and Action Code 04 (parent refusal of services) students.
- 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.
- Keep copies of SIS-10W Revised, ALL WIDA tests and scores (W-APT and ACCESS for ELLs tests and scores), NLP scores, parent communication, anecdotal records, etc. in ELL student folders.
- Ensure coordination with Special Education department if alternate assessments are applicable.

Person(s) Responsible	Position Title(s)
Saofai P. Lowe	ELL Teacher/ Coordinator

IDEA or Section 504 Referral Process for ELL Program Students

Add school-specific information to complete the tasks:

Tasks:

- Ensure ELL 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.
- 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 ELL 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 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 ELL 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)

All Instructional staff Academic coaches Janice Uemori Kelly Kalowinsky	<ul style="list-style-type: none"> ○ SSC ○ All instructional staff, SST
--	---

Monitoring

Add school-specific information to complete the tasks:

- Tasks:**
- Monitor satisfactory / unsatisfactory progress of all ELL 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.
 - Differentiate between a student who is not achieving because of limited English proficiency and a student who is not progressing due to reasons other than language. Collaborate 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 with a lot of DPs, 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 ELL program for additional services in area of need. If not due to language, determine next steps to provide appropriate services.

Person(s) Responsible	Position Title(s)
All instructional staff Saofai P. Lowe Academy Counselors Stephanie Shigemasa	<ul style="list-style-type: none"> ○ All teachers ○ ELL Coordinator/Teacher ○ Counselor ○ VP

Exiting

Add school-specific information to complete the tasks:

- 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 ELL program.
 - Generate and confirm Exit Letter on eCSSS and send Exit Letter to parents along with copy of ACCESS for ELLs scores.
 - Send exit documentation (i.e. photo copies of Exit Letter and Action Code 03 Form) to ELL Resource Teacher.
 - Place all exit documentation in student's hard copy ELL file and in the student's cum folder.
 - Work together to ensure a student who has met all the exit criteria will transition into the regular education program without supplemental ELL support.
 - 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 ELL folder (e.g. EWS reports, photo copies of report cards, other documentation as appropriate).

Person(s) Responsible	Position Title(s)
Saofai P. Lowe All teachers	<ul style="list-style-type: none"> ○ ELL Teacher/Coordinator ○ All teachers, as necessary

Parent Refusal of ELL Services	
Add school-specific information to complete the tasks:	
Tasks: <ul style="list-style-type: none"> • Provide a comprehensive and thorough overview of the ELL program for the parent(s) who have questions about the program, or who consider declining ELL services. • File written evidence of parental refusal in the student's ELL folder / records. • Determine what alternative types of services will meet the specific needs of the student withdrawn from ELL Program, who will provide those services, and how this will enable the student to make academic and language development progress. • Administer annual ACCESS for ELLs until the student has met the ELL exit criteria. 	
Person(s) Responsible	Position Title(s)
<ul style="list-style-type: none"> • Stephanie Shigemasa • Saofai P. Lowe 	<ul style="list-style-type: none"> ○ Vice Principal ○ ELL Coordinator ○ ELL Teacher

Program Staffing and Staff Development	
Add school-specific information to complete the tasks:	
Tasks: <ul style="list-style-type: none"> • Provide the personnel and resources necessary to implement the chosen ELL Program. • Hire ELL staff with instructional competencies to support ELL students. Supplemental program support is provided by qualified school staff. Provide training in program procedures, assessments, and instruction. • Encourage faculty (including teachers and PTTs) to earn a minimum of 6 ELL/ bilingual/ multicultural credits or 12 ELL credits if it is an "inclusion" school without direct ELL program support. • 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 ELL Program, procedures, and effective second language acquisition strategies. • Submit required federal payroll certifications. • Ensure that the use of paraprofessionals to provide ELL program services that supplement services provided by qualified teachers, can be done only if the paraprofessional is trained to provide services to the ELL students and instructions under the direct supervision of a qualified teacher. • Evaluate teacher, and adequate and appropriate materials for the ELL Program (Administrator). 	
Person(s) Responsible	Position Title(s)
Stephanie Shigemasa/Disa Hauge Saofai P. Lowe	<ul style="list-style-type: none"> ○ Administrator ○ ELL Coordinator

Parent/Community Involvement	
Add school-specific information to complete the tasks:	
Tasks: <ul style="list-style-type: none"> • Notify parents annually of placement in ELL program using the state approved ELL 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. • Inform parents/guardians of assessments and procedures through meetings, letters, and/or newsletters. 	

<ul style="list-style-type: none"> • Encourage parent involvement in student's learning by having an ELL orientation and specific ELL parent involvement activities. • 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, and if not available, a person from the school / community / or other means (at no cost to the person in need of assistance). 	
Person(s) Responsible	Position Title(s)
Saofai P. Lowe	<ul style="list-style-type: none"> ○ ELL Coordinator ○ All teachers

Transfer of ELL Students and Student Record Profiles	
Add school-specific information to complete the tasks:	
Tasks: <ul style="list-style-type: none"> • 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 ELL services and do not have a "potential" (K) ELL status are referred and tested. • Notify ELL Resource Teacher to request ELL folder from the sending school. • Notify ELL staff of new students in order to meet appropriate placement and parent notification timelines. • Provide Student Record Profiles (ELL folders) to receiving schools upon request. • When files are requested via ELL Resource Teachers, student files will be sent to the new school. These files include student report cards and ACCESS scores. More communication will occur as necessary. 	
Person(s) Responsible	Position Title(s)
Saofa P. Lowe Kat Cadirao & Raelene Hidano	<ul style="list-style-type: none"> ○ ELL Coordinator ○ Office Staff, clerk, registrar

End of the Year Transitioning to Next School Level i.e. elementary to middle, middle to high school	
Add school-specific information to complete the tasks:	
Tasks: <ul style="list-style-type: none"> • 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)
Saofai P. Lowe	ELL Coordinator, Teacher

Evaluate the Effectiveness of the ELL Program	
Add school-specific information to complete the tasks:	
Tasks: <ul style="list-style-type: none"> • Utilize ART, Data Teams, or other process to determine the effectiveness of the ELL Program, and that the program was reasonably calculated to all ELL students to acquire English proficiency and attain equal participation in the general education program within a reasonable period of time. 	
Person(s) Responsible	Position Title(s)
Saofai P. Lowe Stephanie Shigemasa	ELL Coordinator, Teacher Vice principal