

COMPREHENSIVE English Language Learners (ELL) PLAN

School Year: 21-22

School: Ke Ana Laahana PCS

ELL Coordinator: Ronda Makua

Please check off boxes as confirmation completed.

XX I have reviewed this Comprehensive ELL Plan. This Plan represents the ELL Program 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, 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.

XX I, or my designee, will present this ELL plan to our faculty and staff on 9/15/21 and documentation (agenda, handouts and sign in sheets) of this meeting will be kept on file.

XX I confirm the *Areas of Responsibility* included in this ELL Plan below, along with its sub-sections were reviewed, are complete and up-to-date (e.g., "Person(s) Responsible sections, along with the necessary school-specific information and detail):

- Identification and Initial Assessment
- Program Placement and Reporting
- Instruction
- Reassessment and Re-categorization
- IDEA or Section 504 Referral Process for ELL Program Students
- Exiting
- Monitoring, and Transition of ELL Program Students
- Parent Refusal of ELL Services
- Program Staffing and Staff Development
- Parent/Community Engagement
- Transfer of ELL Students and Student Record Profiles
- End of the Year Transitioning to Next School Level
- Evaluate the Effectiveness of the ELL Program

XX I confirm:

XX Our school's ELL Program Goals and Objectives align with the Hawaii State Department of Education's (HIDOE's) Strategic Plan, Goals and Objectives.

XX The school's state funded English Language Learner Program assures equal opportunity and access to educational opportunities for linguistically diverse students. The ELL Program supports the HIDOE's mission through supplementary instructional and acculturation activities to achieve the Strategic Plan goals. The program supports students' attainment of the Common Core State Standards (CCSS) and the Hawaii Content and Performance Standards (HCPS) through the WIDA English Language Development (ELD) Standards.

XX 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 to meet the needs of individual students.

Principal's Signature

W. Mapuana Waipa

Date

09/09/21

Principal's Name (printed)

W. Mapuana Waipa

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 add information from their Comprehensive Needs Assessment in this description.

Add school-specific information here:

Ke Ana La'ahana is a Hawaiian-focused, community-based public charter school located in Keaukaha, Hilo, Hawaii on Hawaiian Homelands. The school serves students from Grades 7-12. A little over half of the student body resides on Hawaiian Homeland properties and 97% are of Native Hawaiian ancestry. The school uses a curriculum designed to incorporate Hawaiian values, culture and history. This approach provides students with experiential learning opportunities.

A2: Describe your school's ELL Program Goals and Objectives and how it aligns with your schools academic plan.

Add school-specific information here:

Student success is the focal point of Ke Ana La'ahana's educational program.

ELL Program Challenges at School (School specific challenges)	What steps are/will be taken to improve your schools ELL Program challenges? (e.g.: requesting Title II Funds for ELL PD)
<p>Add school-specific information here:</p> <ul style="list-style-type: none"> -Consistent use of learning strategies across all content areas -Staff more knowledgeable of ELL program than before but still lacking a solid understanding of all that is involved....a work -No certified ELL teacher 	<p>Add school-specific information here:</p> <ul style="list-style-type: none"> -Request Title II funding for learning strategies materials (colored poster paper, lamination, colored writing tools, among other pertinent tools) -Request Title II funding for professional development ELL training -Request Title II funding to finance TESOL teacher certification

Identification and Initial Assessment

Add person(s) responsible and school-specific information to complete the tasks:

Tasks:

- Enroll all students regardless of students', or their parents' or guardians' actual or perceived citizenship or

immigration status.	
<ul style="list-style-type: none"> • 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 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 new 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 is entered into the new SIS. • Provide a copy of the Student Enrollment Form SIS-10W Revised to the ELL Coordinator for inclusion into the student's ELL folder. 	
Person(s) Responsible	Position Title(s)
Roberta Souza	Clerk/Registrar
Task: Referral of Potential ELL (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 as a result of another language, but has not been identified already as a potential ELL, refer the potential ELL student to the ELL Coordinator to complete the Home Language Survey (HLS), to document use of a language other than English. 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)
Roberta Souza/ Ronda Makua	Registrar/Clerk/SSC/Teacher
Task: Send Home Language Survey to parent/guardian for verification if needed.	
Person(s) Responsible	Position Title(s)
Ronda Makua	ELL Coordinator
Tasks: <ul style="list-style-type: none"> • Administer the WIDA Screener 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)
Ronda Makua	ELL Coord/ELL Teacher/PTT or other trained personnel
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 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 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 guidance on "Evaluation and Instructional Services for ELL Program/Special Education Students." 	
Person(s) Responsible	Position Title(s)
Ronda Makua Pending appointment	<ul style="list-style-type: none"> o ELL Coordinator o ELL Teacher/PTT o Bilingual ELL staff, trained school volunteer or Bilingual Temporary Hire

Program Placement and Reporting

Add school-specific information to complete the tasks if additional or different steps are taken by your school:

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 adjusts 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, ELL Program Type and Instructional Setting accurately in eCSSS.

Person(s) Responsible	Position Title(s)
Ronda Makua Pending appointment	<ul style="list-style-type: none"> o ELL Coordinator o ELL Teachers in consultation with other teachers, and counselors

Instruction

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

In the sections below, describe your school's Core ELL Program, also known as a supplemental Language Instruction Education Program (LIEP). You must describe, in detail, the

1. *LIEP model, second language acquisition (SLA) strategies, English Language Development (ELD) materials, ELL staffing, and general ELD staff qualifications, and consider and explain*
 - a. *What and how the LIEP provided to ELLs is beyond what is provided to all general education students, and*
 - b. *Connecting enabling activities from the Academic and Financial (Ac/Fin) Plan--or to be included in Ac/Fin. Consult the CNA, ELL data (ELP Progress, Proficiency, SBA, Star, ILE, Achieve, student grades, etc.) to inform inclusion of subgroup, and*
2. *Funding sources (e.g. Per Pupil (PP), Title I, Title II, Title III).*
 - a. *Note, the Core ELL Program, including its curriculum/materials & staff must occur during the school day & be funded through general Per Pupil funds &/or other funds, e.g. Title I (but **not** Title III).*

Tasks: Add school-specific information to complete the tasks.

Staff Name	Title
Mapuana Waipa	PCS Director

Core ELL Program (LIEP)

Provide required ELL services for ALL identified ELLs. ELL 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.

- a. *Describe your Language Instruction Educational Program (LIEP) model, including description of the model, not just the title.*
- b. *Describe the supports provided to ELs, beyond what is provided to all students.*
- c. *Describe common effective second language acquisition strategies*

<p><i>grounded in standards based and data team practices that the school and ELL staff are using.</i></p>	<p>Ronda Makua</p>	<p>ELL Coordinator</p>
<p>Insert Core ELL Program responses here... a. The Language Instruction Education Program models used is inclusion. Through this approach the ELL student receives English language instruction in the general education classroom setting with grade level peers. b. The supports provided to ELLs include after school tutoring as needed; seating near teacher; peer grouping to build relationships and to promote positive interactions; teacher monitors and works one-on-one when necessary; frequent checks for understanding; written frames of references (instructions, math examples); teacher awareness of and sensitivity toward not singling student out. c. Depending on ELL's fluency, support plans will involve strategies to build, strengthen, improve and reinforce where the student's needs are. For the most part, ELL student will participate in read alouds, class discussions on reading, opportunities to listen to the teacher read aloud, feedback on written work and opportunity to correct and to resubmit assignments.</p>		
<p>Core ELL Program Staffing ELL Program staff must meet the ESSA teacher qualification requirements.¹ d. <i>Describe the qualifications of your ELL staff and/or the training they have received to help support the needs of ELLs (e.g., Sheltered Instruction, Project GLAD).</i> e. <i>Describe the training and qualifications of ALL instructional staff that will help support the needs of ELLs.</i> i. <i>Note, the qualifications of your teachers in d/e should match what the LIEP is in a/b/c above, e.g., if you say your program is "sheltered instruction," then staff should be trained in Sheltered Instruction.</i></p>	<p>Pending appointment</p>	
<p>Insert Core ELL Program staffing responses here... d. The Language Arts teacher will be deemed responsible for ELL instruction. At this time, there are no certified ELL instructors. e. Information from ELL trainings during SY 21-22 will be shared with all teachers.</p>		
<p>Core ELL Program ELD Materials Schools will utilize and: f. <i>Describe all supplemental <u>ELL Materials</u> to address needs of ELs at your school?</i> g. <i>Describe how the selected ELD curricular materials will help prepare students to meaningfully access the core curriculum in the four core content areas, at minimum, and which staff has been/or will be trained in the use of these materials.²</i></p>		
<p>Insert Core ELL Program materials selected and responses here... (Note, for the ELD Materials include the name of the material(s) and if different by grade level, a breakdown by grade levels used.</p>		

¹ State requirements pursuant to ESSA will likely require TESOL licensure by ELL staff.

² If the selected supplemental ELD materials are aligned to WIDA standards, e.g., as demonstrated via the PRIME review, 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.

<p>f.Students are encouraged to read daily. The IXL program will be used to supplement reading instruction to build and strengthen ELLs reading, comprehension and grammar skills. Intentional afternoon intervention blocks will further assist and support students with language arts learning.</p> <p>g.Materials are aligned to common core standards and WIDA standards.</p>		
<p>Supports by ALL Staff School staff must differentiate instruction for ELL students throughout the school day through the use of second language acquisition strategies and standards-based practices in language arts, other core content areas, and all subjects. Identify how students are:</p> <p>h. <i>Placed with appropriate teachers and ensured access to instruction throughout the day.</i></p> <p>i. <i>Provided additional support in the language domains of need (Listening, Speaking, Reading, and/or Writing) as determined by school staff taking into consideration:</i></p> <ul style="list-style-type: none"> ▪ <i>The school's adopted ELL Program type, and students' ELP;</i> ▪ <i>The student's age, grade level, previous educational background, literacy level in his/her native language; and</i> ▪ <i>Ability of teachers who can apply knowledge of second language development and provide differentiated instruction to ELLs.</i> <p>j. <i>Explain how students are afforded the opportunity to use their first language as needed, and how staff understands this.</i></p>	<p>ALL STAFF</p>	
<p>Insert Supports by ALL Staff... h.ELL is afforded access as all students are through the inclusionary model and receives support not only from teachers but from all staff (cultural practitioners and support staff – educational assistant, office staff, counselor) in order to be successful.</p> <p>i.Additional supports in listening, speaking, reading and/or writing will be provided as determined by staff once need arises.</p> <p>j.Staff is aware of and sensitive to ELL student's need to use the first language and will encourage and promote use if desired.</p>		
<p>Extended Learning Opportunities (ELO) (Enriching the Supplemental Core ELL Program) ELOs provide additional extended learning opportunities (e.g., Title III funded after-school or summer programs), including additional supplemental Title III ELD materials requested.</p> <p>k. <i>Identify targeted content and English language development supports and materials. (Note, can only be funded if above core LIEP items are sufficiently addressed and provided for).</i></p>		
<p>Will school request Title III funds for ELO?: [] Yes [X] No</p> <p>If "Yes," Please describe your Intentions for funds request for Title III ELO supplemental program to your Core ELL Program above: k.</p>		<p>Title III</p>

Person(s) Designated	ELL Program Position Title(s) & Qualifications to Address Needs of ELLs ³	Indicate ELL Teacher, PTT or PPT	Days ELO will be provided and hours.
Team Responsible for Core ELL Program Plan Elements Above, and Integration into Academic Plan.		Position Title(s)	
Mapuana Waipa Ronda Makua		<ul style="list-style-type: none"> • Principal • Leadership Team • ELL Teacher/Coordinator • Student Services Coordinator (SSC)⁴ • 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 	

Reassessment and Re-categorization

Add school-specific information to complete the tasks if additional or different steps are taken by your school:

Tasks:

- Monitor students already exited from the ELL Program for two years to ensure students were not prematurely exited and that any academic deficits are being addressed. eCSSS and LDS reports are available and should be reviewed quarterly to ensure students are transitioning well and not at risk for NOT being college or career ready.

³ If teachers do not meet Hawaii ESSA license requirements in TESOL subject matter, explain rationale for teacher(s) identified to provide ELL 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 ELL Program staff, e.g., Student Services Coordinator (SSC), or ELL Coordinator, etc.

⁴ 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 ELL.

- If 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.
- 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, e.g., in SSC or main office.
- Keep copies of Enrollment Form 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)
Ronda Makua	ELL Teacher/Coordinator

IDEA or Section 504 Referral Process for ELL Program Students

Add school-specific information to complete the tasks if additional or different steps are taken by your school:

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.
- 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 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)
Mapuana Waipa Ronda Makua All staff	<ul style="list-style-type: none"> ○ Principal ○ SSC ○ ELL Coordinator ○ All instructional staff, Student Support Team (SST)

Exiting

Add school-specific information to complete the tasks if additional or different steps are taken by your school:

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. photocopies 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 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 ELL Program 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 ELL folder (e.g. EWS reports, photocopies of report cards, other documentation as appropriate).

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

Monitoring & Transition of ELL Program Students

Add school-specific information to complete the tasks if additional or different steps are taken by your school:

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 (e.g., if students cannot meet content assessment proficiency).
- 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 among students’ teachers 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 ELL program 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 ELL Guidance Documents in eCSSS related to Transition of ELLs. The Action Code 50 Form can be used to document discussions, even if there is no immediate decision to return a student to the ELL Program.

Person(s) Responsible	Position Title(s)
Mapuana Waipa Ronda Makua Pending appointment	<ul style="list-style-type: none"> o Administrator o Counselor o SSC o ELL Teacher/ ELL Coordinator o All teachers

Parent Refusal of ELL Services

Add school-specific information to complete the tasks if additional or different steps are taken by your school:

Tasks:

- 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 following the *Parent Refusal Documentation* form found on the eCSSS ELL Resources website.⁵
- File written evidence of parental refusal using the *Parent Refusal Documentation* form and place 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, e.g., RTI supports.
- Administer annual ACCESS for ELLs until the student has met the ELL exit criteria.

Person(s) Responsible	Position Title(s)
Mapuana Waipa Ronda Makua	<ul style="list-style-type: none"> o Principal o ELL Coordinator o ELL Teacher o SSC o Other teachers

Program Staffing and Staff Development

Add school-specific information to complete the tasks if additional or different steps are taken by your school:

Tasks:

- 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

⁵ If a parent refuses ELL Program 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).

<p>ELL credits if it is an “inclusion” school without direct ELL program support.</p> <ul style="list-style-type: none"> ● 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. ● Maintain required federal payroll certifications for Title III or other federally funded programs. ● 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)
Mapuana Waipa Ronda Makua	<ul style="list-style-type: none"> ○ Administrator ○ ELL Coordinator

Parent/Community Engagement
<p>Add school-specific information to complete the tasks if additional or different steps are taken by your school:</p>
<p>Tasks:</p> <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. ● 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.⁶ ● Inform parents/guardians of assessments and procedures through meetings, letters, and/or newsletters in a language they can understand (at no cost to parents). ● Encourage parent involvement in student’s learning by having at minimum two ELL Program related meetings annually, e.g., an ELL orientation and specific ELL parent involvement activities, or meeting on ELL assessment results. ● 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).
<p>Insert descriptions of:</p> <ol style="list-style-type: none"> 1. How will ELLs and their parents be encouraged to attend all school functions and Parent Nights? 2. How will your schools team inform ELL Parents of the progress of their children? What if the parents are non-English speakers? <p>1. ELLs and parents/guardians will be notified of school activities and parent/ family functions through piko/ daily</p>

⁶ Title III funds shall not be used for translation/interpretation support.

⁷ Having two ELL WSF funded meetings allows a school to become eligible for additional Title III funded parent engagement activities.

announcements, in written correspondence, phone calls, emails if needed, in-person contact when possible.

2.ELL parents/ guardians will be notified of ELL's progress through grading reports mailed home. Teacher phone calls will be made and parent/ teacher meetings will be held if necessary to keep parents/ guardians informed of student's progress. If the parent were not an English language speaker, the school would need to contact an interpreter.

Person(s) Responsible	Position Title(s)
Ronda Makua	<ul style="list-style-type: none"> o ELL Coordinator o All teachers

Transfer of ELL Students and Student Record Profiles

Add school-specific information to complete the tasks if additional or different steps are taken by your school:

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 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 cards⁸ and ACCESS scores. More communication will occur as necessary.

Person(s) Responsible	Position Title(s)
Ronda Makua Roberta Souza	<ul style="list-style-type: none"> o ELL Coordinator o 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 if additional or different steps are taken by your school:

Tasks:

- Provide for and/or participate in ELL 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)
Ronda Makua	ELL Coordinator, Teacher

⁸ The eCSSS Student Summary Report, or other documentation can be downloaded annually and added to the ELL Student Record Profile (SRP).

Evaluate the Effectiveness of the ELL Program

Add school-specific information to complete the tasks if additional or different steps are taken by your school:

Tasks:

- Utilize ELL and other data as part of the Academic Review Team (ART), Data Teams, or other processes to determine the effectiveness of the ELL Program, and that the program was reasonably provided to all ELL 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 long-term ELLs after five years of program inclusion). ELL progress and proficiency data 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 ELL students are addressed.

Person(s) Responsible	Position Title(s)
Mapuana Waipa Ronda Makua	Principal ELL Coordinator, Teacher

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