STATE OF HAWAIʻI

DEPARTMENT OF EDUCATION

P.O. BOX 2360

HONOLULU, HAWAIʻI 96804

OFFICE OF CURRICULUM, INSTRUCTION AND STUDENT SUPPORT

April 24, 2018

TO: Complex Area Superintendents, Principals, District Educational Specialists, School Renewal Specialists, Complex English Learner (EL) Resource Teachers and School EL Coordinators, Public Charter School Executive Director, and Public Charter School Directors

FROM: Donna Lum Kagawa
       Interim Assistant Superintendent

SUBJECT: **English Learner Program School Self-Study and Status Report (Form EL-02) and Comprehensive English Learner Plan**

Under Title VI of the Civil Rights Act of 1964 (Title VI) and the Equal Educational Opportunities Act of 1974 (EEOA), public schools must ensure that English Learner (EL) students participate meaningfully and equally in educational programs. Therefore, schools are required to evaluate and monitor the effectiveness of programs and activities provided to help EL students attain English proficiency and student academic achievement standards.

English Learner Program School Self-Study and Status Report for School Year 2017-2018 (Form EL-02):
To meet the obligations under Title VI, EEOA, and the Elementary and Secondary Education Act of 1965 (ESEA), as reauthorized by the Every Student Succeeds Act (ESSA), schools must evaluate the effectiveness of the Language Instruction Educational Program (LIEP) implemented for ELs.

Form EL-02, the *English Learner Program School Self-Study and Status Report* (Attachment B) has been revised for school year 2017-18. This form assists schools to self-evaluate and self-reflect on the effectiveness of a school's LIEP. Form EL-02 should inform planning and improvements. Form EL-02 is posted on the eCSSS website under Resources, English Language Learners. Form EL-02 (Attachment B) can also be found at: http://bit.ly/2DKknJy.

Comprehensive English Learner (EL) Plan for School Year 2018-2019:
The *English Learner Program School Self-Study and Status Report* is utilized to inform and develop a Comprehensive EL Plan to support EL program implementation for the subsequent year. The plan template (Attachment A) has been updated to meet the federal Every Student Succeeds Act (ESSA), while also meeting Title VI and EEOA regulations. The Comprehensive

AN AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY EMPLOYER

EL Plan, the Title lll Request for Funds (RFF), and School Academic and Financial Plan should be in alignment. The Comprehensive EL Plan template is posted on the Electronic Comprehensive Student Support System (eCSSS) website under Resources, English Language Learners. An online template of the Comprehensive EL Plan can also be found at: http://bit.ly/2G98wdh.

Due Dates:
- Schools are asked to submit each of the documents listed above to the Complex Area EL staff by **May 25, 2018**.
- Complex Area EL staff will be asked to review and submit each of the documents listed above electronically to the Office of Curriculum, Instruction and Student Support (OCISS) EL/Title III Program Office by **June 1, 2018**. Technical assistance will be provided to Complex Areas to upload the documents into Google folders.

Additional Resources:
- Please refer to the *"English Learner/Title III Monitoring and Technical Assistance for School Year 2017-2018"* memorandum, dated February 21, 2018.
- EL Growth to Target (GTT) progress and proficiency data are also available to inform school Comprehensive EL and Academic and Financial Plans.
  - In addition, individual EL student GTT results are available in the secure area of the Accountability Data Center (https://adc.hidoe.us/#/).
- Strive HI Performance System reports for School Year 2016-17 include percentage of ELs at each school who are on track to reaching English language proficiency, as calculated based on the annual *WIDA ACCESS for ELLs 2.0* assessment.

Should you have any questions or need assistance completing the required documents, please contact Andreas Wiegand, EL Educational Specialist, Student Support Section, at (808) 305-9717 or via email at andreas_wiegand@notes.k12.hi.us, or Audrey Mangone, Title III Educational Specialist, Student Support Section, at (808) 305-9781 or via email at audrey_mangone@notes.k12.hi.us.

DLK:aw

Attachments: Attachment A: *Comprehensive English Learner (EL) Plan*
Attachment B: *English Learner Program, School Self-Study and Status Report (Form EL-02)*

c: Superintendent
Assistant Superintendents
Superintendent's Office Directors
State Public Charter School Commission
Ms. Denise Yoshida, Director, Internal Audit Office
Ms. Christina Tydeman, Ph.D., Director, Monitoring and Compliance Office

Comprehensive English Learners (EL) Plan
Due Date: May 25, 2018

School Name and School Year: _____

Contact Person: _____

❏ I have reviewed this Comprehensive EL Plan. This EL Plan represents the Language Instruction Educational Program (LIEP) that will be implemented at my school and is aligned to the *Hawaii Department of Education Strategic Plan 2017-2020*, which strives for equity and excellence for all students. Given the Strategic Plan, and federal laws and regulations, I assure no unnecessary segregation of EL students will occur. EL students will have an equal opportunity to meaningfully participate in all curricular, co-curricular, and extracurricular programs (e.g., Career Technical Education, Gifted Talented, etc.). Further, our school will meet the needs of ELs also identified for services under Section 504 and IDEA.

❏ I, or my designee, will present this EL Plan to our faculty and staff on _____ *(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 (HIDOE's) Strategic Plan, Goals and Objectives.
    ❏ The school's state funded LIEP assures equal opportunity and access to educational opportunities for linguistically diverse students. The LIEP supports the HIDOE's mission through instructional and acculturation activities to achieve the Strategic Plan goals. The program supports students' attainment of the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and the Hawaii Content and Performance Standards (HCPS) through the WIDA English Language Development (ELD) Standards and Framework.
    ❏ Differentiated and/or modified instruction using second language acquisition strategies are used to facilitate academic content and English language acquisition to assist students to meet the challenging academic outcomes expected for all students. Relevant educational and vocational programs are designed appropriately to meet the needs of individual students.

Principal's Signature _____   **Date** _____

Principal's Name (printed) _____

Comprehensive English Learners (EL) Plan
Due Date: May 25, 2018

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.

Add school-specific information here:

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

Add school-specific information here:

A3: Intermediate Measures to Monitor [Leading indicators - Monthly (no less than quarterly)]	A4: Year End Goals [e.g., English Language Proficiency (ELP) progress and proficiency rates, SBA, Science, etc.]
Add school-specific information here:	*Add school-specific information here:*

B. Identification and Initial Assessment

In the tables below, add person(s) responsible for completion of each task and school-specific information as needed:

B1. Tasks:
- Enroll all students in school regardless of students' (or their parents' or guardians') actual or perceived citizenship or immigration status.
- Immediately notify EL staff that a potential EL student has registered or when a student/parent indicates on the *Student Enrollment Form SIS-10W Revised* that a language other than English is the student's first acquired language, is used most often by the student, or is used most often in the home.
- Assure that if a language other than English is indicated on the *Student Enrollment Form SIS-10W Revised* that this is processed correctly into the Student Information System (new SIS) (aka, Infinite Campus). Note: If more than one language per question is indicated on the enrollment form, the language which is NOT English shall be entered into the SIS, and the student shall be considered a potential EL.
- Provide a copy of the *Student Enrollment Form SIS-10W Revised* to the EL Coordinator for inclusion into the student's EL folder.

Person(s) Responsible	Position Title(s)
	Clerk/Registrar

B2. Task:
- **Referral of Potential EL (outside of the enrollment process, or when student's language is undetermined).** If clarification on a language is needed or a student is suspected of needing language support but has not been identified already as a potential EL, refer the potential EL student to the EL Coordinator to complete the Home Language Survey (HLS). Note: If more than one language per question is indicated on the HLS, enter the language which is NOT English into the new SIS.

Person(s) Responsible	Position Title(s)
Enter name of school staff member responsible for this task	Enter the person's position title

Comprehensive English Learners (EL) Plan
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B3. Task:
- Send Home Language Survey (HLS) to parent/guardian for verification if needed.

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

B4. Tasks:
- Administer the WIDA Screener (Grade 1-12) or Kindergarten W-APT to potential ELs as soon as possible after student's first day of attendance, i.e., within thirty (30) calendar days of the beginning of the school year, or within fourteen (14) days, if the first day of attendance is after the start of the school year.
- Generate and confirm Parent Notification on eCSSS and send Parent Notification home within same time frame.

Person(s) Responsible	Position Title(s)
	EL Teacher/PTT or other trained personnel

B5. Tasks:
- Coordinate the administration of the Native Language Proficiency (NLP) assessment in the student's designated language for Grades 1-12 students scoring proficiency level one (1) or two (2) in listening or speaking on the WIDA Screener and to Kindergarten students scoring 10 or below in oral proficiency on the W-APT.
- If applicable, administer the NLP assessment and record scores in eCSSS from the NLP form within 45 days of first day of attendance or referral.
- Consult with classroom or grade level teacher(s), Special Education teacher, and/or SSC about EL students who appear to have needs in addition to or other than second language acquisition. If Special Education is a consideration, follow guidance in the *Assessments, Evaluation and Eligibility Training Materials* and contact the SPED Program for support.

Person(s) Responsible	Position Title(s)
	o EL Coordinator o EL Teacher/PTT o Bilingual EL staff, trained school volunteer or Bilingual Temporary Hire

C. Program Placement and Reporting

In the tables below, add person(s) responsible for completion of each task and school-specific information as needed:

C1. Tasks:
- Determine program placement for the student based on the student's English Language Proficiency (ELP). The language domain proficiency levels (e.g., Entering, Emerging, Developing, Expanding, Bridging) on the ELP assessment will be used to assist in identifying specific language needs and program support.
- Regularly monitor student performance and achievement, and adjust placement and services as necessary to ensure students will exit in a reasonable period of time (e.g., within 5 years).
- Report and update assessment data, LIEP Type and Instructional Setting accurately in eCSSS.

Person(s) Responsible	Position Title(s)
	o EL Coordinator o 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)*.

In the sections below, describe your school's LIEP. HIDOE LIEP descriptions can be found *here*.
Please describe in detail, the:
1. LIEP type, second language acquisition (SLA) strategies, English Language Development (ELD) materials, EL staffing, and general ELD staff qualifications. In your description,
   a. Explain how the LIEP provided to ELs augments what support is provided to all general education students, and
   b. Describe any connecting, enabling activities from the Academic and Financial (Ac/Fin) Plan. Consult

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Tasks: *Add school-specific information to complete the tasks.*	Funding ($)	Source

the CNA, Accreditation Report, and EL data (ELP Progress, Proficiency, SBA, Star, ILE, Achieve, student grades, etc.)

2. Funding sources (e.g., *Weighted Student Formula (WSF),* Title I, Title III). Note: The LIEP, including its curriculum/materials and staff, must occur during the school day and be funded through general WSF & EL WSF funds, and/or other funds, e.g. Title I. Title III funds are not to be used to fund LIEP.

Tasks: *Add school-specific information to complete the tasks.*	Funding ($)	Source

D1. LIEP
Provide required EL services for all identified ELs. EL students who are identified based on their *ELP level* require different kinds and levels of support to address the five *WIDA Standards,* in the various language domains of *speaking/writing,* and *reading/listening.* Newcomers, ELs Entering (Level 1) and Emerging (Level 2) will need intensive, individualized ELD support. ELs who are Developing (Level 3) and Expanding (Level 4) also require language support to ensure meaningful access to school, and to ensure literacy development.
    a. Describe your Language Instruction Educational Program (LIEP) type, including description of the model, not just the title.
        i. **Link to LIEP Program Descriptions**
    b. Describe the supports provided to ELs (in addition to what is provided to all students), and how these supports are connected to the school's AcFin Plan.
    c. Describe schoolwide, evidence-based second language acquisition strategies (i.e. Project GLAD® strategies, etc.)
Insert D1. LIEP responses here…
a.
b.
c.
	Insert funding Amount	WSF

D2. LIEP Staffing
LIEP staff must meet the *ESSA teacher qualification requirements.*[1]
    a. Describe the qualifications of your EL staff and/or the training they have received to helps support the needs of ELs (e.g., Sheltered Instruction, Project GLAD®).
    b. Describe the training and qualifications of all instructional staff that will provide support to meet the needs of ELs.
        i. 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.
Insert D2 Core LIEP staffing responses here:
a.
b.
	Insert funding Amount	WSF

D3. LIEP ELD Materials a. Describe the WSF-funded EL Materials (e.g., *WIDA Prime examples)* to address the five WIDA Standards and that are aligned to the selected core content curricula.[2]	*Insert funding Amount*	WSF

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[1] State requirements pursuant to ESSA will likely require TESOL licensure by EL staff.

[2] Lower ELP level EL students in particular need additional ELD curricular resources to develop language to ensure they can meaningful access 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.

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b. Describe how the selected ELD curriculum 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.[3]		
Insert D3 Core LIEP materials selected and responses here: *Note: for the ELD Materials, include the name of the material(s); if different by grade level, please provide a breakdown by grade levels used (in addition to a/b above).* a. b.		

D4. Schoolwide staff and support
School staff must differentiate instruction for ELs as needed throughout the school day through the use of second language acquisition strategies and evidence-based practices in all content areas and subjects. Identify how students are:
    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:
        ▪ The school's adopted LIEP type, and students' ELP;
        ▪ The student's age, grade level, previous educational background, literacy level in his/her native language; and
        ▪ Ability of teachers who can apply knowledge of second language development and provide differentiated instruction to ELs.
    c. Provided dual language support. Identify rationale and considerations for providing dual language supports.[4] If ELs are not provided dual language support, provide a justification or rationale. Explain how students are afforded the opportunity to use their first language throughout the school day as needed, and how staff understand this.
	Insert funding Amount	WSF, if applicable

Insert D4 LIEP Plan for school-wide support a. b. c.		
D5. Title III-Funded Extended Learning Opportunities (ELO) to enrich and augment the LIEP 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. a. Identify and describe ELO information and materials. Describe in detail the targeted content area and English language development supports and materials. Note: ELOs and subsequent ELO materials may only	*Insert funding Request*	Title III

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[3] If the selected supplemental ELD materials are aligned to WIDA standards, e.g., as demonstrated via the *WIDA 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.

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

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be funded through Title III if they supplement the core LIEP. *Note: You may submit and attach Title III Attachment B (Title III Supplemental Requirements) and Attachment C (ELO School Request for Funding) in lieu of completing section below.*			

I have submitted or will submit a request for Title III funds for ELOs and supplemental materials to Complex Area EL RT:

[   ] No
[   ] Yes

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:
- See latest HIDOE Memo,"Title III Part A - Title III Request for Funds (RFF) English Language Acquisition Plans" on requesting Title III funds.

- Submit or attach Forms B and C e.g., with hyperlink here.

   - Form C is due to OCISS Title III 30 days prior to beginning of the school ELO.

   - If not attaching forms, briefly describe your Title III ELO Plan supplemental to your Core LIEP above:

a.

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 *Below, add person(s) responsible and school-specific information as needed:*	Position Title(s)
	• Principal • Leadership Team • EL Teacher/Coordinator • Student Services Coordinator (SSC)[6] • Curriculum Coach(es)

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

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

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	• 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

E. Reassessment and Re-categorization

In the tables below, add person(s) responsible for completion of each task and school-specific information as needed:

E1. Tasks:
- Monitor students already exited from the LIEP for two (2) years to ensure students were not prematurely exited and that any academic deficits are being addressed. eCSSS and Longitudinal Data System (LDS) reports are available and should be reviewed quarterly to ensure students are transitioning well and not at risk, e.g., for not being college or career ready.
  - If the need for administration of annual reassessment is identified, administer the state's authorized English language proficiency (ELP) assessment, the *ACCESS for ELLs 2.0* (Assessing Comprehension and Communication in English State-to-State for English Language Learners) during the designated annual testing window after completion of AC 50 return to EL process has been completed.
- Administer *ACCESS for ELLs 2.0* to all currently identified LIEP students, and Action Code 04 (parent refusal of services) students. Potential ELs should be screened prior to giving ACCESS.
- Check eCSSS and/or other documentation (as needed) to determine if there is a change in English language proficiency (ELP)/service category.
- Input new information on eCSSS, as needed.
- Maintain student assessment and program placement records, e.g., in SSC or main office.
- Keep copies of Enrollment Form SIS-10W Revised, all WIDA tests and scores (W-APT, WIDA Screener, and *ACCESS for ELLs 2.0* tests and scores), NLP scores, parent communication, anecdotal records, etc. in EL student folders [aka Student Record Profiles (SRP)].
- Ensure coordination with Special Education department if alternate assessments are applicable, and/or accommodations are needed.

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

F. IDEA or Section 504 Referral Process for EL Students

In the tables below, add person(s) responsible for completion of each task and school-specific information as needed:

F1. Tasks:
- Ensure EL students with disabilities under IDEA or Section 504 are evaluated in a timely and appropriate manner for services and their language needs are considered in evaluations and delivery of services.
- Participate in IEP team meetings and provide expertise on second language development needs.
- Assure students are offered the least restrictive educational environment. The school promotes collaboration to implement appropriate classroom strategies to address the academic and language needs of the EL student.
- Provide classroom interventions for students who are having difficulty. When the classroom teacher has exhausted all appropriate interventions/strategies and the student is still having difficulty, the concern is submitted by the teacher or other EL student team member to the Student Services Coordinator (SSC). A decision is made whether services should be coordinated by the school. The school tracks and monitors a student through the Comprehensive Student Support System (CSSS). This process provides timely and appropriate support services in addition to classroom supports. Based on the individual needs of each student, any EL who is suspected of having a disability and in need of special education services may be referred at any time on the form "Request for Evaluation" (Form 101). **There is no minimum time period before which a student may be referred.** Reasons for referral should reflect the concerns listed above and may include, but are not limited to:
  - Documented history of special education services in the country of origin.
  - Limited academic progress despite appropriate instruction.

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- 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)
	o Principal o SSC o EL Coordinator o All instructional staff, Student Support Team (SST)

G. Exiting

In the tables below, add person(s) responsible for completion of each task and school-specific information as needed:

G1. Tasks:
- Follow established procedures to exit students in each exiting status code ("I," "L," and "M").
- Before the end of the school year:
  - Review eCSSS and annual assessment results to ensure that all conditions for exiting have been satisfied prior to exiting a student from the LIEP.
  - Generate and confirm Exit Letter on eCSSS and send Exit Letter to parents along with copy of *ACCESS for ELLs 2.0* scores.
  - Send exit documentation (i.e. photocopies of Exit Letter and Action Code 03 Form) to EL Resource Teacher.
  - Place all exit documentation in student's hard copy EL file and in the student's cumulative (cum) folder.
  - Work together with teachers to ensure a student who has met all the exit criteria will transition into the regular education program without supplemental LIEP support. Note, students WILL continue to need ELD support, especially in technical content, and therefore should be placed with teachers who are able to provide such supports during this important transition.
  - Have follow-up meetings to discuss current student progress and student needs.
- Monitor exited students at least quarterly for maintenance of satisfactory grades for a minimum of two years. Monitoring consists of consultations with data teams, checking EWS in eCSSS, checking report cards, and documentation of results. If any student is falling behind they are placed in an intervention group suitable to their needs.
- Place evidence of monitoring in cum folder and student's EL folder (e.g. EWS reports, photocopies of report cards, other documentation as appropriate).

Person(s) Responsible	Position Title(s)
	o EL Teacher/Coordinator o All teachers, as necessary

H. Monitoring & Transition of EL Students

In the tables below, add person(s) responsible for completion of each task and school-specific information as needed:

H1. Tasks:
- Monitor satisfactory/unsatisfactory progress of all EL students with respect to acquiring English proficiency and grade level core content in order to meet promotion and/or graduation requirements, and determine next steps if needed (e.g., if students cannot meet content assessment proficiency).
- Collaborate amongst school staff to differentiate between an EL student who is not achieving because of limited English proficiency and an EL student who is not progressing due to reasons other than acquiring a new language. Collaborate amongst teachers and school support staff to determine next steps.
- Monitor progress of IFEP and Exited students by consulting with core content teachers, checking report cards and/or eCSSS Early Warning System (EWS) for grades of DP (standards-based reporting)/C (traditional) or better in the core content areas. Note, if students struggle and have a lot of Developing Proficiency (DP) marks, additional action may be warranted.
- Meet to review unsatisfactory monitoring results of students to determine if exited student's academic difficulties are attributed to language. If so, return student to LIEP for additional services in area of need. If not due to language (e.g., teacher is unable to support student), determine next steps to provide appropriate services

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Person(s) Responsible	Position Title(s)
based on existing CSSS student focus team guidance and process found in the *EL Guidance Documents in eCSSS* related to Transition of ELs. The Action Code 50 Form can be used to document discussions, even if there is no immediate decision to return a student to the LIEP.	
	o Administrator
	o Counselor
	o SSC
	o EL Teacher/ EL Coordinator
	o All teachers

I. Parent Refusal of EL Services

In the tables below, add person(s) responsible for completion of each task and school-specific information as needed:

I1. Tasks:
- Provide a comprehensive and thorough overview of the LIEP for the parent(s) who have questions about the program, or who consider declining EL services following the *Parent Refusal Documentation* form found on the eCSSS EL Resources website.[7]
- File written evidence of parental refusal using the *Parent Refusal Documentation* form and place in the student's EL folder/records.
- Determine what alternative types of services will meet the specific needs of the student withdrawn from LIEP, who will provide those services, and how this will enable the student to make academic and language development progress, e.g., RTI supports.
- Administer annual *ACCESS for ELLs 2.0* until the student has met the EL exit criteria.

Person(s) Responsible	Position Title(s)
•	o Principal
	o EL Coordinator
	o EL Teacher
	o SSC
	o Other teachers

J. Program Staffing and Staff Development

In the tables below, add person(s) responsible for completion of each task and school-specific information as needed:

J1. Tasks:
- Provide the personnel and resources necessary to implement the LIEP.
- Hire EL staff in alignment with ESSA and HIDOE requirements.
- Inform and disseminate professional development information via meetings, bulletins, postings, emails, distributing information in teacher boxes, etc.
- Incorporate in-service training needs in the Academic Plan so all instructional staff will have basic, functional knowledge about the LIEP, procedures, and effective second language acquisition strategies.
- Maintain required federal payroll certifications for Title III or other federally funded programs.
- Ensure that the use of paraprofessionals to provide LIEP services that supplement services provided by qualified teachers can be done only if the paraprofessional is trained to provide services to the EL students and instructs under the direct supervision of a qualified teacher.
- Evaluate teacher, and adequate and appropriate materials for the LIEP (Administrator).

Person(s) Responsible	Position Title(s)
	o Administrator
	o EL Coordinator

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

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J2. Professional Development:

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

Describe schoolwide PD opportunities to be held to support all staff to teach ELs:

K. Parent/Community Engagement

In the tables below, add person(s) responsible for completion of each task and school-specific information as needed:

K1. Tasks:
- Notify parents/guardians annually of placement in LIEP using the state approved EL Parent Notification Letter within 30 days at the start of the school year, or within 14 calendar days for students arriving after the start of the school year.
- Ensure parents and staff understand that interpretation or translation support must be provided (e.g., for vital documents) as needed, at no cost to parents.[8]
- Inform parents/guardians of assessments and procedures through meetings, letters, and/or newsletters in a language they can understand (at no cost to parents).
- Promote parent involvement in student's learning by having at minimum two LIEP related meetings annually, e.g., an EL orientation and specific EL parent involvement activities, or meeting on EL assessment results.[9]
- Inform parents of placement, any changes in classification or programming, progress, and/or when students are struggling or doing well.
- To the extent practicable, provide written information to parents in a language they understand, or free oral interpretation of the written information. If bilingual assistance is needed, use an interpreter (at no cost to the person in need of assistance).

Insert description of
1. *A minimum of **two (2)** EL state-funded parent activities for EL families and actual or projected dates, AND*
2. *How parents and staff are notified of schools' obligations to ensure access to vital documents and/or communications in a language they can understand, AND as applicable,*
3. *Proposed additional Parent Engagement Activity(ies) (beyond the two state funded activities provided above) through Title III funds pending approval via the request for funds as a separate attachment.*

Person(s) Responsible	Position Title(s)
	o EL Coordinator o All teachers

L. Transfer of EL Students and Student Record Profiles

In the tables below, add person(s) responsible for completion of each task and school-specific information as needed:

L1. Tasks:
- Check eCSSS database at least weekly for transfer students and follow up with all procedures to send Parent Notification within 14 calendar days of first day of attendance.
- Check the eCSSS Language Discrepancy report to ensure that students who may be eligible for EL services and do not have a "potential" (K) EL status are referred and tested.

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

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

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Comprehensive English Learners (EL) Plan
Due Date: May 25, 2018

• 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 cards[10] and ACCESS scores. More communication will occur as necessary.	

Person(s) Responsible	Position Title(s)
	o EL Coordinator o Office Staff, clerk, registrar

M. End of the Year/Transitioning to Next School Level
i.e. elementary to middle, middle to high school

In the tables below, add person(s) responsible for completion of each task and school-specific information as needed:

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)
	EL Coordinator, Teacher

N. Evaluate the Effectiveness of the LIEP

In the tables below, add person(s) responsible for completion of each task and school-specific information as needed:

N1. Tasks:
- Utilize EL and other data as part of the Academic Review Team (ART), Data Teams, or other processes to determine the effectiveness of the LIEP, and that the program was reasonably provided to all EL students to acquire English proficiency and attain equal participation in the general education program within a reasonable period of time.
- School will take corrective measures to improve program, staffing, curricula, resources, etc. if there is a pattern of students' inability to demonstrate English progress and/or proficiency over time (e.g., students who become long-term ELs after five years of program inclusion). English language development progress and proficiency data (i.e., *ACCESS for ELLs 2.0* results) must be considered in particular, because a pattern of inability to make progress is likely limiting students' ability to access school, and puts them at risk for ultimately not graduating and being college and career ready.
- See the following website for additional information on program evaluation:
  - *https://ed.gov/about/offices/list/ocr/ell/implementation.html*
- Take corrective action based on CAS direction, accreditation, Title I, Title III, Complex Area, and/or state monitoring or support efforts to ensure needs of EL students are addressed.

Person(s) Responsible	Position Title(s)
	Principal EL Coordinator, Teacher

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

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

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EL PROGRAM
School Self-Study and Status Report
Due Date: May 25, 2018

School_____ Code _____ Complex _____ Complex Area _____ Date _____

Principal _____ Signature _____ Date _____

EL Program Type[1]: _____ *Refer to Language Instruction Educational Program (LIEP) Documents*

School Self Study Team: _____

Include Name(s)/Position(s) _____

Complex Area Review Team: _____

Include Name(s)/Position(s) _____

Questions	Met / Not Met / In Progress (Indicate below)	Response and/or Evidence of Implementation			If *Not Met* or *In Progress*, Identify Corrective Action Steps and Timeline
A. Comprehensive EL Plan (School Plan) 1. (a) For the current school year was the Comprehensive EL Plan updated and turned in on time (and when was the plan submitted)? (b) Who was involved in the development of the Plan?					
2. Who is/are those responsible for the coordination of the Plan? Does the Plan clearly state who identifies, assesses, programs, instructs, reassesses/ re-categorizes, reports, and monitors EL Program students and when? List the names in the evidence column.		Name who: ➤Identifies potential EL? ➤Provides the Initial assessment? ➤Determines program placement? ➤Provides instruction? ➤Annually assesses ELP? ➤Re-categorizes and schedules?	Name	Position	

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[1] EL Program may be referred to as Language Instruction Education Program (LIEP)

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		➤Monitors and transitions exited ELs ➤Assists ELs with transition from EL Program to other schools? ➤Facilitates parent engagement and conducts ongoing communication ➤Evaluates the effectiveness of the school's EL Program supports?			
3. When and how has the Plan been shared with the entire school staff? List and attach evidence, e.g., agenda, training materials, dates, sign in sheets etc. and note in evidence column					
4. How has the Plan been included in the Academic and Financial (AC/FIN) Plans for the school? Attach appropriate AC/FIN section, if applicable.					
B. Initial Identification, NLP, Program Placement, and Annual Assessment 1. Were all students assessed using the placement test (i.e., WIDA Screener, WIDA-ACCESS Placement Test™ (W-APT™) w/in 30 days from the start of the school year, and 14 days if arrival after the start of the year? If not, how many students were not tested timely and what measures are planned to address this issue in the future?					
2. How many newly enrolled students with Proficiency Level 1 or Level 2 on the WIDA Screener, and or listening or speaking raw score is 0-10 on the W-APT (NEP), and do not have a Native Language Proficiency (NLP) assessment score reported on the eCSSS? If					

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any, what steps are planned to prevent this in the future?			
3. (a) How many staff members have been trained in the proper administration of the state EL assessment instruments? (b) What plans are in place to train more personnel?		(a) (b)	
4. How are appropriate EL Program services and scheduling for students determined and documented, i.e., how are students placed with teachers who have the qualifications and skills to address the students' language development? If teachers are not yet qualified and/or skilled, what are criteria for placement and what are plans to ensure that both EL Program and grade level and content teachers can address the needs of ELs?			
5. How many students, if any, do not have complete ACCESS for ELLs 2.0® data reported in eCSSS? What were the reasons for not administering the ACCESS for ELLs 2.0®?			
C. Standards and Instruction 1. How is the EL Program staff supported in standards-based instruction and in their attempt to ensure that EL students achieve the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and HCPS III?			
2. How is the grade-level or content/elective staff supported in standards-based instruction and supported in their attempts to ensure that EL Program students achieve the CCSS, NGSS, and HCPS III?			
3. How does the school ensure the adopted curriculum is aligned with the Hawaii's WIDA			

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English Language Proficiency (ELP) Standards, CCSS, NGSS, and HCPS III?			
4. How does the school ensure that the language instructional education program(s) provided is/are evidence based?			
5. How are EL program staff included in school initiatives and training, and EL services coordinated as part of the school's Comprehensive Student Support System (CSSS), and part of the development of the school's Academic and Financial Plan?			
6. When and how have the WIDA ELP standards (and/or WIDA Can Do Descriptors) been shared with the entire school staff? Provide or attach evidence, e.g., staff PD sign-in sheets, meeting notes/minutes, department/grade level documents that WIDA ELP standards are being used.			
7. What evidence is there that teachers of ELs (including general ed teachers with ELs in class) are collaboratively using the ACCESS for ELLs 2.0 ® scores and WIDA ELP standards to help inform instruction. Please attach evidence of teacher observations and walk-through forms with appropriate EL strategies, etc.			
8. Teacher Collaboration: To what extent are EL coordinators, general education and special education staff meeting regularly to collaborate around the needs of ELs?			
9. How does the Comprehensive EL Plan or School Academic plan guide the progress of EL students receiving instruction through supplemental and intensive interventions? What intervention supports are provided and give examples of appropriate, purposeful,			

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targeted use of ELA materials aligned to ELs' needs and with universal instruction?						
D. Monitoring, Exits and Transitions 1. Teacher Collaboration: How do EL Program staff members monitor and share student progress and coordinate instruction (e.g. with SPED, Title I, etc.), and grade level/content teachers and/or other support staff and vice versa? Where are meeting dates, time, staff decisions recorded?						
2. What evidence indicates that counseling services regarding social-emotional learning needs and academic and career opportunities are effectively provided to and understood by the EL Program students? What documentation or evidence is available from EL staff and/or school counselors?						
3. What evidence indicates that EL Program students have access to and participate in academic programs (e.g., Academies), services, and activities (e.g., sports, clubs, student government, AVID, AP, International Baccalaureate.) Attach/link sample documents if applicable.						

			# Students		# Students	
4. How many students were most recently exited from the EL Program via Action Code (AC) 01? 03? 04? 06? 07?		AC 01:		AC 03:		
		AC 04:		AC 06:		
		AC 50:		AC 07:		

EL PROGRAM
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<table>
<tr>
<td rowspan="5">E. Evaluating the Effectiveness of the EL Program
1. What are the most recent GTT percentages for the EL students who are "on track", and AMAO percentages for the preceding three years?

<u>Notes</u>
GTT: If the school percentage of ELs "on track" is 75% or higher you have met the state's long term target for 2025. If you are on track to meeting the goal by 2025 you are in progress.

AMAO: In order to indicate "Met," all three AMAOs need to have been met the target in a given year.)</td>
<td>Met/Not Met/In Progress</td>
<td>School Year</td>
<td colspan="4">GTT %
(State 2025 Target 75%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2016-2017</td>
<td colspan="4">%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>School Year</td>
<td>AMAO 1
%
.5 Gain)</td>
<td>AMAO 2
%
Exited</td>
<td>AMAO 3 # & (%) Meet/ Exceed on HSA/SBA (Rdg & Math)</td>
<td>If "n/a" (i.e., AYP "n" size less than 40) still indicate number and percentage of students meeting or exceeding proficiency</td>
<td></td>
</tr>
<tr>
<td rowspan="3">Optional to include 15-16 Data.</td>
<td>2015-2016</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>2014-2015</td>
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<tr>
<td>2013-2014</td>
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</table>

2. Considering your school's Academic and Financial Plan, EL longitudinal data and Comprehensive EL Plan LIEP goals and objectives, what improvement measures are, or will be taken to assure that EL students make progress, become English proficient, and are making gains towards proficiency in reading, math, science and social studies (e.g., ACCESS for ELLs 2.0 ®, GTT, report card grades)? Attach evidence/link, as applicable, e.g., school academic and/or financial plans, improvement plans, PD agendas, sign in sheets, faculty meeting/PD calendar, school newsletters, etc.

(a) Improvement plans and objectives	(a)
(b) Professional development for teachers and others	(b)
(c) Strategies and methodologies to improve instruction	(c)

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(d) Curriculum review and changes	(d)	
(e) Parent and/or community participation and engagement activities	(e)	
(f) Personnel changes (if applicable)	(f)	
F. Parent/Guardian Community Engagement 1. How have parents/guardians been informed about EL Program procedures and services, and notified of re-categorization/ program changes? (Please indicate if students' Student Record Profile or SRP folders are up to date). At time of monitoring visit provide evidence, sample SRP folders, examples of parent communication efforts, agendas, sign-in sheets, etc.		
2. What steps are taken to assure parent notifications are made within required timelines [i.e. English Language Proficiency (ELP) status notification within 30 days after start of school year, initial assessment and placement for ELs within 2 weeks of child's enrollment] in a language parents/guardians can understand? If not completed on time, what measures are being taken to assure students are assessed, placed in and letters are sent in a timely fashion?		
3. How does the school communicate ELs' progress in the EL Program to parents/guardians?		
4. How does the school know if parents/guardians require access to vital documents in another		

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non English language that the parent/guardian can understand?			
5. What interpretive services and/or translations of school notices, communications, and/or student academic information have been provided for limited English proficient parents? (Reference HIDOE Language ACCESS Plan)			
6. What types of supports (including training) are provided to parents/guardians learning English as an additional language to assist them in the education of their children? Provide evidence, or attach.			
7. How are parents/guardians of ELs encouraged to participate in EL-related and **all** school activities (i.e., informational, instructional, and co-curricular)? Provide written description and/or attach evidence of access for parents/guardians (e.g., flyers, newsletters, translated documents)			
8. What types of EL parent involvement activities, orientations, and/or meetings have been conducted this school year? Attach or reference evidence, e.g., flyers, newsletters, translated documents, parent sign in sheets.			
G. Staff and Staff Development Please share the school's recruitment, selection, and hiring practices for EL Program staff. 1. What factors or criteria were used by the school administrator in the selection of EL Program staff?			
2. How does the principal ensure that EL Program staff are fluent in the language of instruction			

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(i.e., English, and if applicable any other language of instruction)?					
3. In addition to posting notices regarding Learning Opportunities, what evidence is there that efforts have been made to assist teachers of ELs (including grade level or content/elective teachers) in participating in EL and or Multicultural Education training?					
4. How are EL Program staff supervised, and by whom?					
5. What type of technical assistance is currently being provided by state and district staff? What additional technical assistance is needed?					
6. When, and in what ways, has the school staff been provided training on the procedures for identifying, assessing and placing students in an EL program of instruction and to use the *WIDA ELP Standards?*					
7. When, and in what ways, has the school staff been provided training on the *WIDA ELP Standards,* or provided support to non EL staff on the WIDA Standards?					

8. What EL professional development training sessions were provided for EL Program Staff and/or other school staff (List any/all PD related directly to supporting ELs and improving LIEP programs. Attach evidence, i.e. attendance sheets, agendas, flyers)	Date	Hours	Topic(s)/Title of Session PD	Nos. of Participants			
				Admin	EL	Reg Ed	Other

H. IDEA and Section 504 1. How many EL Program students are eligible for Special Education (SPED) services?			

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2. What is the eligibility status of these students?			
3. Are all EL/Sped students receiving both EL and SPED services? If NOT MET, please explain.			
4. What efforts are in place to coordinate services for EL/Sped students?			
5. How many EL/multicultural education credits does each member of your SPED staff have, in particular if SPED staff are also providing EL services? (Current criteria/recommendation 6 EL and/or multicultural education credits if SPED students are also receiving EL Program support)			
6. What kind of SPED training have members of your EL Program staff received?			
7. Describe plans for future training opportunities related to dual identified students and/or multicultural education and EL children with disabilities.			
8. How many EL Program students are eligible for accommodations under Section 504? For each student, list the accommodation(s) or modification indicated in his/her 504 Plan.			
I. Career and Technical Education (CTE) and/or Academies (For secondary schools) 1. How many and what percentage of EL Program students are enrolled in CTE classes or Academy programs?			
2. What procedures are in place to ensure that EL Program students have access to these classes, programs or academies?			
J. Gifted/Talented (GT) Program			

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1. How many and what percentage of EL Program students are enrolled in GT programs? What is the non EL percentage? 2. What procedures are in place to ensure that EL Program students have access to these programs?			

K. Fiduciary Responsibilities
1. Provide the following information for Weighted Student Formula **(WSF)** Funds **(PROG ID 42102)** received for EL students this school year.
   (a) What were the planned expenditures and outcomes to benefit EL students (e.g., staffing, EL materials, etc.?
   (b) What were the actual expenditures and results?
   (c) If there is a difference between (a) and (b), explain the reason for the difference?
   (d) How much additional funding, if applicable is needed to appropriately address the needs of ELs?
	WSF Funds (PROG ID 42102) ORG ID:_____
	Funds Targeted Specifically for EL Received: _____
	Actually Used: _____
	
	(a)
	
	(b)
	
	(c)
	
	(d)		

2. What other funds, if any, does the school use to support students in the EL Program, and how are they used, e.g., Title III, Title I, etc.?			
L. Inventory (Materials and Equipment) 1. What equipment and/or ELD textbooks or workbooks, additional materials (e.g. ELD software) are available for the EL Program, and what are their funding sources?			
2. What records of purchases (i.e. receipts, purchase orders) are on file and what are their funding source (e.g., WSF)?			
3. To what extent is equipment properly decaled/labeled?			

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4. To what extent are the EL program curriculum materials and resources evidence-based, effective and appropriately aligned with the LIEP program types offered to ELs?			
5. How does the school ensure that the Core EL Program materials are aligned with the Hawaii adopted WIDA English Language Proficiency (ELP) Standards, the school's selected core curriculum, CCSS, NGSS, and HCPS III?			

OVERALL COMMENTS, COMMENDATIONS AND/OR RECOMMENDATIONS:

EL PROGRAM
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CHECKLIST FOR EVIDENCE/ATTACHMENTS

Please use the checklist below to keep track of evidence/attachments needed for the questions above

- A. Comprehensive EL Plan
  - ❏ Question 3: Evidence of EL Program School Plan shared with entire school staff
  - ❏ Question 4: AC/FIN Plan section(s) showing reference of EL Program School Plan
- C. Standards and Instruction
  - ❏ Question 6: Evidence of WIDA ELP standards and/or WIDA Can Do Descriptors shared with entire school staff
  - ❏ Question 7: Evidence of teachers of ELs using ACCESS for ELL 2.0 scores and WIDA ELP standards to help inform instruction
- E. Evaluating the Effectiveness of EL Program
  - ❏ Question 2: Evidence of improvement measures that are/will be taken to assure ELs make progress
- F. Parent/Guardian Community Engagement
  - ❏ Question 6: Evidence of supports (including training) are provided to parents/guardians learning English as an additional language to assist them in the education of their children
  - ❏ Question 7: Evidence that EL parents and family members are invited to participate in EL related and all school activities
  - ❏ Question 8: Evidence that 2 EL parent activities (activity, meeting, orientation) are conducted annually
- G. Staff and Staff Development
  - ❏ Question 8: Evidence of professional development/training provided to EL Program staff.