

Kaimuki-McKinley

Roosevelt Complex Area

English Learner Success Plan

June 30, 2020

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We thank all of the following KMR school communities for opening their doors to help us understand what EL students were experiencing in classrooms and schools as well as to gather input and feedback for the *KMR EL Success Plan*.

	School WestEd Partners	McKinley High School
Aliiolani Elementary School		Noelani Elementary School
Central Middle School		Nuuanu Elementary School
Jarrett Middle School	Kauluwela Elementary School	Palolo Elementary School
Kaahumanu Elementary School	Kuhio Elementary School	Roosevelt High School
Kaiulani Elementary	Lanakila Elementary School	Royal Elementary School
	Likelike Elementary School	Stevenson Middle School
	Lincoln Elementary School	

WestEd – a national nonpartisan, nonprofit research, development, and service agency – works with education and other communities to promote excellence, achieve equity, and improve learning for children, youth and adults. Our WestEd partners, Annette Gregg and Jennifer Blitz, supported our team in facilitating the process and developing our Kaimuki-McKinley-Roosevelt *EL Success Plan*.

Introduction

The Kaimuki-McKinley-Roosevelt (KMR) Complex Area (CA) is comprised of three complexes — Kaimuki, McKinley, and Roosevelt. There are 29 schools in the complex area — three high schools, five middle schools, 19 elementary schools, and one K-12 Hawaiian Immersion school. The complex area presents a diversity of students and families. The top five ethnicities represented in the student enrollment data are Native Hawaiian, Japanese, Filipino, Micronesian, and Chinese. These five groups together comprise 71.61% of the total enrollment of students in the complex area. Twenty-one schools are Title I schools, which presents as a large disadvantaged population of students and families. Particularly in the urban West Honolulu area, a number of schools serve homeless students and families, which also presents as a highly transient population.

KMR has a very diverse enrollment of language learners which, in school year 2018-19, comprised approximately 18.38% of the total number of students enrolled in KMR. The KMR data indicate that in SY18-19, 12.78% of English learner (EL) students exceeded or met proficiency in English Language Arts (ELA), as compared to the state average of 14.24% for ELs. In SY 18-19, 20.55% of (EL) students exceeded or met proficiency in math, as compared to the state EL average of 16.55%. In some schools and complexes, EL students are also struggling with chronic absenteeism. KMR is in the first cohort of a statewide EL initiative to improve programmatic structures to positively impact the student learning outcomes of the next five years. This document will define KMR's focused actions to support our ELs.

The KMR priorities are informed by key Hawaii Department of Education priorities — presented in the

framework of the HDOE Learning Organization. These include, but are not limited to, equity; professional development and learning and the Five Promises — highlighted in the Table 1 below.

Table 1. Hawaii Department of Education Priorities

HAWAII	Students will be educated within a public school system that is grounded in Hā , powers a multilingual society, and honors Hawaii's local and global contribution. — MARKERS: Nā Hopena A'o; languages; culture; context; place-based; safety & total well-being
EQUITY	Students will experience strong relationships and supports that mitigate disempowering differences to enable them to thrive academically, socially, and civically. — MARKERS: Access; personalization; community; closing achievement gaps; quality
SCHOOL DESIGN	Students will be immersed in excellent learning environments that are thoughtfully designed around a community's power to contribute to a thriving, sustainable Hawaii. Learn more. — MARKERS: Core values; curriculum; infrastructure; magnets; college & career; partners
EMPOWERMENT	Students will develop their authentic voice as contributors to equity, excellence and innovation, by providing input on what they learn, how they learn, and where they learn. — MARKERS: Engagement; civic & policy voice; educational leadership; discovery; choice
INNOVATION	Students will engage in rigorous, technology-rich, problem-solving learning that enables them to solve authentic community challenges and develop pathways to goals. — MARKERS: Applied learning; design thinking; project-based learning; creativity

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Emerging as a theme that serves as a foundation for the vision and mission of KMR is a focus on equity for all learners. This is reflected in our KMR data, where it has been noted that we must continue to focus upon meeting the needs of students in a range of underperforming subgroups. EL student achievement and learning outcomes continue to be a priority for KMR.

Given the demographics of the EL population, along with an examination of dimensions of non proficiency in ELA and math, the *KMR EL Success Plan* addresses three emerging themes: (1) quality teaching and instructional practices in all classrooms, where every teacher is an EL teacher; (2) early, consistent, and strong relationships and supports for EL students and their families; and (3) parent involvement/outreach efforts, where parents are partners and the schools forge positive relationships with all families and provide resources and supports as necessary and appropriate. While all three areas reflect the needs of our EL students and families, it is anticipated that the first two themes may need to be addressed in the first year of our plan, with the parent involvement component being integrated in our complex-wide focus in subsequent years.

As suggested by Singer (2018), the focus on language and literacy, along with other related dimensions of learning, is a key component in providing equity for all learners, including ELs. As such, KMR understands and is fully committed to the successful implementation of our *KMR EL Success Plan*. The learning that has occurred throughout the initial year of this initiative has helped our Core Leadership Team and School Design teams fully acknowledge the value of engaging in this initiative with a clear focus, along with a positive mindset that embraces meaningful change in professional practices that serves all learners.

Plan Development

In order to represent stakeholders from across the complex area, KMR leadership established two multidisciplinary teams made up of school and complex area administrators, EL Coordinators, Complex Academic Officers, Resource Teachers, and classroom teachers.

The **English Learner Leadership Team (ELLT)** served as the core author group during the development of the *KMR EL Success Plan*. The team met multiple times over the course of the 2019-2020 school year to deepen their understanding of current research on quality teaching and learning for ELs; develop their capacity to analyze and interpret current EL outcomes, strengths, and challenges; build committed teams; and lead effective change for ELs in complex area systems.

The ELLT engaged in rigorous examination of the complex area's successes and areas for refinement, using a mixed-methods approach to better understand the range and quality of activities that contribute to meaningful student outcomes. Data that informed the development of the *KMR EL Success Plan* include:

- Observations using the Classroom Snapshot Tool, focused on the use of evidence-based practices in the classroom
- Observations using the Student Shadowing Tool, focused on an English learner student's classroom experience

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- Surveys of stakeholder groups, including administrators, teachers, parents, and students ● Demographic, achievement, attendance, graduation, class enrollment, and dually identified student data

The ELLT will continue to serve as instructional leaders, providing professional development around the plan as well as implementation oversight.

The **Design Team (DT)** was made up of a larger group of KMR educators. They received professional learning directly from the ELLT in order to provide input for and feedback on drafts of the *KMR EL Success Plan*. The DT will go on to serve as advocates for the *KMR EL Success Plan* as it is introduced to and implemented in KMR.

Kaimuki-McKinley-Roosevelt's Vision for English Learners

To ensure success for all ELs in KMR, and to guide shifts and changes to current practice reflected in this plan, the ELLT developed the following vision for ELs that embodies the aspirations of ELs, families, educators, and community members.

KMR's English learners are educated, healthy, and joyful lifelong learners who develop their own cultural and linguistic identities in order to contribute positively to our community and global society.

The KMR vision articulates ambitious goals for all of our English learners. It has been used to guide the development of the *KMR EL Success Plan* and will continue to provide the foundation for continuous improvement as KMR implements the plan over the next several years.

Overview of the *KMR EL Success Plan* Structure

The *KMR EL Success Plan* will provide a roadmap for implementation that includes a robust Theory of Action, a set of Key Components, and an Oversight Structure that must be implemented to improve learning outcomes for English learners and achieve KMR's Vision for ELs (Figure 1). The Theory of Action defines how the complex area will prioritize and carry out the changes needed to improve educational quality for ELs. The Key Components identify the critical elements that must be in place throughout the complex area and address core responsibilities of complex area educators and leaders to improve quality instruction, language development, academic achievement, and graduation rates for ELs. The Oversight Structure identifies the milestones for monitoring progress as well as the communication strategies that will be in place to ensure all stakeholders are aware of implementation successes and challenges.

Figure 1. *KMR EL Success Plan Structure*



Theory of Action

Strategic Goals

High-Leverage Strategies





Key



How the complex area will prioritize and carry out improvements



Vision for ELs Theory of Action



Educators



Oversight Structure
Committee
Milestones
Communication Strategies

What

the complex area will do to improve EL teaching and learning



- Language Development Approach
- Core Educator Competencies
- Instructional Models
- Professional Learning Plan for ALL



the complex area will monitor and evaluate _____ . Plan implementation and effectiveness

How

A theory of action outlines the actionable steps that can be taken in order to lead to a desired change. KMR is committed to improving outcomes for all students who are learning English and ensuring that all students reach their full potential, graduating from KMR schools ready to enter college or careers that will allow them to contribute fully to a global society. To do this, the complex area is ready to commit to engaging in systemic improvement efforts to support all educators in ways that will strengthen teaching and learning and ensure that safe, respectful learning environments exist for all KMR students and their families.

KMR stakeholders worked together to analyze current complex area practices and determine areas of strength and areas of growth that will most efficiently increase academic outcomes for English learners. It is based on building systemic coherence and calls for all KMR staff to take ownership of the future of English learners.

The KMR Theory of Action identifies six Strategic Goals and the High-Leverage Strategies that support each Strategic Goal so that the plan for strengthening teaching and learning for ELs is clear, coherent, and powerful. High-Leverage Strategies provide specific steps that focus complex area efforts to achieve lasting improvements quickly and efficiently. Table 2 outlines KMR’s Theory of Action that will help to realize KMR’s Vision for ELs.

Table 2. Theory of Action of the KMR EL Success Plan

If we...	Strategic Goal 1: Shift educator mindsets from deficit-oriented perceptions to asset oriented beliefs for all language learners
by...	<ul style="list-style-type: none"> ● Adopting KMR’s Vision for ELs, Language Development Approach, and Principles for Effective English Language instruction in all classrooms ● Creating schools where staff and students honor all languages and cultures without judgment and build upon those assets to enhance classroom instruction and practices ● Actively engaging parents as vital assets and partners in their child’s educational success
and if we...	Strategic Goal 2: Provide all schools with programs and staffing to meet EL students’ diverse needs

by...	<ul style="list-style-type: none"> ● Implementing a Language Instruction Educational Program (LIEP) (which includes Sheltered Instruction (all teachers), and Dedicated ESL/ELD services to meet the needs of students and schools ● Exploring additional LIEPs to ensure KMR complex area meets the language needs of all students ● Creating a KMR complex area-wide toolbox of EL resources to support the implementation of the LIEPs at all schools ● Ensuring teachers and students have access to Dedicated ESL/ELD curricula and/or extended learning opportunities to help address language and/or achievement gaps ● Developing and creating a pipeline of qualified personnel¹to support schools in staffing their LIEP needs
and if we...	Strategic Goal 3: Build the capacity of all educators and leaders to provide high-quality learning experiences for all EL students
by...	<ul style="list-style-type: none"> ● Providing state, complex area, and school professional development on WIDA standards and Language Development Approach components to ensure all teachers have the knowledge and expertise to plan, implement, monitor, and adjust lessons based on student needs and leaders have the skills to support all teachers <ul style="list-style-type: none"> ● Providing needs-based EL professional development to ensure teachers are prepared to be language teachers regardless of the content or grade level ● Developing a complex area-wide culture of accountability which supports leaders and teachers with structures to collaborate and reflect on professional development learning and implementation ● Partnering with institutions of higher education (IHEs) to provide professional development opportunities to support teachers with earning credits toward TESOL and Sheltered Instruction certification

¹Including TESOL licensed teachers, PTTs, PPEs, and PPTs

and if we...	Strategic Goal 4: Ensure every teacher is a teacher of language
by...	<ul style="list-style-type: none"> ● Identifying and implementing consistent research-based Sheltered Instructional strategies with fidelity in all classrooms and content areas ● Utilizing WIDA Standards and creating language objectives to support receptive and productive language functions in every classroom to ensure student voice and learning ● Creating contexts for meaningful language use within settings that integrate content and academic language learning ● Providing opportunities for teachers to collaborate on lesson design to support the integration of Hawaii adopted content and WIDA ELD Standards with research based strategies
and if we...	Strategic Goal 5: Engage families and our community

by...	<ul style="list-style-type: none"> ● Establishing family/community partnerships that allow schools to foster communication and positive connections with families ● Creating school/parent/community centers supported by school staff and community partners to allow families to build relationships and create networks to support their child's education ● Engaging parents in meaningful participation in schools and classrooms to foster inclusivity and partnership ● Promoting student ambassadors from various ethnic backgrounds to provide native language support between the school and home. ● Regularly communicating with families about student language and academic progress in a language they can understand ● Establishing community partnerships to create a cadre of certified interpreters and translators to help schools make strong connections with parents
and if we...	Strategic Goal 6: Ensure all teachers use data to monitor and plan for student learning and language development
by...	<ul style="list-style-type: none"> ● Regularly reviewing and using data (e.g., EL WIDA Screener data, ACCESS for ELLs, SBA Language Arts and Math results, Imagine Learning progress data, etc.) to monitor and document student learning and growth ● Using data to provide differentiated linguistic supports and target specific language learning needs ● Using authentic assessments that are appropriately aligned to grade-level standards and student language acquisition ● Continuously monitoring learning and adjusting instruction to meet students' needs throughout the school year

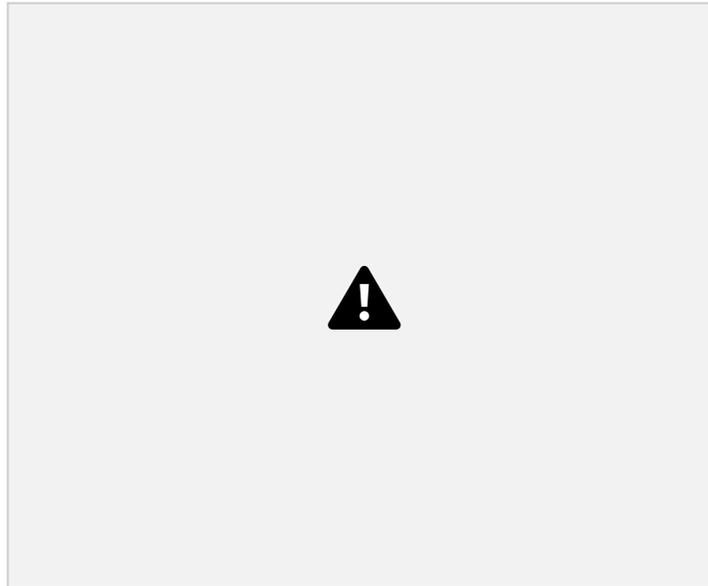
then...	<ul style="list-style-type: none"> ● We will have all EL students engaged in rigorous learning. ● EL students will be grade-level-proficient or beyond in all academic areas. ● More EL students will be meeting growth to target (GTT) expectations. ● More EL students will be reclassified in a timely manner. ● Our EL students will be academically and socially-emotionally successful. ● More EL students will graduate academically and socially ready for life after high school. ● Our core instructional program will be strengthened, benefiting all students. ● Staff will feel more empowered and successful, resulting in improved job satisfaction and teacher retention.
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Key Components

The Key Components (Figure 2) identify essential elements that must be in place throughout the complex area and address core responsibilities of complex area educators and leaders to improve the quality of instruction, language development, academic achievement, and graduation rates for English learners. KMR's key components are: (1) KMR's Language Development Approach, (2) Core Educator Competencies, (3) Language Instruction Education Program Model, and (4) Professional Learning Plan

for All Educators.

Figure 2: Key Components of the *KMR EL Success Plan*



Language Development Approach

All English learners have the double challenge of mastering academic content and academic English simultaneously. To help them meet this challenge, KMR's Language Development Approach (LDA) was designed to identify essential components of instruction that must be present in all classrooms and content areas to ensure the success of all of our English learners. Our Language Development Approach

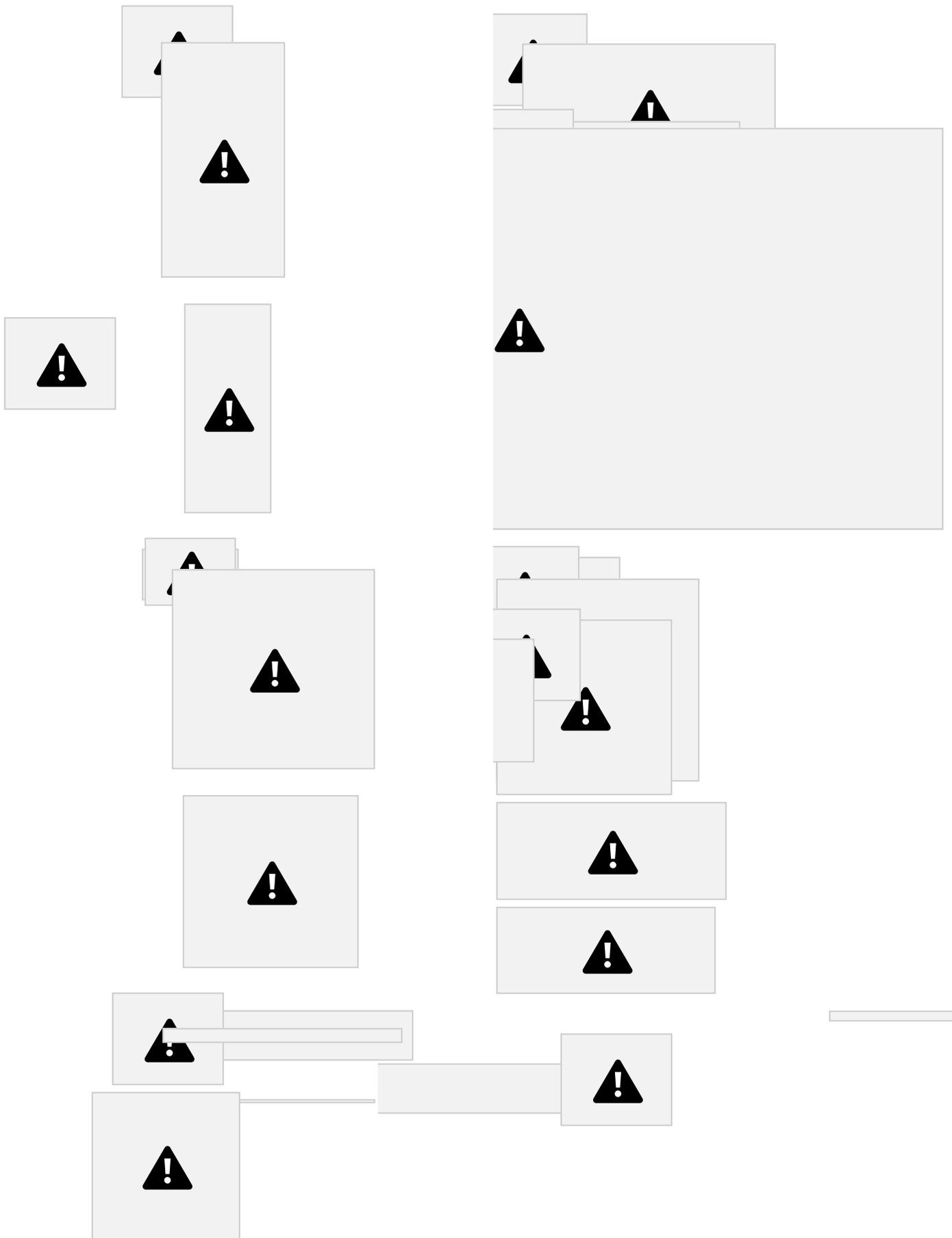
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(LDA) explains how our complex area will ensure academic achievement for all learners. We believe the LDA can guarantee an equitable education for all learners.

In KMR, we believe that any instructional model for effective language development will include the following components to ensure all ELs receive high-quality instruction throughout our complex area. The essential components include:

- Key principles for EL instruction
- Rigorous, grade-level instruction aligned to the Hawaii CCSS and WIDA Standards ●
Culturally and linguistically responsive teaching
- Frequent opportunities to engage in academic discussions and academic writing
- Scaffolding
- Intentional use of Sheltered Instruction and Dedicated ESL/ELD opportunities ●
An instructional framework

Figure 3: Language Development Approach Components



Key Principles for Effective English Learner Instruction

English learners must have equitable opportunities to master college- and career-ready standards through research-based policies and practices grounded in research. The following are Six Principles of Exemplary Teaching of English Learners developed by the Teaching English to Speakers of Other Languages (TESOL²) association, and are universal guidelines drawn from decades of research in language pedagogy and language acquisition theory. The KMR English Learner Leadership Team

²<https://www.tesol.org/the-6-principles/the-6-principles>

determined to use this set of six principles as the foundation to guide shifts in instructional practice necessary for all English learners to achieve at high levels, in school and beyond.

Principle 1: Know Your Learners

Teachers learn basic information about their students' families, languages, cultures, and educational backgrounds to engage them in class and prepare and deliver lessons more effectively.

Principle 2: Create Conditions for Language Learning

Teachers create a classroom culture so students feel comfortable. They make decisions regarding the physical environment, the materials, and the social integration of students to promote language learning.

Principle 3: Design High-Quality Lessons for Language Development

Teachers plan meaningful lessons that promote language learning and help students develop learning strategies and critical thinking skills. These lessons evolve from the learning objectives.

Principle 4: Adapt Lesson Delivery as Needed

Teachers continually assess as they teach — observing and reflecting on learners' responses to determine whether the students are reaching the learning objectives. If students struggle or are not challenged enough, teachers consider the possible reasons and adjust their lessons.

Principle 5: Monitor and Assess Student Language Development

Language learners learn at different rates, so teachers regularly monitor and assess their language development in order to advance their learning efficiently. Teachers also gather data to measure student language growth.

Principle 6: Engage and Collaborate Within a Community of Practice

Teachers collaborate with others in the profession to provide the best support for their learners with respect to programming, instruction, and advocacy. They also continue their own professional learning.

Alignment to Hawaii State Standards

In KMR, teachers design instruction for the EL student in accordance with the TESOL principles outlined above and in accordance with Hawaii's academic content standards. KMR expects that all English

learners (ELs) within the complex area are supported to meet the same challenging state academic content standards that all students are expected to meet while also attaining English language proficiency. For English learner students to be successful, they must master the grade-level content called out in the Hawaii Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and other content area standards, in addition to the World-Class Instructional Design and Assessment (WIDA) English Language Development (ELD) Standards. In classrooms containing English learners, the WIDA ELD Standards must be viewed as core standards, just as important as the content

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standards and teachers must firmly embed the WIDA ELD Standards and framework for working with ELs into all instruction, every day.

In KMR, instruction is based on the CCSS, NGSS, and other content standards, and those standards must be made accessible to ELs through supports based on English language proficiency level and the WIDA ELD Standards. The WIDA Standards provide guidance to teachers to support ELs in acquiring language they can use to access and communicate disciplinary information, ideas, and concepts for academic success. Content teachers must understand that EL students should be included in grade-level instruction of content standards, regardless of their English language proficiency (ELP) level and that all EL students will need varied degrees of scaffolded supports based on their ELP level in order to achieve those grade-level content standards. All of these instructional elements also need to be grounded within the sociocultural context of the ELs, and with the understanding that English learners have the same cognitive abilities as their English-proficient peers and should not be instructed using lower grade-level standards. KMR will support teachers to understand the difference between content standards and ELD standards and how to effectively address both in each and every lesson for English learner students.

It is essential that EL students have access to grade-level content so that they can acquire the skills and knowledge they need to be successful learners. By addressing the language needs of English learners along with content expectations, KMR educators will help EL students access grade-level content and increase their English language proficiency.

Culturally and Linguistically Responsive Teaching

English learners and other culturally diverse students have the additional challenge of acquiring English language and acclimating to a new culture while simultaneously engaging in content learning. Through culturally and linguistically responsive teaching (CLRT), teachers learn about the language and culture of the students in their classes and use that information to bridge their acquisition of English in ways that honor, value, and support the students' home languages, prior knowledge, and cultures. By doing this, teachers will understand and design interactions that build upon the students' language environment within their sociocultural context. This will then allow for the building of foundational English language development while capitalizing on students' different languages, dialects, and registers.

In KMR, we believe that it is essential to create an awareness and appreciation for language and cultural diversity in the classroom. We live in a global society and our world is getting smaller. Our students need the skills to live and work in a multilingual world. When educators are mindful in acknowledging ELs' cultures as well as their languages during instruction, students have opportunities to connect to and make sense of new, and oftentimes unfamiliar, content and contexts while also honoring their own cultural frames. Student-centered learning environments affirm cultural identities to promote pride in

cultural and linguistic heritage; cultivate self-esteem; foster positive outcomes; and develop students' abilities to connect across lines of difference to expand language and culture awareness while also supporting the development of academics. Our expectation in KMR is that teachers take an asset-based stance and approach by knowing their students and using their assets to build their language. This

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instructional shift will require judicious and intentional planning on the part of teachers. When this shift occurs, we will see

- instruction that intentionally calls upon and capitalizes on students' cultural backgrounds and experiences;
- new ways of talking about language that are more accepting and inclusive of different languages and cultural diversity;
- students using their home languages to discuss their learning;
- more student voice, embedding their perspectives and experiences in learning discussions.

Through successful implementation of a culturally and linguistically responsive approach, KMR student engagement and success will increase. Our ELs will be valued and respected and will therefore feel a part of the school and enjoy learning. English learners will feel success and pride in themselves, their culture, and their ability to find success in moving from one level to the next. They will ultimately be able to make a better connection to the content via their own experiences, along with those of other classmates, which will then present a broader, richer perspective for collaborative learning.

Academic Discussions

Academic discussions are intentional, planned-for, extended conversations that lead to new content learning, as well as the use and application of new language. Academic discussions are based on content that is relevant to the lesson and includes discipline-specific language structures and vocabulary. All teachers must embrace the belief that students can engage in academic discourse with linguistic support, and that they can effectively plan for instruction that engages students in this dimension of learning.

In order for English learners to engage successfully in academic discussions, and eventually transfer their discussion skills across settings and content areas, educators will need to make thoughtful and intentional planning decisions. This will include planning for:

- Creation of a collaborative culture and safe learning environment
- Consistent exposure to modeling of academic language, including syntax and vocabulary ● Opportunities to use, maintain, and develop home language
- Strategic partnering, grouping, and talk structures
- Clear content and language purposes
- Thought-provoking, open-ended discussion topics and prompts
- Norms, routines, and accountability structures that support all students to participate equitably; make the language more explicit; embed the teacher focus
- Differentiated scaffolding by language proficiency level to support students to stretch their language

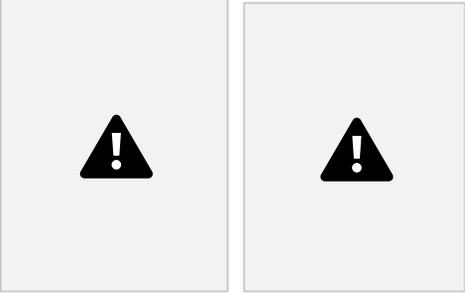
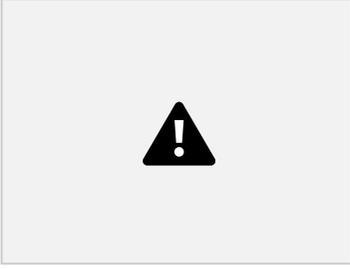
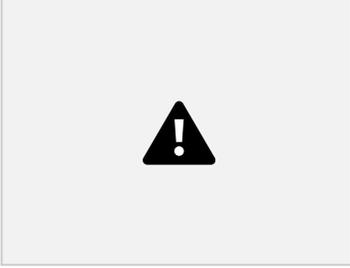
- Opportunities for students to get feedback on language use
- Teacher mindset, as an overarching theme of the Language Development Approach; opportunities for all teachers to thoughtfully reflect on what they need to learn to help their EL students achieve

When English learners are engaged in academic discussions, we will see a move from direct instruction, teacher lecture, and independent student work toward more active student-to-student discussions and peer-assisted, collaborative learning in which the teacher serves as a facilitator rather than a director of learning. We will see English learners using discussions in English as well as their home language as a support for rigorous, grade-level content conversations in which they build on each other’s ideas, ask each other questions, and deepen their understanding.

In order to develop language, English learners need to speak and listen to the language they are learning, including hearing sustained language from teacher and peer models. Academic discussions provide opportunities for English learners to practice and use academic language in instructional settings with complex content. Engaging in academic discussions also supports rigorous levels of processing, higher-order thinking, the sharing of ideas, and comprehension. Participating in academic discussions supports ELs to be successful in the classroom and community and prepares them for college and career.

Table 3. Resources that can be used in Curricular Planning

<p>WIDA Speaking Rubric (Kindergarten)</p>	
<p>WIDA Speaking Rubric (Gr. 1-12)</p>	 
<p>WIDA Writing Rubric (PreK - K)</p>	 

WIDA Writing Rubric (Gr. 1-12)	
Features of Academic Language	
Performance Definitions - Speaking and Writing	
Performance Definitions - Listening and Reading	
Teacher Discourse Moves	
Student Discourse Moves	

Academic Writing

Writing is one of the four language domains in communication, and when incorporated intentionally along with reading, speaking, and listening, it enhances language production and development. *Academic* writing is writing connected to academic course content and real-life experiences. It includes general academic and domain-specific vocabulary usage, discourse and sentence complexity, and relevant evidence from texts. Academic writing uses language in specialized ways depending on the subject matter, with each academic content area having its own expectations. In essence, academic writing in one subject area (e.g., algebra) has different language demands and expectations than academic writing in another subject area (e.g., history). Effective academic writing demonstrates understanding of academic content as well as progress toward mastery of the aforementioned discourse demands of each content area.

Writing contains many discrete skills, and we must make sure that English learner students are taught these skills explicitly. In KMR, we believe that EL students must be provided regular, structured opportunities to develop written language in order to improve comprehension as well as writing ability. Writing instruction is aligned with the content area standards in each discipline as well as the WIDA ELD Standards. Writing instruction is especially important, as the ability to write effectively in various contexts supports success in high school, college, and career.

The shifts in practice that we witness when English learner students are supported in their academic writing endeavors include:

- Writing opportunities that are connected to academic content
- Movement from an individual effort to a collaborative one, with students being incorporated as a part of the writing process
- Opportunities for small groups or pairs to have collaborative discussions, including peer to peer sharing and feedback
- A variety of writing, including short bursts of writing (e.g., 3-10 minutes), also known as “micro writing”; functional writing; and long-term writing projects
- Support for EL students to activate prior knowledge and reflect on and transfer knowledge
- Increased opportunities for self-explanation and critical thinking
- Use of supports such as frames and writing structures
- A shift from personal writing to analytical and interpretation writing
- Opportunities for writing that reflect creativity and critical thinking
- Writing becoming an everyday occurrence

Scaffolding

Scaffolding is the purposeful process of supporting a student to grow from what they currently know and can do to learning new knowledge and skills that are just beyond what they could achieve on their own, otherwise known as working in the student’s zone of proximal development. Through scaffolding, teachers or peers offer support that assists learners in developing autonomy with new understandings

or skills. Scaffolding must be intentional and strategic and have a clear purpose that takes into account what each student knows and can do as well as what each student's needs and challenges are.

In KMR, we scaffold instruction to assist learners in developing autonomy with new understandings or skills, and then gradually taper off support to promote student independence. This serves to make the content accessible and meaningful for growth and to bridge the gap between what a learner can do independently now and what they will be able to do independently in the future.

To scaffold effectively, teachers utilize a student's assets as the base of what they know in order to plan scaffolding that supports the student in their academic learning and moves them forward to a deeper level of growth. In order for students to make growth in English language proficiency and content knowledge, teachers must provide the support that each individual student needs to achieve.

Scaffolding can only be productive when it is viewed as temporary help that leads to future independence and therefore guides the student toward autonomy in their achievement journey; scaffolding is not productive when it does not evolve or when it is never removed and the student is therefore not given the opportunity to become independent.

Scaffolds should not be provided if a student does not require it; a scaffold is only productive if it is needed in order for a student to be able to make sense of the academic content and generate new learning. Additionally, scaffolding is not productive when the scaffolds change the intellectual rigor of the task to overly simplify content or water down new learning.

Sheltered Instruction

KMR defines Sheltered Instruction as English language development that occurs in the general education classroom, facilitated by the classroom teacher, with the goals of providing access to mainstream, grade-level content, and simultaneously promoting the development of English language proficiency. Learning English and learning content cannot be separated. Therefore, it is critical that all teachers see themselves as teachers of English, and that all teachers take responsibility for contributing to the language development of ELs.

Sheltered Instruction offers opportunities for English learners to engage in activities where they develop English by interacting with a variety of literary and informational texts, as well as engaging in a range of listening, speaking, reading, and writing instruction across all content areas. By planning for, and delivering, intentional, Sheltered Instruction, all EL students gain access to the state content standards. KMR believes that using Sheltered Instruction practices in all classrooms that contain ELs benefits all students, not just English learners.

The shifts in practice we will witness when ELs are engaged in purposeful and intentional Sheltered Instruction include:

- More careful and intentional planning for instruction, where differentiated instruction becomes a norm

- Routine, frequent, and explicitly planned opportunities to engage in discussions that develop

- content knowledge and apply comprehension strategies and analytical skills
- Oral and writing discourse opportunities that build awareness of how academic English is used to make meaning
- Increased opportunities to talk, read, and write about, as well as listen to, grade-level content using English with appropriate scaffolds to be successful
- Explicit instructional planning with ELs in mind

As a result of these shifts, we believe all KMR EL students will be able to access the language of the content, no matter what content class they are in. English learners will become more engaged, leading to an increase in academic scores, ELP scores, and in their own self-esteem.

Dedicated ESL/ELD Instruction

Dedicated ESL/ELD is the intentional delivery of English language instruction that supports the language development of EL learners. Dedicated ESL/ELD takes place during a protected time of the regular school day when teachers use the WIDA standards as the focal standards and instructional targets, based upon the current language proficiencies of the students. Dedicated ESL/ELD instruction is required and generally attached to academic course code numbers. Dedicated ESL/ELD classes focus on language development, language goals, and language growth to meet the needs of a target group of ELs based on their language proficiency levels. Content should be woven into the language development. The instruction during Dedicated ESL/ELD is purposeful, and it focuses on what is needed in order for the students to be successful during content area instruction. In Dedicated ESL/ELD, the instruction continues to be rigorous and relevant, and it is not “dumbed” down. The setting of Dedicated ESL/ELD can be push-in or pull-out.

All EL students need to develop the critical English language skills, knowledge, and abilities for content learning. EL students by definition have not yet reached English proficiency, fluency, and/or literacy and need the additional Dedicated ESL/ELD support to develop these skills and abilities using English in a variety of ways. They need to build up their awareness about how English works and have opportunities to practice using the disciplinary language of the content areas. These discussion opportunities need to be intentionally planned by teachers to prepare students to transfer the language skills learned in Dedicated ESL/ELD to their content area learning and be more successful as they comprehend and communicate in English. To frame meaningful discussions in the Dedicated ESL/ELD instruction, the following key language uses will be targeted: Explain, Argue, Narrate, Inform, Inquire, Discuss. These key language skills are applicable and necessary in all content areas and therefore provide an opportunity for Dedicated ESL/ELD teachers to have a meaningful impact on students' ability to acquire English language and access the core content of their Sheltered Instruction classes. Furthermore, Dedicated ESL/ELD teachers can support content area colleagues in their implementation of scaffolding, culturally and linguistically responsive teaching, and Sheltered Instruction.

All EL students, including those whose current status has not been finalized, must receive Dedicated ESL/ELD language development so that they will be able to develop the discourse practices, grammatical

structures, and vocabulary necessary to access and master grade-level content. When ELs are engaged in purposeful and intentional Dedicated ESL/ELD, we will see a cohesive system of support for English

learners. With Dedicated ESL/ELD instruction, EL students will be able to engage in collaborative discussions with peers, demonstrate higher-order thinking skills, and contribute to and lead classroom activities throughout the school day in their Sheltered Instruction settings.

Instructional Framework

It is essential that all students get a consistent education and have a fair opportunity to succeed. A clear and coherent instructional framework defines how teaching and learning is organized in the classroom and serves as a system of instruction that addresses the needs of all learners. This system ensures that, although they have individual differences, they still have equal and fair access and opportunities. An instructional framework provides a consistent process for teachers to explicitly and intentionally develop English language and content knowledge and skills through their instruction. Through an instructional framework, teachers provide explicit, appropriate, and robust learning activities for all students, including English learners, along with the appropriate scaffolding and support to make content accessible, allowing all students to communicate meaningfully and process the content for learning.

In KMR, teachers plan and implement instruction aligned to the Universal Design for Learning (UDL) instructional framework in order to support the needs of all students, including English learners. UDL was designed to improve and optimize teaching and learning for all students based on scientific insights into how humans learn. When implemented effectively, UDL guides the design of learning environments that are accessible and effective for all students. The UDL guidelines offer a set of concrete suggestions that can be applied to any discipline or domain to ensure all learners can access and participate in meaningful, challenging learning opportunities. The guidelines are:

- Provide multiple means of ENGAGEMENT
- Provide multiple means of REPRESENTATION
- Provide multiple means of ACTION AND EXPRESSION

When KMR teachers use the UDL framework to design, implement, and evaluate instruction, we will see several shifts in teaching:

- All teachers as teachers of language and all classrooms as language classrooms
- Laser targets on what needs to be taught and learned and how students will demonstrate proficiency
- Integrated units that involve other content areas
- ELs engaged in content learning and development of academic English at the same time
- ELs taking a greater lead in class and initiating conversations
- Clear systems and routines
- Intentional planning and rigorous instruction with a focus on integrating language development
- Student-centered instruction
- Increased participation in classroom discourse on a routine basis

- Language development support
- Implementation of the stages of the instructional framework and differentiated instruction based on language proficiency level
- ELs developing academic English rather than just social English

- Teacher as a facilitator of learning rather than the "sage" on the stage

As a result of the successful implementation of UDL, achievement will increase; more ELs will reach their growth to target goals and have improved academic achievement. Grades will reflect student understanding in that there will be a preponderance of students attaining grades of C and above rather than D and below. We will see higher graduation rates, higher reclassification rates, increased attendance, improved behavior, increased engagement, and higher degrees of college and career readiness.

Language Instruction Educational Program (LIEP)

In HIDOE schools where English is the language of instruction, schools with ELs must implement a Language Instruction Educational Program (LIEP) that includes both Dedicated ESL/ELD and Sheltered Instruction. While it is encouraged to utilize students' home language to support ELs in this program, the goal of the LIEP is for ELs to attain English proficiency and academic achievement in English. KMR offers the English Language Development LIEP to all English learners, K–12, to ensure they acquire the necessary English language skills and core content knowledge needed to graduate and be prepared for college and careers.

The current Language Instruction Educational Program, and any future LIEPs KMR determines to offer, are required to contain the following essential components that align them to KMR's comprehensive Language Development Approach (LDA):

- Key principles for EL instruction
- Rigorous, grade-level instruction aligned to the Hawaii CCSS and WIDA Standards ●
- Culturally and linguistically responsive teaching
- Frequent opportunities to engage in academic discussions and academic writing
- Scaffolding
- Intentional use of Sheltered Instruction and Dedicated ESL/ELD opportunities ●
- An instructional framework

The KMR English Language Development Program LIEP is intended to provide a comprehensive approach to language learning. Students are explicitly learning English in all classes through content instruction (Sheltered Instruction) as well as being provided targeted language development support during Dedicated ESL/ELD.

The goal of Dedicated ESL/ELD is to advance language development and to promote academic achievement. Dedicated ESL/ELD is based on the research, theory, and pedagogy of second language acquisition within the context of the WIDA Framework and Common Core State Standards. Dedicated

ESL/ELD instruction provides systematic, explicit, and sustained language instruction, and prepares students for general education by focusing on academic language.

Dedicated ESL/ELD classes are times devoted to language growth for the communication of information, ideas, and concepts necessary for academic success and instructional purposes within the school setting. Learning should be contextualized in grade-level content learning and focus on oral language and literacy

development that will address the language demands of all core content areas, key academic practices, and key uses of academic language. Dedicated ESL/ELD courses must be taught by teachers who are Hawaii Qualified (HQ) in Teaching English to Speakers of Other Languages (TESOL) or working toward this requirement.

Sheltered Instruction is an instructional approach that integrates language and content instruction. Teachers design instruction strategically in order to differentiate grade-level content while promoting the students’ English language development. In Sheltered Instruction settings, ELs study alongside their English-speaking peers and are held accountable to the same grade-level curriculum standards. HIDOE defines Sheltered Instruction courses as courses that include intentional supports and planning for ELs and are taught by certified content or grade-level teachers with six (6) TESOL-related credits or equivalency (HIDOE Memo, 2019, *Six (6) Credit or Equivalency Teaching English to Speakers of Other Languages Sheltered Instruction Requirement for Teachers*). It is KMR’s intention that through the implementation of the *KMR EL Success Plan*, all teachers accept the responsibility of being teachers of English language development, regardless of the grade or content area they teach.

Additional LIEP services, such as Content-based ESL (e.g., J-section classes), can and should be integrated into the school’s LIEP based on the needs of the EL population as determined by student data. An example might be when data suggests large numbers of EL students are struggling with particular content classes. For example, if a group of ELs are struggling with algebra, even after the teacher has implemented a variety of appropriate scaffolds, supports, and interventions, a school may offer a J section algebra class. These homogeneous classes made up solely of ELs are taught by content teachers who are also TESOL qualified and are using content to teach English. They are designed using many of the TESOL principles and strategies. Content-based ELD is designed around the content, (e.g., algebra) but has a strong language focus whereas Dedicated ESL/ELD is driven by a language focus and is connected to multiple content areas.

Table 4 outlines the Language Instruction Educational Program currently available in KMR as well as additional language services for elementary and secondary students.

Table 4. KMR’s Language Instruction Educational Program and Services

English Language Development Program
<ul style="list-style-type: none"> ● Dedicated ESL/ELD for all English learners (push-in or pull-out) ● Sheltered Instruction in which ELs learn grade-level content and language with their non-EL peers

<p style="text-align: center;">Elementary English Language Instructional Services (K-5)</p>	<p style="text-align: center;">Secondary English Language Instructional Services (Middle and High School 6–12)</p>
<ul style="list-style-type: none"> ● Newcomer classes 	<ul style="list-style-type: none"> ● ESOL Classes ● Content-based ESL (J section) classes ● Newcomer classes ● Ready-to-exit classes

Implementing the Language Instruction Educational Programs

All schools must provide the necessary resources, including qualified staff and instructional materials, to implement the English Language Development LIEPs in KMR, using state/school per pupil general funds and weighted EL funds. The Comprehensive EL Plan documents the approach and must be shared schoolwide to ensure all stakeholders are involved in the process and recognize their roles in program implementation.

Each school is responsible for regularly assessing student linguistic and academic capacities from entry through graduation, and adjusting instruction, course selection, and supporting structures in response to these data. School staff are expected to communicate with ELs’ families on a regular basis and in their home languages, making the families feel welcomed, supported, and informed of how they can support their children’s linguistic and academic progress and success. School staff should respect the cultures and understand the experiences of ELs’ families, and gradually build the families’ trust and cultivate their involvement.

The purpose of completing the Comprehensive EL Plan is to ensure that school administrators, staff, and parents understand how the educational approach will be implemented based on the school’s EL population (e.g., students’ native language and English language proficiency level). The Comprehensive EL School Plan should clearly document who is responsible for identification, assessment, program placement, and both Dedicated ESL/ELD and Sheltered Instruction, and be in alignment and connected to the school’s Academic and Financial Plan. (More information on how the Comprehensive EL Plan is used to monitor the implementation of the LIEPs at the school level can be found below in the Oversight section of the *KMR EL Success Plan*.)

Supports for Diverse English Learners

English learners are not a monolithic group. They come from diverse linguistic and cultural backgrounds, with unique experiences in and out of school contexts. English learners cannot be well-served by a single program, setting, or approach, and are in need of a variety of flexible supports to ensure they acquire English language skills and grade-level content knowledge simultaneously. For this reason, KMR schools offer English language supports within the English Language Development LIEPs, as outlined above.

To ensure successful outcomes for all diverse English learner students, KMR intends to build from current strengths across the complex area to serve Newcomer, Long-Term English Learners, and Dually Identified Students, as well as to enhance current practices and programs in ways that will increase the academic success of these particular populations of students. It is critical that the student assessment process for English learners include an analysis of (1) language proficiency, (2) prior education, (3) academic strengths and needs, (4) mobility and continuity of participation in prior school programs and/or settings, and (5) career and educational goals.

Newcomer English Learner Students

It is important to specifically address the needs of newcomer students in KMR in order to help integrate them into a new culture and society, provide them with appropriate supports so they can access grade level curriculum, prepare them for integration into general education classrooms, and help them prepare for college and career.

KMR is committed to providing social-emotional support, in addition to academic ones, to assist newcomers in assimilating to their new environments. We recognize that many newcomer students come to school dealing with a variety of challenges, which could include struggling with public housing, experiencing separation from family, moving to Hawaii to live with relatives, or perhaps, not wanting to be here.

It is critical to continue to look at how to support students' basic needs in order to provide them with a foundational structural base to begin learning, feel welcomed and accepted, build a sense of community, and excel in school and beyond. Newcomer EL students fall into two groups, those with adequate formal schooling, and those with limited and/or interrupted formal schooling. Consideration must be taken in order to adequately address their distinct instructional and emotional needs.

Teachers of Newcomer students must be highly qualified, motivated, and committed to serving this unique and diverse EL population. The team of educators working with Newcomer ELs needs to have a deep understanding of ELs' experiences and perspectives, ideally will speak one of the diverse languages, and serve as role models for students, all while being able to provide meaningful Dedicated ESL/ELD instruction. The combination of multicultural histories and experiences along with deep knowledge of working with ELs helps these teachers focus closely on the strengths and needs of the EL populations at their site. Teachers recognize that their ELs' cultural and language assets can be used to formulate and strengthen students' understandings, in part through using resources from both languages and translanguaging practices. Students' assets are employed such that students increase

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their mastery of content knowledge while moving toward greater fluency in academic English. Deliberate and thoughtful unit and lesson planning among teachers should take place, and there should be agreement and consistent implementation regarding how different first languages may be used in instruction and how autonomy is developed.

Newcomer English Learners with Adequate Formal Schooling

Newcomer students may or may not have had some exposure to the formal study of English; however, they may have had a formal educational program in their native country, and many have the knowledge

background that supports them in their content instruction in English. Depending on their English proficiency upon initial enrollment, they may need an additional year of high school in order to master English and meet course requirements for graduation. However, students with official records should be granted credit for coursework completed in their native country so that they can meet high school course requirements and graduation standards within a reasonable amount of time. Students functioning at English Language Proficiency Levels 1 and 2 will typically benefit from additional supports for newcomer students. It should be noted that these students should be placed in age-appropriate grades to ensure they will be able to graduate with their peers.

Newcomer English Learners with Limited and/or Interrupted Formal Schooling

In some cases, newcomer ELs entering at the upper elementary or secondary grades are also students with limited and/or interrupted formal education (SLIFE). SLIFE students are English learners who have experienced interrupted education due to geography, educational opportunities, war, civil unrest, migration, or other factors. They specifically may never have had the opportunity to participate in any type of schooling before entering school in the United States. Alternately, SLIFE students could also have experienced limited education in their home countries due to lack of resources or trained teachers, the type of schooling they participated in, or other circumstances (adapted from DeCapua & Marshall, 2010).

SLIFE students frequently exhibit low literacy levels in their primary language and often lack the background knowledge necessary for success in a secondary-level academic program. They are at risk for dropping out and are often in need of transition and social-emotional support. In KMR there is data to suggest that there are students that fit these SLIFE characteristics. These students may need an academic program that will address their primary language literacy needs and may need a flexible high school program that will allow them to fulfill high school graduation requirements with additional time.

Teachers of SLIFE students need to simultaneously address a number a high-priority needs for this student population because of their gaps in education. These needs include supporting students' language and literacy development, leveraging their home language capacities in their acquisition of English, and building their self-confidence as these adolescents navigate toward high school and future opportunities.

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Recommendations for Supporting Newcomers:

After reviewing essential practices and features of Newcomer Language Instruction Educational Programs, the KMR ELLT determined that the following four high-leverage strategies would be wise to pursue as the *KMR EL Success Plan* is implemented. These strategies include:

1. Researching Language Instruction Educational Programs (LIEP) for newcomers
2. Identifying staff and resources needed to begin and sustain a quality newcomer LIEP
3. Exploring characteristics and supports, both academic and social-emotional, for SLIFE students
4. Refining and/or strategically designing newcomer classes

As a result of implementing these high-leverage strategies, KMR expects to see an increase in needs

based instruction, an increased teacher understanding of language development strategies for newcomer and SLIFE students, and all teachers taking an increased responsibility for all students' success.

In addition, schools and complexes may consider the following recommendations:

- Schools may design and schedule ELs into newcomer courses to help them develop basic English language skills in reading, writing, speaking and listening, as well as orientation to a new school, community, and cultures.
- Schools may offer newcomer services such as language, cultural, social, and academic supports, such as basic literacy, mathematical literacy skills, and academic content preparation, in an emotionally safe learning environment.
- Enrollment in newcomer courses should be limited to one year.
- In secondary schools, newcomer services may consist of a scheduled course/period, or up to a half-day program.
- In elementary schools, newcomer services may be provided with specialized instruction through self-contained or pull-out Dedicated ESL/ELD.
- Newcomer students are entitled to equal access to grade-level content and a full range of the school's educational programs regardless of the program type or course in which they are enrolled.
- The Office of Civil Rights policy requires schools to provide appropriate assistance in order to remedy academic deficits that may have occurred in other subjects while the student was in such a specialized program focusing on learning English.

Considerations for Supporting Students with Limited and/or Interrupted Formal Education:

- Professional Development for EL and Content Teachers on SLIFE
 - Targeted academic language and literacy development support/HMTSS based on screeners ● Implementation of Sheltered Instruction, including integration of language and content learning targets
 - Supplemental before/after school and summer Extended Learning Opportunities to support closing of achievement gaps and credit recovery
 - Instructional practices such as cooperative learning, project-based learning, hands-on learning, and incorporation of students' experiences and backgrounds into instruction
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- Family engagement and communication (e.g., parent meetings, Sundays Project, school workshops with native language support to address learning needs and school expectations)

Long-Term English Learner Students

Long-Term English Learner (LTEL) students are ELs who have been in the EL Program for five (5) or more years. LTELs often have high oral fluency in English but have not yet achieved the language proficiency and academic criteria to qualify for reclassification. KMR believes addressing the specific needs of the LTELs is essential because LTELs have a significantly higher dropout rate.

An LTEL student, whether they graduate or drop out, will need to be a productive member of society after their K-12 schooling years. Strategic programming and increased alignment between elementary,

middle, and high schools could significantly decrease the dropout rate of those students or families requesting an Exemption from Compulsory Education (DOE Form 4140) and finishing high school through the GED route, or not at all. It should be noted that former EL students who have been able to meet the EL reclassification criteria have been shown to enroll and attend college at a rate comparable to or higher than non-EL students. KMR is committed to shifting practices in ways that ensure the vision for ELs is realized.

Systems will be created to support LTELs who are enrolled in secondary schools across KMR. In determining placement, it is important to first analyze the student's academic and linguistic assessment data and then consider the following in regard to the student's educational history in order to determine the most appropriate placement and supports:

- The student's number of years in U.S. schools
- The history of the ELD instruction the student has received
- The history of the student's instructional program

KMR believes that investing in the development of an LTEL LIEP may help to achieve the complex area's vision for English learners.

Recommendations for Supporting Long-Term English Learners:

After reviewing essential practices and features of LTEL Language Instruction Educational Programs, the KMR ELLT determined that the following four high-leverage strategies would be wise to pursue as the *KMR EL Success Plan* is implemented. These strategies include:

1. Building awareness and identification of processes to determine who LTEL students are and how best to meet their needs, taking into account those factors that contribute to their non achievement
2. Providing professional development that incorporates socio-emotional learning strategies to motivate and shape behaviors and attitudes

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3. Strengthening articulation between elementary, middle, and high schools in the complex area when looking at data for potential LTELs and strategically planning for supports to taper the number of LTEL students entering middle and high school
4. Exploring the development of a Long-Term English learners LIEP

As a result of implementing these high-leverage strategies, KMR will be poised to provide enhanced services to LTELs who will be presented with opportunities to consistently develop language and academic skills. Additionally, KMR anticipates an increase in active student engagement which has the potential to improve achievement and learning outcomes for all EL students.

In addition, schools and complexes may consider the following resource modules which include promising practices to support LTELs:

- Module 1: Supporting LTELs: Why is it important to Pay Attention to LTELs?³ •

English Learner Students Who Are Dually Identified

English learners with disabilities, also known as dually identified students, are a diverse group of students with unique educational needs. The proper identification of and service provision for this heterogeneous group is essential. It is required by federal law that all EL students who may have a disability are located, identified, and evaluated for special education services in a timely manner and, once appropriately identified, receive specific language and disability-related services to meet their individual needs.

Initial Instruction

High-quality English language development, along with evidence-based general education instruction, is included in initial, or Tier One, instruction. Dedicated ESL/ELD is not an intervention; rather, English learners receive appropriate English language instruction tailored to their specific needs and integrated with content instruction as part of initial instruction. When an English learner is suspected of having a disability, a period of more intensive instruction or intervention in English language development may be appropriate to help distinguish language proficiency from a learning or language-related disability. Providing interventions to EL students suspected of disabilities helps to facilitate appropriate identification and ensures access to instruction, as illustrated in Figure 4.

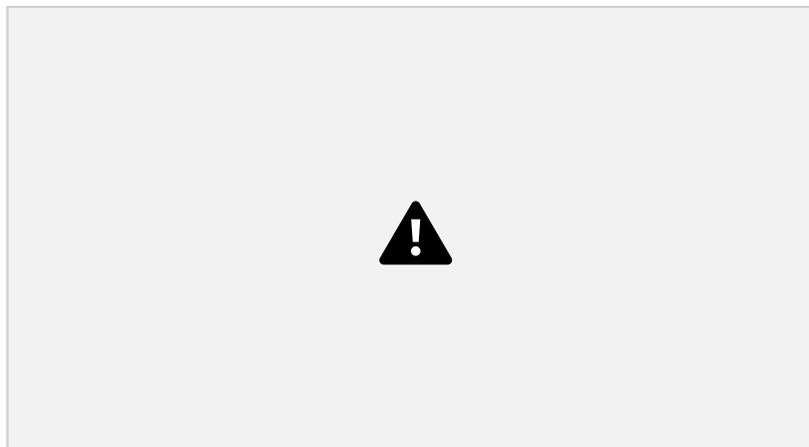
³Pacific Regional Comprehensive Center. Supporting Long-Term English Learners (LTELs): A Resource for HIDOE Administrators.

https://docs.google.com/presentation/d/1fZrRr6fhruL9Ag_oRsQ4cmxM1j6cgqXArSg5qoqM0bg/edit#slide=id.p

⁴Pacific Regional Comprehensive Center. Supporting Long-Term English Learners (LTELs): A Resource for HIDOE Administrators.

<https://docs.google.com/presentation/d/1p7lqSyDJLL9wI8CO6XNKHr3M0q86tJ2EKbzULFWsWfy/copy>

Figure 4. Considerations for English Learners in Tiered Support Models⁵



Via this plan, KMR schools may consider implementing the WIDA RTI2 framework, which includes tools and resources to address some of the unique needs of EL students within a culturally and linguistically

responsive tiered support system.

KMR has adopted Universal Design for Learning (UDL) as an instructional framework for curriculum development that gives all students equal opportunities to learn. UDL is especially important for ensuring that English learners have adequate access to general education instruction before determining whether and what types of interventions may be needed.⁶

It is essential to use culturally and linguistically responsive tools to regularly monitor progress for all English learners and particularly for those suspected of having a disability. Progress monitoring can take the form of analyzing performance data, formally and informally observing students, examining and intervening for possible language proficiency–related explanations for students’ difficulties, and comparing English learners to peers with similar characteristics of both English language development and achievement in the content areas.

Identification

When considering dual-identification, it is essential to determine whether an EL student’s academic difficulties stem from language proficiency issues or a disability. Collaboration among various experts, including English learner, special education, and general education personnel, is especially important, as there are multiple sociocultural and sociolinguistic factors that may influence EL students’ performance. These include:

- English language proficiency
- Home language and environment
- Previous and current learning environments
- Psychological and socioemotional health

⁵Park, S., Martinez, M., & Chou, F. (2017). *CCSSO English learners with disabilities guide*. Washington, DC: Council of Chief State School Officers.

⁶For more on UDL, see pages 18–19.

- Socioeconomic status
- Physical health

When determining eligibility for special education services, educators consider these factors as they attempt to identify English learners with disabilities. Comprehensive evaluation protocols and processes for special education eligibility involve multiple measures, limit cultural and linguistic bias, and are interpreted with bias in mind. It is essential that we avoid overidentifying English learner students with disabilities while also ensuring that students with disabilities receive services.

Providing Services to Dually Identified Students

In KMR we provide both English learner and special education services to dually identified students, as is required by federal law. Much like the identification of English learners with disabilities, the development of IEPs should be a collaborative effort; English learner and special education services are coordinated and IEP teams include individuals with expertise in second language acquisition, bilingual or English language development certified staff, or other staff who can address the impact of language and culture on students’ goals and services. Having aligned language development and IEP goals is important

for ensuring that English learners' language proficiency needs are integrated in their special education services. It is essential to consider the totality of each student's needs, including language proficiencies and sociocultural/sociolinguistic factors, and design IEP goals and instructions that reflect how the various language and learning needs of the dually identified student can be integrated and supported. English learner and special education staff work together to monitor the progress of dually identified students by examining how instruction is leading to both academic and English language growth.

Parents must be active members of the IEP team and must be supported to meaningfully participate in and advocate for high-quality education. Vital documents, including IEPs, are translated to a language parents can understand and, in instances where parents are not literate or speak a language that is not written, translation or interpretation support is routinely provided.

Recommendations for Supporting Students Who Are Dually Identified

After reviewing KMR dually identified student data and discussing essential practices for supporting this population of students, the ELLT determined that the following high-leverage strategies should be pursued during implementation of the *KMR EL Success Plan*:

1. Reviewing data for dually identified students in more depth to examine eligibility categories for dually identified students, the percentage of LTEL students who are also dually identified, and the percentage of dually identified students with more severe cognitive impairments
2. Identifying opportunities to build awareness and strengthen the coordination of service delivery options between EL and special education staff
3. Facilitating internal articulation, coordination, and systems between elementary, middle, and high schools

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As a result of implementing these high-leverage strategies, KMR is poised to increase understanding and collaboration between special education and EL departments at all levels of the system; facilitate the identification and service provision process; and effect an enhanced understanding of how to support students who are dually identified, leading to increased academic and English language development growth.

Core Educator Competencies

Core Educator Competencies constitute the essential skills for rigorous grade-level, standards-based instruction that all educators need in order to effectively support ELs across the KMR complex area. The majority of KMR's students who are learning English as a second language are placed in classrooms with teachers who have limited preparation related to English language development and appropriately scaffolded core-content instruction for ELs aligned to standards. To address this challenge, all educators in KMR are expected to meet the Core Educator Competencies defined in this success plan.

Teacher Competencies

Each principle helps educators to examine their classroom practices and to reflect on those principles

that they have in place, those they need to strengthen, and those that are missing, thus challenging them to understand what must be in place to maximize ELs' access to and success with college- and career-readiness standards. The set of principles can be used to initiate discussions among practitioners who share similar roles and responsibilities or have unique responsibilities. What follows are descriptions of some of the implications for teachers in the classroom across the areas of **instruction**, **curriculum**, **assessment**, and **professional learning**.

Instruction

- Instruction leverages ELs' experiences, perspectives, strengths, needs, home language(s), cultural assets, prior knowledge, and English proficiency to accelerate disciplinary content and language learning.
- Teachers are highly skilled and intentional about the use of scaffolds so that students experience rigor and struggle productively.
- Teachers are masterful and intentional about the use of supports enabling students to work beyond their current ability; for instance, use of anchor model techniques, graphic organizers, visual representations, and structured peer interactions.
- Teachers communicate clearly to students the academic expectations of the classroom (i.e., goals, objectives, and their rationale), ultimately strengthening students' metacognitive abilities.

Curriculum

- Instruction is designed to engage students in productive struggle with central ideas in the discipline as students build content knowledge and develop rich discipline-specific language and discourse.
- The design of instructional tasks includes scaffolds for ELs that do not diminish their engagement with complex concepts and text.

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- Teachers provide a variety of complex texts appropriate for each discipline that challenge students to build and expand their current literacy, language, and content knowledge. ● Appropriate Dedicated ESL/ELD curricula are provided based on students' language needs and English proficiency levels.

Assessment

- Students engage in oral and written discourse, in which they argue from evidence, present explanations, describe their reasoning, make conjectures, justify conclusions, and validate findings.
- Teachers provide students with timely and useful feedback and encourage students to reflect on their own learning and thinking.

Professional Learning

- Teachers develop a deep knowledge of the disciplinary vocabulary, language purposes, and discourse that ELs need and structure multiple opportunities in the classroom for students to actively use language.

School Leader and Administrator Competencies

The principles require school leaders/administrators and complex areas to carefully address the needs of ELs when designing the infrastructure and supports that will help maximize EL accomplishment of content and ELD standards. What follows are descriptions of overarching considerations for school leaders/administrators and complex area leaders. This is an opportunity for leaders to examine practices and evaluate their impact on EL achievement. Our rigorous standards pose new and significant demands for ELs and will require that KMR administrators establish new practices to help ELs meet them.

Vision for ELs: Responsive and Rigorous Instruction and Curriculum

- School leaders carry out the complex area's vision for ELs, and have clear and high expectations for all ELs.

Resource and Funding

- School leaders ensure that human and fiscal resources are maximized for discipline-specific learning, language, and literacy development.

Professional Learning

- School leaders ensure that teachers of ELs receive professional development on discipline specific language and literacy development and have time to co-construct lessons and units that integrate content and language development.
- School leaders provide professional development on ways to differentiate instruction for subgroups of ELs (newcomers, SLIFE, long-term ELs, dually identified ELs, etc.).

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- School leaders provide all teachers of ELs the time to develop their expertise in meeting the needs of ELs.

School Environment Supportive of Quality Instruction

- School leaders create a culture where teachers are afforded the time to differentiate for language and content, bridging the gap that ELs may have with their monolingual peers.
- School leaders create and structure professional development, inquiry teamwork, and common planning time, all of which use the available data around student literacy and content area achievement to drive curriculum and lesson development.
- School leaders create opportunities that strengthen the capacity of parents of ELs to support learning, language, and literacy in the discipline.

Data Used to Diagnose and Inform

- School leaders disseminate and analyze relevant data with all teachers to inform and guide classroom practice.
- School leaders ensure that ELs are assessed in fair and equitable ways. Assessments should test content knowledge. This means that at times, testing in the native language may be appropriate to ensure that language is not impairing a students' ability to score well.

Complex Area Leader Competencies

Vision for ELs: Responsive and Rigorous Instruction and Curriculum

- KMR develops a system-wide model for Multi-Tiered Systems of Supports (MTSS) specifically for ELs.
- Curriculum guides integrate content and discipline-specific literacies and language development in their scope and sequence, sample lessons, and units.

Resource and Funding

- KMR adopts and purchases a variety of high-quality, age- and grade-appropriate materials that support rigorous instruction in all content areas in English at appropriate ELP levels, and in the students' native languages.
- Schools staff their EL Programs and Dedicated ESL/ELD or "J" classes at student-to-teacher ratios comparable to non-ELs, recognizing the additional preparation and expertise needed to teach these classes.

Professional Learning

- Complex area designs professional learning series that bring Dedicated ESL/ELD and/or bilingual teachers, content area teachers, and principals together for learning and inquiry experiences that build their capacity to educate ELs to grade-level standards.
- Complex area ensures that site-based professional learning opportunities provide time and structures for all teachers of ELs to learn from each other and plan instruction for ELs.

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- Funding allocations provide time for ELD teachers and content area teachers to collaborate on lesson design, co-teach, evaluate, and refine units of instruction.
- Complex area builds the educators' capacity to understand that ELs are not a monolithic group, recognizing their diversity of language, culture, prior schooling, etc. This diversity is considered when making decisions at the complex area, school, and classroom levels.
- Complex area provides professional learning opportunities to educators at all levels within the complex area to enhance their expertise to work with ELs.

Data Used to Diagnose and Inform

- Complex area identifies or creates tools to observe evidence of the rigorous content and discipline-specific discourse in practice, and has clear and comprehensive means for improving implementation when schools need support.
- Complex area secures or creates benchmarks and tools to evaluate progress toward successful implementation of EL Language Instruction Education Programs and makes adjustments along the way as necessary.
- Complex area personnel help teachers learn the specific linguistic features of formative assessment practices and summative assessments.

Professional Learning Plan

KMR Complex Area embraces the belief that all personnel must work together to support the growth and achievement of our English learners. Our Professional Development Plan exemplifies this belief by including personnel at the complex area level and school level in professional development that all will actively engage in to set a foundational understanding of the work that must be done. This systemic approach will ensure consistency across all schools in the complex area.

KMR's Professional Learning Plan supports the implementation of the *English Learner Success Plan*. The goal of creating and enacting an integrated professional learning system is to guarantee all complex area decisions and actions are tightly aligned to ensure we provide all students, especially ELs, with the supports they need to be successful. All educators in KMR need to have a foundational understanding of high-quality instruction for ELs that is implemented in all classrooms. To this end, the complex area will engage in building systems of "reciprocal accountability" (Elmore, 2004) in which they will provide high quality professional learning and support for all educators, so that they can provide high-quality educational experiences for all students.

The concept of reciprocal accountability builds on the understanding that to improve student learning in deep and sustained ways requires a community-wide effort in which all stakeholders — principals, teachers, other school and complex area staff, the superintendent and complex area leadership, parents, students, and any external partners — take individual and collective responsibility for owning and executing the *EL Success Plan*. All individuals involved must hold each other accountable for meeting high, clearly defined expectations. Too often, accountability is operationalized punitively from the top down, but when accountability is reciprocal — with resources for supporting capacity building, processes that are transparent and inclusive, and clearly defined roles and expectations — all parties are

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responsible to each other for achieving their common goals. All leaders, teachers, staff, parents, students, and external support providers work together to clarify roles and identify expectations for performance for each group and individual. Everyone's work is evaluated so that appropriate action can be taken to improve performance when capacity or will is lacking (Bryk et al., 2010; Elmore, 2000; Futernick, 2010).

Desimone (2009) defines a core set of five features of high-quality professional learning: *content focus, active learning, coherence, sufficient duration, and collective participation*.

A **content focus** that emphasizes deep learning about the theories, research, and pedagogical approaches related to effective teaching and learning for ELs is critical for both improved teacher practice and improved EL student achievement (Lee, Deaktor, Enders, & Lambert, 2008; Penuel, Gallagher, & Moorthy, 2011; Vaughn et al., 2011).

Learning is a social process, and therefore **active learning** — including reflecting with peers on successes and challenges, collaboratively planning lessons, or discussing evidence of learning in student work — is essential for learning to occur (Borko, 2004; Lieberman & Pointer Mace, 2008).

Coherence refers to the extent to which professional learning is aligned with local and state reform initiatives and policies, as well as with teachers' knowledge and beliefs.

Professional learning needs to be of **sufficient duration** — multi-year and many hours — to promote lasting changes in thinking and internalization of new practices and approaches (Yoon et al., 2007).

Collective participation occurs when teachers in the same school participate in the professional learning together, which promotes deeper collaboration, coherent discussions about teaching and learning, and shared responsibility (Darling-Hammond & Sykes, 1999; Lewis, Perry, & Murata, 2006; Stoll & Louis, 2007).

Professional learning must go beyond traditional “sit and get” approaches, and engage teachers and administrators in a process of continuous improvement through the analysis of student data, reflection on individual and collective practices, job-embedded coaching, and collaboration with colleagues in support of refining knowledge and skills to improve teaching, leading, and student learning. At the center of all professional learning, educators should be focused on increasing student achievement and building their own capacity — leveraging existing relationships and resources — to engage in ongoing cycles of continuous improvement. Professional learning should also be transparently connected to other complex area-supported initiatives and make certain all teachers are effectively implementing relevant standards-based curricula utilizing best-practices that maximize access for English learners.

Professional Learning Needs

The ELLT used a professional learning protocol to identify and substantiate important content aligned to quality instruction and practices for ELs that teachers, school leaders, and complex area leaders need,

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which are directly connected to and aligned with KMR’s Theory of Action, Core Educator Competencies, and Language Development Approach.

The ELLT identified the following professional learning content for KMR educators:

- **Language Acquisition:** Understanding the theories and evidence base for how language is developed.
- **Building Autonomy:** Designing instruction that fosters ELs’ autonomy by equipping them with the strategies necessary to comprehend and use language in a variety of academic settings.
- **Parent and Family Engagement:** Building relationships between schools and families in ways that value their cultural and linguistic assets, provide networking opportunities among families, and create true partnerships for families to contribute to their child’s academic success.
- **Differentiated Instruction:** Ensuring instruction intentionally addresses the needs of diverse English learners through scaffolding, student groupings, and sheltered and Dedicated ESL/ELD instruction so that all students are successfully academically and beyond.
- **Sheltered Instruction:** Committing to all teachers being teachers of language within their core content area; supporting the understanding of how to integrate language development with the standards of a specific discipline or content area.
- **Dedicated ESL/ELD:** Developing a foundational understanding of language development and associated strategies that accelerate language development and support access to content-area learning.

- **Data-Based Decisions:** Providing appropriate resources to guide teacher and leader planning for ELs, based on formative and summative assessments of learning.
 - **Academic Discussions:** Developing a deep knowledge of the disciplinary vocabulary, language purposes, and discourse that ELs need, and how to structure multiple opportunities for students to actively use language and dramatically increase student talk-time about grade-level content.
- **Content-Based ESL:** Implementing rigorous, standards-based instruction that affords all ELs the opportunity to access grade-level content and all depth-of-knowledge levels in ways that amplify rather than simplify content and language.
- **Advanced Courses and Enrichment Opportunities:** Developing alternative criteria to allow equitable access to advanced courses and enrichment opportunities for EL students and monitoring representation of under-represented student populations in all programs, including advanced courses and extracurricular organizations, and developing pathways for ELs to participate.
- **Multicultural- and Multilingual-Focused Environments:** Providing rich, rigorous, and linguistically and culturally inclusive language experiences with instruction that purposefully incorporates home language and culture in an inclusive environment.
- **Long-Term ELs:** Learning instructional design of coursework and strategies for developing autonomy.
- **Dually Identified ELs:** Understanding the roles and responsibilities of Special Education and ELD staff and how the two groups can most effectively collaborate to best serve English learners with disabilities.

Building the Core Educator Competencies

To effectively carry out the *English Learner Success Plan*, KMR is committed to ensuring all teachers have the necessary understanding and skills to implement the Language Development Approach in all classrooms. One avenue that supports this learning journey is the Sheltered Instruction Requirement, which mandates all K-12 classroom teachers to obtain six TESOL-related course credits or the equivalent. These Sheltered Instruction credits are intended to build the competencies of teachers to intentionally plan, implement, and assess instruction for ELs who are in classes alongside their non-EL peers. These credits should support all teachers in differentiating grade-level content to meet the needs of EL students. All current educators of ELs are expected to successfully complete the Sheltered Instruction requirement within three years, beginning in 2019-2020. Additionally, all newly hired teachers of ELs will have three years to meet the requirement.

KMR recognizes that additional professional learning is necessary to fully implement all components of the Language Development Approach. A five-year professional learning plan, outlined below in Table 4, will lead to the building of a solid foundation for all educators. Teachers and leaders will improve their ability to provide appropriate scaffolds that enable students to access grade-level standards, increase culturally and linguistically responsive teaching practices and asset-based instruction, and collaborate with peers to plan and refine instruction based on formative assessments in sheltered and dedicated instructional settings.

Professional learning at the school level should be tightly aligned with the overall complex-area systemic

professional learning plan. Comprehensive English Learner Plans, created by schools, provide an opportunity to address school-specific professional learning needs and also connect to the larger foundational needs for educators across the complex area. Every effort should be made to reference the following professional learning plan when developing school Comprehensive English Learner Plans. The Academic Financial Plans should outline how funds are being used to support appropriate professional learning explicitly stated in the Comprehensive English Learner Plan and the *EL Success Plan*. Table 5 illustrates KMR’s plan for professional learning that will support implementation of the *EL Success Plan* throughout the complex area.

Table 5. At-a-Glance Professional Learning Plan for All KMR Educators

Year	Complex Area Leaders	School Administrators	EL Leaders	
Year 1 Focus: Overview and Foundation	<ul style="list-style-type: none"> ● KMR Success Plan Overview ● Theory of Action ● Understanding Diverse ELs and Equity ● Universal Design for Learning 	<ul style="list-style-type: none"> ● KMR Success Plan Overview ● Theory of Action ● Understanding Diverse ELs and Equity ● Universal Design for Learning 	<ul style="list-style-type: none"> ● KMR Success Plan Overview ● Theory of Action ● Understanding Diverse ELs and Equity ● UDL 	<ul style="list-style-type: none"> ● KM ● C ● The ● Un ● UD
Year 2 Focus: Developme nt of the System	<ul style="list-style-type: none"> ● WIDA Standards and Language Objectives ● Transforming Classrooms, Schools, and Systems ● Coaching 	<ul style="list-style-type: none"> ● WIDA Standards and Language Objectives ● Transforming Classrooms, Schools, and Systems ● WIDA Standards and Language Objectives 	<ul style="list-style-type: none"> ● Sheltered Instruction and Scaffolding ● Dedicated ESL/ELD ● WIDA Standards and Language Objectives ● Coaching 	<ul style="list-style-type: none"> ● She ● S ● WI ● a ● C
Year 3 Focus: Curriculum and Pedagogy	<ul style="list-style-type: none"> ● Curriculum Design ● Culturally and Linguistically Responsive Teaching 	<ul style="list-style-type: none"> ● Curriculum Design ● Culturally and Linguistically Responsive Teaching 	<ul style="list-style-type: none"> ● ELA/ELD Integration ● Math/ELD Integration ● Science/ELD Integration ● Social Studies/ELD Integration 	<ul style="list-style-type: none"> ● ELA ● Ma ● Sci ● Integ ● Studi ● In

<p>Year 4 Focus: Specialized Populations</p>	<ul style="list-style-type: none"> ● LTELs ● Newcomers ● Dually Identified ELs 	<ul style="list-style-type: none"> ● LTELs ● Newcomers ● Dually Identified ELs 	<ul style="list-style-type: none"> ● Scaffolding ● LTELs ● Newcomers ● Dually Identified ELs 	<ul style="list-style-type: none"> ● Sca ● LTE ● Ne ● Du
<p>Year 5 Focus: Expanded Topics and Awareness</p>	<ul style="list-style-type: none"> ● Parent Engagement 	<ul style="list-style-type: none"> ● Parent Engagement ● Instructional Material Selection and Adaptation 	<ul style="list-style-type: none"> ● Instructional Material Selection and Adaptation ● Parent Engagement 	<ul style="list-style-type: none"> ● Ins ● Sele ● Par

Effective Professional Learning Structures for Complex Area Leaders

Complex area leaders are defined as the Complex Area Superintendent, along with the Complex Academic Officers and any other educational officers in the complex area leadership team. These individuals, individually and collectively, will have the responsibility of leading this initiative, along with members of the ELLT. Complex Academic Officers each work with schools within one of the three complexes. Leaders will need to develop a systemic perspective and bring schools together in their efforts over the course of time. This is to say that schools and complexes will implement the various components of the success plan according to the need of their students, families, and community of the school; and complex area leaders will have the responsibility of bringing all schools together across all of the dimensions of the success plan.

That being said, this group will need and benefit from a broad array of professional learning structures. While the primary concentration will remain in the realm of systemic development, they will also benefit from specific areas of instructional focus that are integrated with the overall development and implementation of the entire plan over the course of five years and into the sustainable future.

The venues for professional learning will also vary accordingly. Along with learning structures with other school-level leaders in principal meetings and other similar venues, learning will also occur in venues with school-level teams and teachers, so they will be able to understand how the system must guide and address the needs of complexes and schools. Also, mixed audiences will also allow these leaders to access a range of perspectives that will then support more optimal levels of implementation.

Effective Professional Learning Structures for Site Administrators

Site administrators are defined as principals and vice principals, who will be primarily responsible for leading and facilitating implementation of the success plan in each of their schools. Additionally, they will need to balance implementation of the plan with the needs of the students, families, and larger community of the school. It must be recognized that some of our schools have relatively new site administrators, which will mean that they have to build the knowledge and capacity through participation in professional learning structures that will help them to navigate a range of implementation challenges embedded in the plan. Bringing complexes to an understanding of the common goals and targets may be best facilitated by creating learning communities of principals within a complex together to develop a systemic implementation within a complex.

In general, site administrators, to the degree practicable and possible, attend professional learning sessions as members of school design and implementation teams, particularly if they lack the broad knowledge and experience to lead this initiative within their respective school organizations. The goal would be to create a strong, balanced team of leaders who are able to take the professional learning and then design learning structures for key groups who will be involved in the implementation of the various dimensions of the success plan.

Effective Professional Learning Structures for EL Leaders

The EL Leaders are defined as the EL Coordinators, EL Teachers, and Complex EL Resource Teachers. In particular, the school-level EL leaders will comprise the primary voice of EL programming within a school site, guided and supported by EL Resource Teachers. The learning needs for this collective group will be very broad in scope as they, along with site administrators, will need to access learning structures that will provide them with perspectives that will allow them to lead the broader goals and targets embedded in the success plan, along with the development and implementation of structures that will facilitate change and progress in their respective school programs that serve EL students. For example, if we are working to address the goal of “every teacher a teacher of EL students,” both EL teachers and their general education colleagues will be intimately involved in the achievement of such a broad and worthy goal. As such, professional learning for this group of leaders will need to occur in such a manner as to navigate, facilitate, and sustain meaningful change that will, no doubt, involve a shift in philosophy and mindset.

Some of the professional learning structures for this group may occur in EL coordinator meetings, which are configured as learning communities that plan and facilitate change. Along with other members of a leadership team, they will also need access to deeper professional learning that may occur in complex or complex area design team meetings that are configured to help schools navigate new, sometimes foreign types of learning that must occur in order to herald the level of change required. Some professional learning may also occur in school or complex venues among school teams that will be leading change in their respective schools. While we will utilize the capacity within our complex area, we will also call upon EL consultants to provide professional learning when that structure is deemed to be appropriate and necessary to meet the needs of schools across the complex. In this way, we are striving to ensure that professional learning is extending beyond the more simplistic transmission of new knowledge.

Effective Professional Learning Structures for Teachers

This group of individuals will be largely comprised of both EL teachers/instructional personnel and General Education teachers. Some school-level EL coordinators may also be included in this group as they navigate dual roles in their respective schools. One might generally assume that most of the learning for this group will occur in venues that support implementation of curriculum, instruction, and

assessment in a range of different classroom settings. However, this group may also need to access learning that focuses on the broader dimensions of the plan itself and various components of the plan. When possible, it may be helpful to have a General Education teacher and EL teacher on the school leadership team, which then suggests other professional learning structures. Additionally, we have to create opportunities for professional learning to occur for mixed groups of General Ed and EL teachers, along with opportunities to engage in professional dialogue around dimensions of their collective learning and subsequent planning for implementation and meaningful change.

Professional learning structures for this group of teachers will be provided through their EL Team with support of the EL resource teacher and other complex area resource teachers versed in particular content. This type of professional learning would be dependent upon the needs of the specific school site and the collective knowledge base of the audience of teachers. Additional opportunities for professional learning will be provided through EL consultants who have been quite successful in helping

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to bridge the teaching and learning gaps between EL and General Education teachers, particularly in the content-driven courses in secondary educational settings. The eLearning modules from WIDA may also be used for individual growth or as a system of professional learning at a site based on the needs of the teachers and opportunities to extend professional learning beyond simply completing an online module.

Professional Learning Opportunities Offered Centrally

It is anticipated that topics in this professional learning plan, particularly at the outset, may need to be provided for all schools. With 28 schools in the complex area, we may need to configure some sessions by complex or by level (elementary/secondary) depending on the topic/focus. Follow-up sessions to facilitate classroom implementation may be configured upon request from specific schools, or schools that share a similar population of EL students and families.

KMR believes that professional learning has the greatest impact when sessions provide structured opportunities and activities to support teachers to implement the learning in their classrooms. So, to foster shifts in instructional practice, we may configure professional learning sessions with more direct classroom-based or school-based support.

Finally, as we continue to build capacity to deliver professional learning in the areas outlined in this plan, it is anticipated that we begin to identify external providers and gradually build our internal capacity to develop and deliver professional learning to meet the needs of different audiences.

Site-Based Professional Learning

The schema of focused professional learning delivered quarterly will allow for complex area staff and related supports to follow up on the understanding and application of key concepts. In many of our schools, particularly those that are building new or enhanced structures for the delivery of instruction across all content areas, it is anticipated that teachers and other instructional staff may require supports such as coaching, mentoring, observations, and facilitated professional dialogue. Additionally, this may also prompt different configurations for the extension of professional learning — individual, small group, grade level, content area, etc.

Our Commitment to Professional Learning

The ELLT will begin to address the implementation of the *EL Success Plan* with this professional learning plan being a key component that will support optimal implementation. Across all of the schools in the complex area, we are firmly committed to configuring professional learning structures that lead to shifts in mindsets and practice, along with enhanced levels of application across all schools in the complex. Additionally, there is a realization that professional learning must be supported by high levels of support to facilitate application. Thus, we are also committed to building structures for instructional/peer coaching across the complex area. Coaching may occur within a school, with intentional interactional support between and among teachers. Additionally, there is a definite coaching role for EL leaders and mentors, particularly as they work with teachers who may be new to the world of EL instruction or instructional practices embedded in this plan.

Depending upon the needs of teachers and schools, professional learning structures offered centrally should also be delivered in smaller groups, as appropriate, to maximize the transfer of learning to practice. Small group configurations may also support professional learning communities within schools

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and across a complex. This will allow instructional personnel and leaders to support new learning by allowing groups to dialogue about different dimensions of the success plan and focus on addressing the different challenges encountered by schools, leaders, and instructional personnel in navigating the processes of change.

As we proceed into the new school year, the ELLT will be discussing the implementation of the success plan and formalizing the commitment to professional learning, change, improvement, and eventually, the sustainability of change structures.

Evaluation and Accountability

Oversight Structure at a Glance

The *English Learner Success Plan* is designed to ensure that the Strategic Goals and High-Leverage Strategies articulated in KMR's Theory of Action are implemented, that systemic and instructional practices are continually improving, and that all stakeholders are learning to increase their effectiveness within the system. To accomplish this, KMR's **English Learner Leadership Team** (ELLT) has articulated a set of critical annual **milestones** to measure progress, and a set of **communication strategies** to share progress with stakeholders. This structure is illustrated in Figure 5 and discussed further below.



The English Learner Leadership Team

The English Learner Leadership Team (ELLT) is a group of people charged with the task of continuously monitoring and supporting the effective implementation of the *English Learner Success Plan* and ensuring attainment of KMR's Vision for ELs. The Complex Area Superintendent (CAS), along with the support of a Complex Academic Officer, leads the English Learner Leadership Team. It is designed to ensure that there is a process for planning and coordinating optimal programs for the success of our English learners. The ELLT includes the Complex Area Superintendent, Resource Teachers, Educational Officers, Principals, and Teachers.

The English Learner Leadership Team meets at least three times per year to discuss and monitor the implementation of the *English Learner Success Plan*.

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The English Learner Leadership Team also

- co-plans and co-facilitates professional learning sessions to build complex area-wide awareness about the plan;
- communicates regularly to the Complex Area Superintendent and community about implementation progress, successes, and challenges; and
- ensures integration and brings clarity, cohesion, compliance, and continuing improvement to the complex area's programs for English learners.

At the state level, the annual analysis of student outcomes determines the level of effectiveness of KMR's EL placement, programs, and services. This information is used to help KMR leaders determine professional development for teachers, administrators, parents/guardians, and staff. It is anticipated that KMR, like every complex area in Hawaii, will also annually complete a Complex Area EL Program review process to reflect on where there are successes and critical needs that still need to be addressed to be in alignment with the [Hawaii State EL Guidance Manual](#) and federal compliance requirements.

Milestones

Performance targets will mark our milestones for successful implementation and increased opportunities and outcomes for ELs and former ELs in these areas:

- Increase the percentage of EL students performing at grade level or beyond in all academic areas, including on state content assessments.
- Increase the EL graduation rate annually.
- Increase the EL enrollment and attainment of Advanced Placement course credits.
- Increase the number of students reclassifying as Functionally English Proficient annually.
- Increase the percentage of parents participating in school activities and contributing to their child's education.

- Increase the number of EL students meeting growth to target (GTT) expectations toward the 75% target of all students meeting their growth targets by 2025.
- Decrease the Long-Term EL rate in middle and high schools annually.
- Dedicated ESL/ELD and/or Content-Based “J” section teachers will be TESOL Hawaii Qualified within three years of hire and/or placement into position, resulting in close to all EL Teachers being HQ by 2025.
- Casual hires will meet the EL qualification requirements and/or receive significant training to be able to assist the teachers in providing appropriate and meaningful EL support to LIEPs. ● 25% of KMR teachers and leaders will have obtained Hawaii’s *Sheltered Instruction Certificate* by 2022; 70% by 2023; 90% by 2024; and 100% in progress by 2025.
- 30% of schools will be implementing the Language Development Approach by 2022; 50% by 2023; 75% by 2024; and 100% by 2025.

Communication Strategies

KMR believes that creating processes to transparently communicate regularly with stakeholders is a key driver to ensuring that the Vision for English Learners is realized. To this end, KMR plans to share progress and learning to help school communities adopt and adapt successful practices with others. The

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complex area strives to support students and adults to positively impact outcomes for EL students. Some ways that KMR will communicate with stakeholders include:

- A formal launch of KMR’s *English Learner Success Plan*
- Semiannual reports to the Complex Area Superintendent and community
- Annual summary of progress and attainment of milestones

In addition, the ELLT will build a systemic communication plan to ensure that all KRM staff understand the *English Learner Success Plan* and what implementation progress has been made. For these reasons, the ELLT will communicate with the Design Team and school principals on a monthly basis. Site leaders will be responsible for communicating with their teachers and staff on a monthly basis, and with parents and community members on a quarterly basis, to ensure widespread stakeholder support. Tables 6 and 7 outline the communication commitments necessary to ensure all KMR educators are aware of and collectively own the plan.

Table 6. ELLT Communication Plan

Who will the ELLT communicate with?	How frequently?	Using what communication methods?
Design Team	Monthly	<ul style="list-style-type: none"> • Emails • Surveys • Meetings
School Principals	Monthly	Principal Meetings

Table 7. School Communication Plan

Who will schools communicate with?	How frequently?	Using what communication methods?
Teachers and Staff	Monthly	<ul style="list-style-type: none">• Newsletters• Meetings• Website• Surveys
Parents and Community	Quarterly	<ul style="list-style-type: none">• Newsletters• Meetings• Website• Surveys

Monitoring Implementation of the Master Plan for English Learner Success

The *English Learner Success Plan* is designed to significantly improve the quality of instruction for ELs by addressing the essential elements within a school system that influence ELs' access to standards-aligned education. The Key Components discussed earlier must be implemented throughout the KMR Complex Area to maximize ELs' potential and reach KMR's ambitious improvement goals for ELs. The strategic goals listed below represent significant systemic shifts that will attend specifically to issues of equity facing EL students.

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Monitoring at the Complex Area Level

KMR Complex Area and school staff will periodically monitor implementation of the *English Learner Success Plan*. The primary goal of the monitoring is to ensure that every school in the complex area is effectively and successfully implementing the Key Components to maximize systemic change and rapidly increase positive outcomes for EL students. In addition to the monitoring process outlined below, the Complex Area Superintendent or designee will review all Comprehensive EL School Plans and Academic/Financial Plans at the end of each academic year to build coherence across the complex area, share successes, and provide school-specific feedback and support as needed. All schools within the KMR Complex Area will be part of a more comprehensive school site review at least once every three years.

The KMR monitoring process

- establishes high expectations for all students and provides a framework for ensuring that student and organizational outcomes are achieved;
- promotes involvement of all stakeholders (administrators, teachers, parents/guardians, and students) in all phases of planning, implementation, and evaluation activities;
- provides for high levels of coordination between complex area–level and school-level improvement efforts; and
- ensures that evaluation is an integral part of school improvement initiatives and activities, and is based on both qualitative and quantitative data.

Evaluation Design

The English Learner Leadership Team will conduct an annual evaluation of implementation of the *English Learner Success Plan*, structured around the six strategic goals in the Theory of Action and the articulated milestones. The evaluation data gathered, and the analyses performed, provide a rich source of information on the implementation of the *English Learner Success Plan* and outcomes for students. The data will be used at the Complex Area and site levels to inform future planning and cycles of improvement and will further be triangulated with State and Complex Area monitoring efforts. Table 8 on the following page outlines the evaluation questions and possible evidence specifically as it relates to the *KMR EL Success Plan*.

Table 8. Evaluation Goals and Questions

Strategic Goals	Evaluation Questions	Evidence
<p>Strategic Goal 1:</p> <p>Shift educator mindsets from deficit-oriented perceptions to asset-oriented beliefs for all language learners</p>	<ol style="list-style-type: none"> 1. Have KMR’s Vision for ELs and the Language Development Approach and principles been adopted and widely communicated with stakeholders? 2. What professional development has occurred to support shifting mindsets to an asset-based mindset to create a culture within the school that honors all cultures without judgment and that enhances classroom instruction and practices? 	<ol style="list-style-type: none"> 1. All Ac/Fin Plans and EL Comp Plans reflect KMR vision and were shared with stakeholders. Stakeholders provided feedback to individual plans, e.g., SCC. 2. Professional development, collection of student voice opportunities, e.g., performances, product, and place-based learning. 3. Parent survey, number and type of parent events and participation per school, and inclusion rate and attendance of EL parents.

Strategic Goals	Evaluation Questions	Evidence
	<ol style="list-style-type: none"> 3. Were parents actively engaged as our partners in their child’s educational process? 4. What language support is offered for parent engagement and meetings? 5. What evidence do we have that we actively engage parents as our partners in their child’s educational process? 6. What student evidence is there to suggest that students are more engaged, comfortable, and likely to stay in school to ultimately graduate? 	<ol style="list-style-type: none"> 4. Evidence of translation of flyers and/or use of BSHAs or other interpreters to support parents. 5. Parent meeting flyers, evaluations, handouts, translations, improved SQS, few to no complaints. 6. Student attendance improvement, few incidents related to ELs, few EL dropouts, decrease in retention; and increase in EL graduation rates, improved SQS, and improved EL subgroup Strive HI outcomes.

<p>Strategic Goal 2:</p> <p>Provide all schools with programs and staffing to meet EL students' diverse needs</p>	<ol style="list-style-type: none"> 1. Have schools identified their language program and language services? 2. Does every student receive both Dedicated ESL/ELD and Sheltered throughout the school day? 3. Have schools identified and supported their EL program and other (all) personnel to become qualified? 4. How are funds allocated to meet the program staffing needs of the school? 5. What evidence exists to indicate that additional language services are needed in addition to the current programming noted? 6. What evidence of improved student outcomes exist? 	<ol style="list-style-type: none"> 1. EL Comprehensive Plans identify how the Sheltered Instruction and Dedicated ESL/ELD programs are implemented and the personnel attached to it. 2. Student schedules, Dedicated ESL/ELD instructional minutes, and accountability reports (further, Strive HI: GTT and content achievement improvement data reflect the enhanced focus). 3. Same evidence as #1, including the number of teachers and qualifications (TESOL HQ and Sheltered Instruction) of EL staff and all staff, respectively, who are implementing the programs. 4. The Ac/Fin Plans indicate appropriate allocation of funds to support the needed staffing of the program, and student-teacher ratios and minutes. Supplemental WSF-EL funding documentation will indicate how the program funds are used toward personnel or program. 5. ACCESS for ELL scores, marks, Growth-to-Target EL data, and other LDS or accountability Strive HI indicators (e.g., SBA LA, math, Sci, GTT gains, decreased retention rates, improved graduation rates, etc.).
<p>Strategic Goal 3:</p> <p>Build the capacity of all educators and leaders to provide high quality learning experiences for all EL students</p>	<ol style="list-style-type: none"> 1. What professional development opportunities have been provided to support language development lesson planning? 2. What professional development opportunities have been provided to support a culture of “all teachers are teachers of language”? 3. What systems have been developed to support stakeholders in reflecting and 	<ol style="list-style-type: none"> 1. PD Evaluation data show pre-post gains, and more importantly, school leadership teams see follow through and implementation of PD practices via walkthrough or other visitations. 2. Evidence of follow-up coaching support provided to ensure implementation of PD. 3. Coaching, mentoring, and monitoring of PD implementation with follow-up support, provided at school and/or via the Complex Area.

Strategic Goals	Evaluation Questions	Evidence
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	<p>implementing new learning from the PD opportunities?</p> <p>4. Has there been some quality assurance of PD provided, e.g., such that PD was vetted, provided, or developed by IHEs and/or other expertise (Vendors and/or WIDA) to ensure professional development opportunities offered in the KMR were meaningful and purposeful?</p> <p>5. If schools identify that they don't have enough EL staff, or have additional PD needs, is there a plan to address needs for the next AC/Fin and/or via the EL Comp Plan?</p>	<p>4. Evidence of collaboration in the development of the ELLT with IHEs, vendors, and stakeholders to ensure alignment of PD to school and student needs.</p> <ul style="list-style-type: none"> ○ Review of EL data, e.g., GTT and achievement gap indicating needs ○ Review of Teacher PD data needs, e.g., EL PD needs self-reflection tool <p>5. Evidence of postings for Dedicated ESL/ELD classes, and/or Content-based ESL teachers (i.e., "J" section dual-qualified Subject Matter/TESOL HQ), and/or employment of existing teachers already dual licensed/HQ. Plans for internal teacher development toward meeting TESOL HQ and Sheltered qualification status.</p>
<p>Strategic Goal 4:</p> <p>Ensure every teacher is a teacher of language</p>	<p>1. What research-based Sheltered Instructional strategies were implemented with fidelity in all classrooms and content areas?</p> <p>2. What evidence is there of use of WIDA Standards — e.g., does every teacher consistently have language objectives were (aligned to content objectives) used to support language development in every classroom?</p> <p>3. How are ELs being supported to meaningfully engage in academic grade-level content discourse and instruction?</p> <p>4. What opportunities have been provided for teachers to collaborate on lesson design to support the integration of WIDA standards and research-based strategies to ensure student voice and learning?</p>	<p>1. Sheltered observation or walkthrough protocols, EL Self Reflection Tool Developed by KMR AAPI members gains, Academic Plan and EL Comp Plan list strategies; evidence of coaching support when data suggest supports needed. Supportive school structures, e.g., instructional coaches, professional learning communities, extended learning (before/after school, tutorials), leadership development.</p> <p>2. Posted content and language objectives for every class; use of LDS WIDA Can Do Descriptors Name Charts to help drive Sheltered Instruction focus and lesson design; common understanding and language of WIDA Standards.</p> <p>3. Provision of scaffolding and other supports as appropriate for ELs; e.g., implementing SIOP or GLAD as a way to provide comprehensible input.</p> <p>4. Evidence of dedicated time for teacher collaboration or PLC work, instructional coach support, evidence-based and programmatically coherent supplemental support for students, and alignment between Dedicated ESL/ELD and content curriculum and curriculum maps.</p> <p>In addition, the following data listed below may be used to document the school design elements that are in place to support ELs:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Academic Plan <input type="checkbox"/> AAPI EL Self-Reflection Tool (questionnaire) or other Survey Data

Strategic Goals	Evaluation Questions	Evidence
		<ul style="list-style-type: none"> ❑ Teacher and student scheduling data: observations, schedules, EL instructional minutes, co-teaching ❑ Academic achievement data: English language progress (GTT) and proficiency data, SBA increases, graduation rates, etc. ❑ Teacher/student schedules
<p>Strategic Goal 5:</p> <p>Engage families and the community</p>	<ol style="list-style-type: none"> 1. What kind of parent and community partnerships have been developed that foster and promote positive connections? 2. What kind of opportunities have been developed for parents to share their culture with the school community? 3. What kind of opportunities have been developed for students to contribute to communication in the L1? 4. To what degree have translator and/or interpreter supports been provided or increased? How do we know if we are meeting families’ interpretation and/or translation needs? 	<ol style="list-style-type: none"> 1. Documentation of parent/community events and activities (e.g., flyers, emails, social media posts, etc.; parent/ community evaluations, pre-post surveys; SQS gains and satisfaction; interviews and/or active participation counts/gains that include diverse EL families. 2. Inclusion of cultural activities (based on ethnic representation of school) or as part of school festivities such as May Day or other events; incorporation of “place- based learning” principles (beyond Hawaii) using parents and community members as cultural ambassadors or resources. 3. Evidence of translinguaging practices in classrooms, peer mentor acculturation programs, or actual dual language or bilingual programs within schools or the complex area; multilingual or international clubs, activities highlighting and fostering pride in developing and speaking multiple languages; Seal of Biliteracy counts. 4. Documentation of staff/persons allocated to translate or interpret, translated documents, flyers, brochures, and/or communication that has been translated; registration with a digital or online provider of interpretation support to be accessed when needed; posters in visible public locations highlighting how to access interpretation and translation assistance at no cost to the family; process and protocols in place when students and/or families are in need of interpretation.

Strategic Goals	Evaluation Questions	Evidence
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<p>Strategic Goal 6:</p> <p>Ensure all teachers use data to monitor and plan for student learning and language development</p>	<ol style="list-style-type: none"> 1. What guidance and processes are in place to ensure all teachers use data (e.g., screener data, ACCESS for ELLs scores, SBA results, Imagine Learning progress data, etc.) to scaffold grade level content? 2. What training is offered to educators on location of and use of data and use to inform instructional practices? 3. What processes are in place to ensure all teachers use authentic assessments that are appropriately aligned to grade-level standards and student language acquisition? 4. What professional development has been implemented to train teachers in creating authentic assessments aligned to grade-level standards and student language acquisition? 5. What evidence can be collected to measure creation of and use of authentic assessments? 6. Are educators given planning time to collaborate and develop assessments for standards and language acquisition? 7. What processes are in place to ensure all teachers continuously monitor learning and adjust instruction to meet students' needs throughout the school year? 8. What classroom evidence can be collected about teachers monitoring learning and adjusting instruction? 9. When are teachers analyzing student learning formative data to adjust instruction? 	<ol style="list-style-type: none"> 1. Meeting agendas, communication of guidance or processes to ensure teachers have access to and use data to scaffold grade-level content. 2. Professional development offered for data system navigation and/or use of data to inform instruction. 3. Classroom observation data (common assessments, unit plans, lesson plans as evidenced during teacher observations). 4. Professional development offered, sign-in sheets, etc. 5. Classroom observation data (common assessments, unit plans, lesson plans as evidenced during teacher observations); better understanding of student needs and use of authentic assessments should secondarily also show increased academic and language achievement for ELs (GTT, SBA, improved marks, graduation, etc.). 6. Schedules, PLC agendas, lesson/unit plans, other documentation of coordinated efforts. 7. Walkthrough protocols, PLC, formal and informal data collection by teachers, use of online tools to gauge where students are at, e.g., Imagine Learning. 8. Additionally, coaching and peer-to-peer observations and feedback and the sharing of student progress and challenges, as reflected in universal screening data and student work samples, may inform conversations in PLCs; counselor follow-up and support, etc. 9. Teachers' schedules and PLC agendas, coordinated prep time use and development of collective tools for schools to communicate by paper or electronics to communicate student needs.
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Monitoring at the School Site Level

All schools in KMR share the responsibility of implementing the *English Learner Success Plan* to ensure the attainment of the Complex Area's Vision for ELs.

School principals are responsible for the daily, site-level implementation of the *English Learner Success Plan*. Principals will be provided with training on the Theory of Action and Key Components of the plan and on their role in ensuring complete implementation at their sites, as needed. Each year, principals will complete Comprehensive EL Plans, aligned to the KMR *English Learner Success Plan*, to ensure

optimal success for their EL students. Throughout the academic school year, principals will be responsible for monitoring EL programs, supports, and progress in order to evaluate the effectiveness of the Comprehensive EL Plan.

The Comprehensive EL Plan will also be used to facilitate ongoing communication between the principal, site leaders, and complex area leaders. The Complex Area Superintendent and/or designee(s) will review all Comprehensive EL Plans at the end of each academic year to build coherence across the complex area, share successes, and provide site-specific feedback and support as needed.

A formal, complex area–level monitoring review of each site’s data results and school plan is conducted each year, providing feedback to site administration. The principal facilitates modifications of the school plan to reflect suggestions from the complex area–level review. Complex area staff use these reviews as an additional way to identify site-level support needs. More information about how the state will support complex areas to implement and monitor the EL Success Plan may be found in Appendix B.

Conclusion

Kaimuki-McKinley-Roosevelt’s Vision for ELs, Language Development Approach, and Core Educator Capacities will be implemented uniformly across all schools in the complex area so that every EL student will have a consistent and coherent set of learning experiences. These key components are non negotiable, as they represent a consensus as a complex area and are essential to strengthening the services and outcomes for all EL students.

The work described in this *EL Success Plan* will take substantial resources, time, effort, commitment, and persistence to carry out. To do this, KMR has designed a Theory of Action, establishing clear Strategic Goals, High-Leverage Strategies, and action steps. The Strategic Goals directly address the critical areas for development and improvement, the High-Leverage Strategies are all grounded in rigorous research, and the action steps clearly specify *what* KMR will do, *how* they will do it, *when* it will happen, and *who* is leading the work.

Across the 28 schools in the complex area, it is acknowledged that there is great diversity in the composition of EL students, along with a range of needs within schools and communities. As such, it is critical that every school maintain data systems to ensure that they know the broader and deeper needs of their ELs, along with the progress being achieved over time. Additionally, though this is a complex wide initiative, it is critical for every school to establish a committed team to lead this initiative within the school and its community. This team is essentially referred to as the Design Team and is led by the principal, as primary instructional leader, and the EL coordinator.

Importantly, KMR has defined an organizational structure to oversee the implementation of the *EL Success Plan*. We will continually examine progress and adjust as needed in order to stay on course toward attaining our key goals. These measurable goals, which also reflect key data points, include

- an increase in the percentage of EL students performing at grade level or beyond in all academic areas, including state content assessments;
- an increase in the EL graduation rate;

- an increase in the EL enrollment and attainment of Advanced Placement course credits;

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- an increase in the number of students reclassifying as Functionally English Proficient; ● an increase in the percentage of parents participating in school activities and contributing to their child's education;
- an increase in the number of EL students meeting growth to target (GTT) expectations; ● a decrease in the Long-Term EL rate in middle and high schools;
- an increase in the number of teachers who are TESOL Qualified;
- an increase in casual hires meeting EL qualification requirements; and,
- an increase in the number of KMR teachers and leaders obtaining Hawaii's Sheltered Instruction Certificate.

The complex area will communicate clearly and frequently internally and with stakeholders as we measure progress toward these goals, learn together, and work as partners on this journey. In this way, KMR will move continuously toward achieving our Vision for EL success.

Appendix A. Data Analysis and Findings

Regarding Language Status Definitions

Note the following regarding terms used to define language status:

1. **Not ELs:** Students that have never been classified as EL. These are either monolingual English speaking students or students assessed using the WIDA screener and found to be initially fluent.
2. **Active ELs:** Students who do not test proficient using the WIDA screener receive EL services to support English language acquisition and are tested each year using the WIDA ACCESS.
3. **Monitored ELs:** Students who have met minimum English proficiency and no longer receive EL services but are monitored for two years to ensure they receive instructional support as needed.
4. **Former ELs:** Students who have been monitored for two years after meeting the minimum

English proficiency.

Introduction

In developing the *English Learner Success Plan*, the KMR English Learner Leadership Team utilized an inquiry approach to collect and analyze both quantitative and qualitative data. The ELLT sought to illuminate the learning opportunities and outcomes its ELs were experiencing by asking and answering powerful questions.

The purpose was not to assign fault to any educator or student. Rather, it was to shed light on what students are experiencing in order to clearly understand what is occurring and how best to strengthen the capacity of adults in the system, revise policies and practices throughout the system, and improve services and outcomes for ELs. This appendix shares key demographic and performance data that were prepared for the ELLT to support its efforts to debrief school site visits and derive key areas for the *English Learner Success Plan* focus.

A.1 Qualitative Data

English Learner Shadowing and Classroom Observations

This appendix provides findings from two sources of qualitative data gathered in the 2019–2020 school year during the *English Learner Success Plan* development process. The ELLT generated the following implications to be addressed in the *EL Success Plan* based on their EL shadowing and classroom observation experiences:

- **EL students may not have the language skills and content knowledge to engage in grade level discussions.**
- **We need professional learning aligned to content-based language development.**
- **KMR must shift the instructional focus to a multilingual and multicultural learning environment.**
- **We need professional learning for teachers that can support them to increase autonomy for our EL students.**

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- **We need to increase students' opportunities to talk in order to fully interact with content and language domains.**

Based on the implications, the KMR ELLT was able to draft the following overarching needs statement:

We need to increase students' opportunities to talk. The production of talk will support language development, expand multiculturalism, and increase student autonomy. Professional development for stakeholders is necessary.

EL Shadowing

In the fall of 2019, the KMR ELLT members visited complex area schools, shadowing a total of seven English learners. Each educator followed a pre-identified student for three hours during their school

day, using a tally sheet to record the number of minutes the student was engaged in academic listening, speaking, and other activities. The students were not informed that they would be shadowed that day so that team members could observe them in their natural school environment. The results of the tally sheets were synthesized at an EL Success Initiative meeting following the shadowing.

In addition, ELLT members visited schools and conducted a total of 83 classroom observations (39 elementary classrooms, 22 middle school classrooms, and 22 high school classrooms). Each classroom observer used a classroom observation snapshot form to gather data related to the six *Key Principles for EL Instruction*⁷ and each observation lasted for a minimum of 20 minutes. Below is a summary of the synthesized notes and discussion.

The ELLT combined their EL shadowing data to generate the following data statements:

- EL students shadowed were engaged in academic speaking for an average of 12.8% of the time.
- EL students shadowed were engaged in academic listening for an average of 67% of the time.
- EL students shadowed were engaged in academic reading for an average of 31.9% of the time.
- EL students shadowed were engaged in academic writing for an average of 44.8% of the time.
- Ten minutes of home language use was observed by one shadower (10 minutes out of a total of 815 minutes observed by all shadowers).

When not engaged in academic speaking, listening, reading, or writing, students were cutting, gluing, drawing pictures, and singing. Some students did not engage with peers or content, but rather quietly sat alone or watched their peers.

Questions asked of the EL students being shadowed were limited to DOK 1 questions and checks for understanding from the teacher directly to the student.

When asked for one word or phrase to describe the EL students' classroom experience, ELLT members said things like "painful," "quiet," "passive," and "shy." When asked for one word or phrase to describe their experience shadowing an EL, ELLT members said things like "challenging," "bored," "sad," "tedious," and "enlightening."

⁷From Understanding Language at Stanford University.

Classroom Observations

The ELLT observed 83 classrooms using the Classroom Snapshot tool developed around Stanford University's Understanding Language Project's Principles for Effective EL Instruction. The classroom indicators on the observation tool are divided into the three domains below.

The **Opportunities to Learn** domain focuses on instruction that provides ELs with opportunities to engage in discipline-specific practices to build conceptual understanding, analytical practices, and language competence simultaneously as well as standards-aligned instruction for ELs that is rigorous, grade-level-appropriate, and provides deliberate and appropriate scaffolds.

The KMR ELLT generated the following data statements based on the indicators for the Opportunities to Learn domain that were observed during their classroom visits:

- In 62 of 83 classrooms observed, students were engaged in grade-level content aligned to CCSS and WIDA Standards.
- In half of the classrooms observed, students were engaged in content-area discussions.
- Students were observed making connections between disciplinary concepts in 14% of the classrooms observed.

The **Asset Orientation** domain focuses on instruction that leverages ELs' home language(s), cultural assets, and prior knowledge, and moves ELs forward by taking into account their English proficiency level(s) and prior schooling experiences.

The ELLT generated the following data statements based on the indicators for the Asset Orientation domain that were observed during their classroom visits:

- Students were observed using their home language in 5 of the 83 classrooms observed.
- Students used peers as resources and valued the ideas of peers in 23 of the 83 classrooms observed.
- Students refined their communication in 7 of the 83 classrooms observed.
- Overall, each asset orientation indicator was observed from 6% to 28% of the time in the 83 classrooms observed.

The **Developing Autonomy** domain focuses on instruction that fosters ELs' autonomy by equipping them with the strategies necessary to comprehend and use language in a variety of academic settings. Formative assessment practices are employed to gather evidence and guide (both teacher and students') productive next steps to support learning conceptual understandings, analytical practices, and language development simultaneously.

The KMR ELLT generated the following data statement based on the indicators for the Developing Autonomy domain that were observed during their classroom visits:

- In fewer than half of the 83 classrooms observed, students engaged in invitations for productive struggle, participated in content area discussions, and/or offered feedback to peers that resulted in adjustments to language or learning tactics.

In addition to the domain-specific data statements listed above, the ELLT made the following overarching observations:

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- Students were engaged in talk for approximately 10% of the classroom time observed.
- The majority of classes arranged seating in small groups (39%), although rows, pairs, and other configurations were also observed. Only one of 83 classrooms had students seated in pairs. Although many classrooms had seating arrangements that encouraged collaboration, this was represented in the amount of collaboration or discussion observed.

A.2 Quantitative Data

Complex Area Stakeholder Feedback Data

During development of the *English Learner Success Plan*, the KMR English Learner Leadership Team (ELLT) surveyed parents, students, teachers, and administrators in order to bring more stakeholder voices into the process. The team was successful in receiving responses from:

- 1,224 students
- 7 parents
- 35 administrators
- 176 teachers

Data statements and implications based on the survey responses can be found below.

Students (1,224 respondents)

- 51.5% of the students respondents were male and 48.5% of the respondents were female. • Chuukese is the second-most common home language of student respondents. • Student respondents were in grades 3 through 10.
- Most students strongly agreed that English is important for success and they want to be successful.
- Most students agreed that they have many opportunities to learn.
- Most students agreed that they feel safe and welcome at school.

Parents (7 respondents)

- Three out of seven parent respondents are bilingual.
- Parents from students in grades K-2 and grades 6-8 were the only ones to respond. • Since the ELLT received only 7 responses, there is evidence that the complex area should increase its focus on involving parents.

Administrators (35 respondents)

- A majority of administrator respondents believe that with proper supports for challenging content, students can become college and career ready.
- Six out of 35 administrators are unsure about the way the school leverages ELs' prior experiences.
- Six out of 35 administrators are unsure of how to design curriculum and instructional programs to improve academic outcomes for EL students.

Teachers (176 respondents)

- Approximately 90% of respondents believe that ELs can achieve with the right kinds of supports.
- Approximately 54% of respondents believe they are not receiving enough professional development.
- Approximately 41% of respondents believe that students are bullied for their language or culture.

EL Student Demographic and Performance Data Analyses

Kaimuki-McKinley-Roosevelt English Learner Population

Highlights

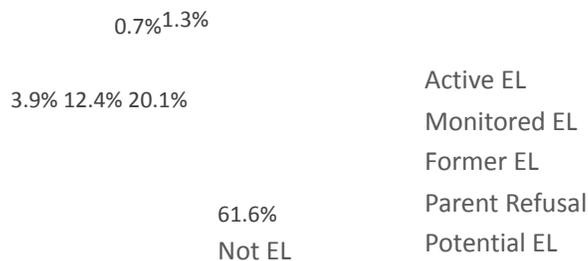
The population of English learners in KMR⁸ is substantial:

- 36.4% of students are Active EL, Monitored EL, or Former EL students.
- 20.1%, or 1 in 5 students, are Active English learners, most of whom are Cantonese-speaking students.
- 33.05% of KMR's total EL students are Long-Term ELs (more than six years as an EL).
- 68.74% of English learner students are also low socioeconomic status.

1. How many Active and Former English learners are there in KMR?

During the 2019–2020 school year, there were 14,232 students in KMR. Of those, 2,861 were Active ELs (20.1% of all students) and 2,320 were Monitored or Former ELs (16.3% of all students).

Figure A.1. Percent of KMR Students by Category (2019–2020), Total Students = 14,232



2. What is the number of Active EL, Monitored EL, and Former EL students? In which grade levels are they?

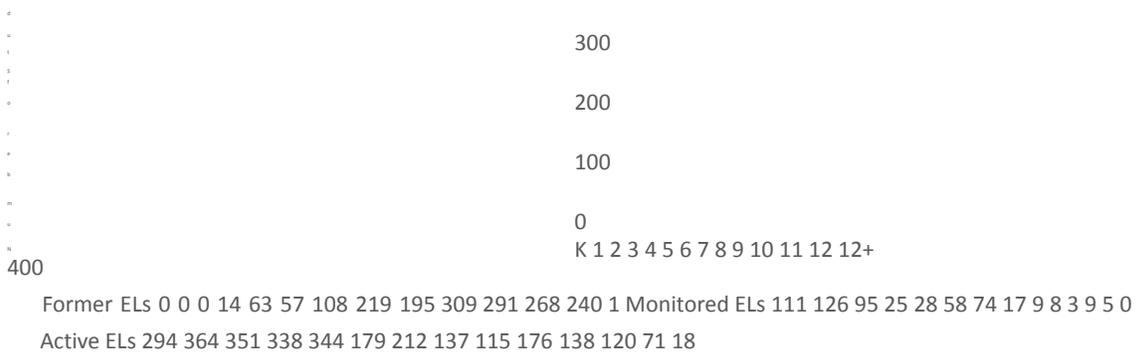
During 2019–2020, the largest number of Active, Monitored, and Former ELs was in grade 9 (493 students), followed by grade 1 (490 students). Grades 9-11 had the largest number of Former EL students (309, 291, and 268 students, respectively).

⁸LDS report for 2019–2020 school year.

The fewest number of Active, Monitored, and Former ELs was in grade 5 (296 students). Grade 1 had the largest number of Active ELs (364 students), followed by grade 2 (351 students). Grade 9 had the largest number of Former EL students (309 students).

Figure A.2. Number of KMR Students by Language Status and Grade (2019–2020)

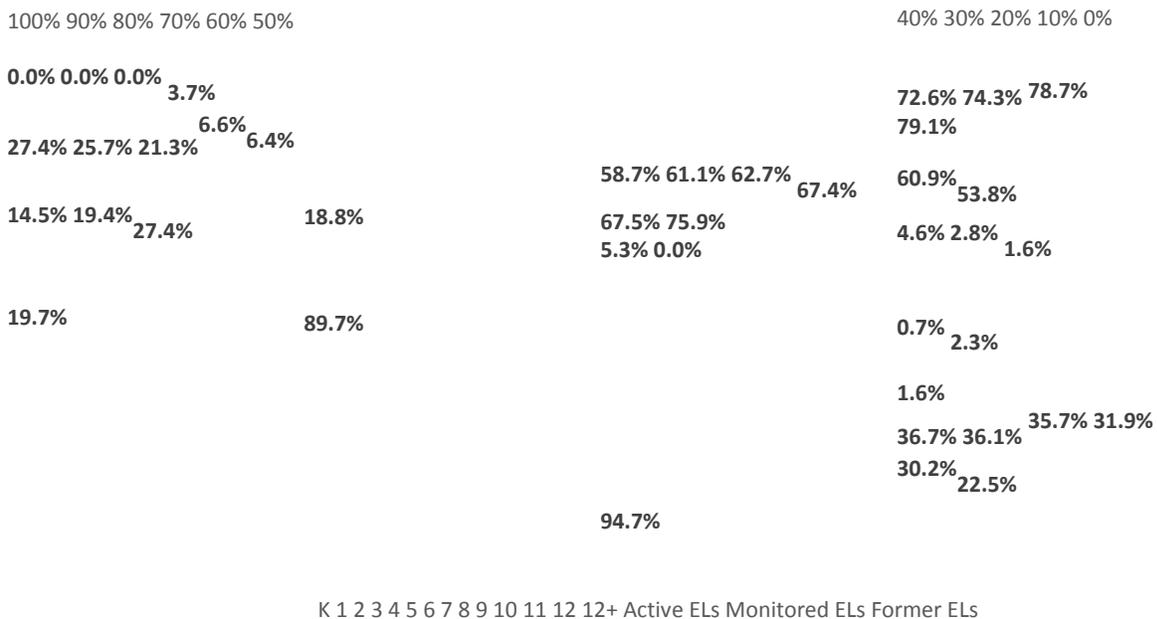
600
500



3. What are the percentages of Active EL, Monitored EL, and Former EL students in each grade level?

During 2019–2020, the largest percentage of Active ELs were in early grades (K–4 at approximately 70-90%). Grades 8–12 had more Former EL students than Active ELs.

Figure A.3. Percentage of EL Students by Grade Level, 2019-2020

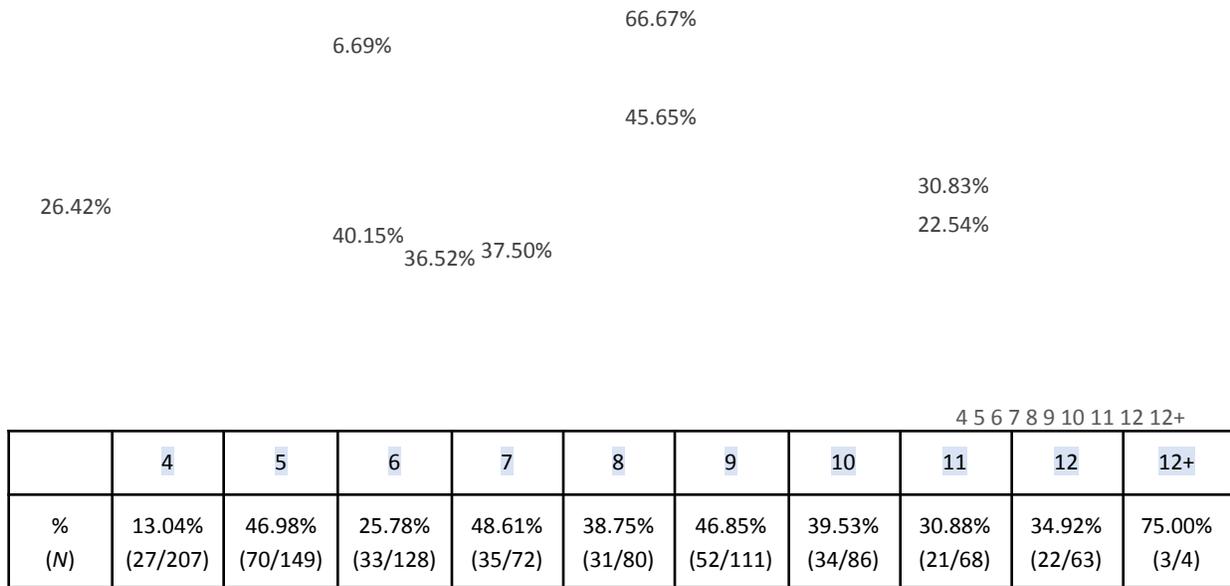


4. What are the percentages of Long Term ELs⁹ in each grade level?

Of all of the Active EL students in KMR, 499 (33.05%) are LTEs. The largest percentage of LTEs is in grade 5 (72.07%).

Figure A.4. Percentage of Long-Term EL Students by Grade Level, 2018-2019

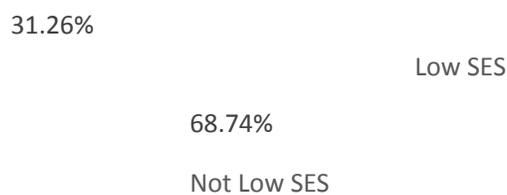




5. What percentage of English learners are also low SES?

Family socioeconomic status and education level influence the academic achievement of students (Goldenberg et al., 2011). Research indicates that low-income EL students are usually behind their peers from higher socioeconomic backgrounds in language and readiness skills (Cartledge & Kourea, 2008). In KMR, the majority of English learner students are also low SES (68.74%).

Figure A.5. Percentage of EL Students and SES Status, 2019-2020



⁹For this report, LTELs are EL students who have taken the WIDA ACCESS at least 6 times.

WIDA ACCESS as a Measure of English Language Proficiency

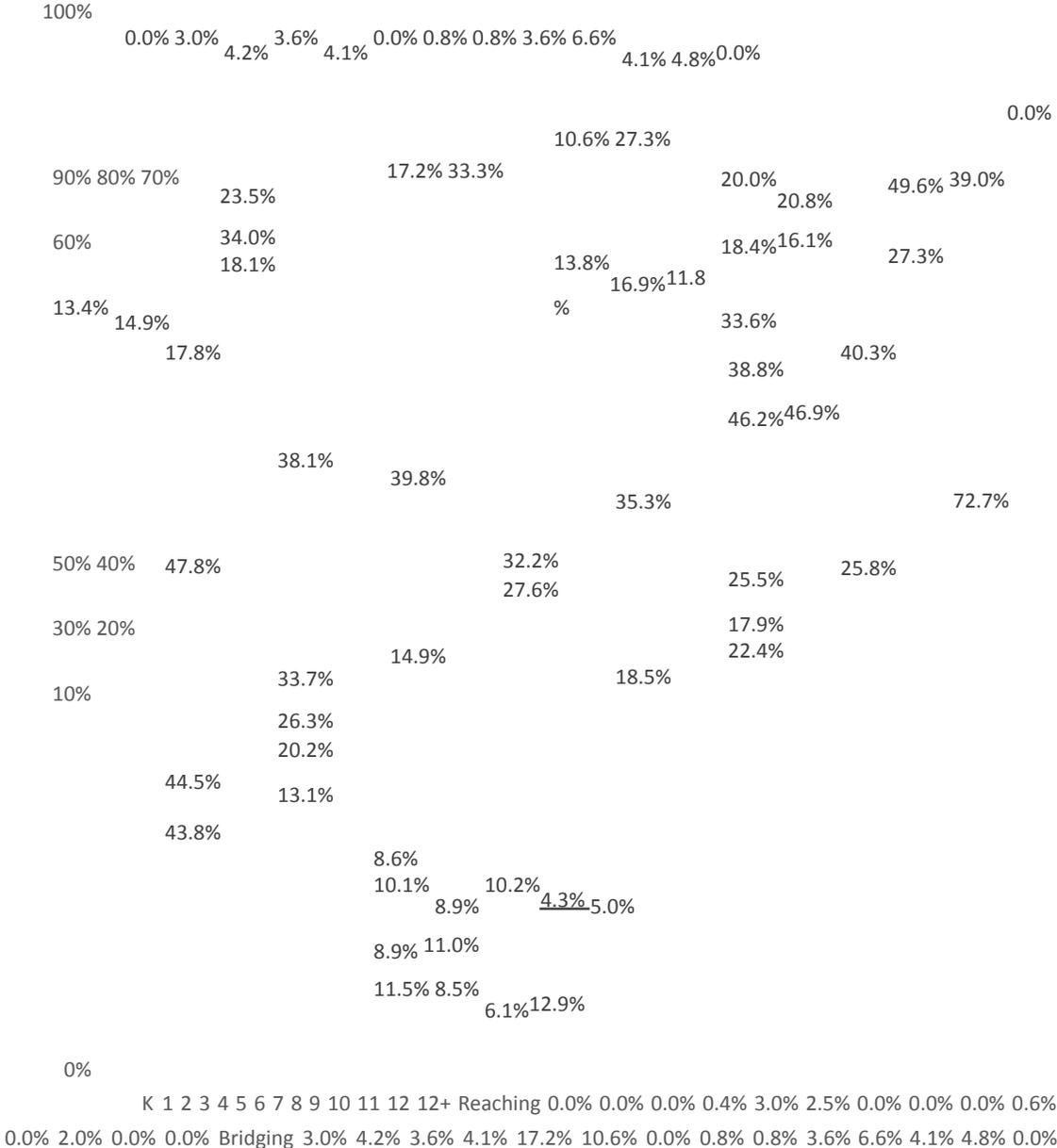
Active ELs are grouped into six English language proficiency levels based on their scores on the WIDA

ACCESS test, which is designed to measure student progress toward meeting English Language Proficiency. The six English language proficiency levels are: Entering (1), Emerging (2), Developing (3), Expanding (4), Bridging (5), and Reaching (6). A level 5 overall score is needed to reclassify as English proficient and become a Monitored EL.

6. How did ELs perform on the 2019 WIDA ACCESS?

On the 2019 WIDA ACCESS, the grade with the highest number of students performing at Level 1, Entering, was kindergarten (47.8%), followed by grade 8 (18.5%). The grade with the highest number of students performing at Level 2, Emerging, was grade 8 (35.3%), followed by grade 7 (32.2%). The majority of EL students (over 50%) in each grade performed at Level 3, Developing, or Level 4, Expanding, with the exception of kindergarten and grade 8. The greatest percentage of students who reclassified (performed at WIDA ACCESS Level 5, Bridging, or Level 6, Reaching) were in grade 4 (20.2%), with grades 6, 7, and 8 all having fewer than 1% of their Active EL students reclassify.

Figure A.6. Percentage of EL Students by 2019 WIDA ACCESS Performance and Grade Level

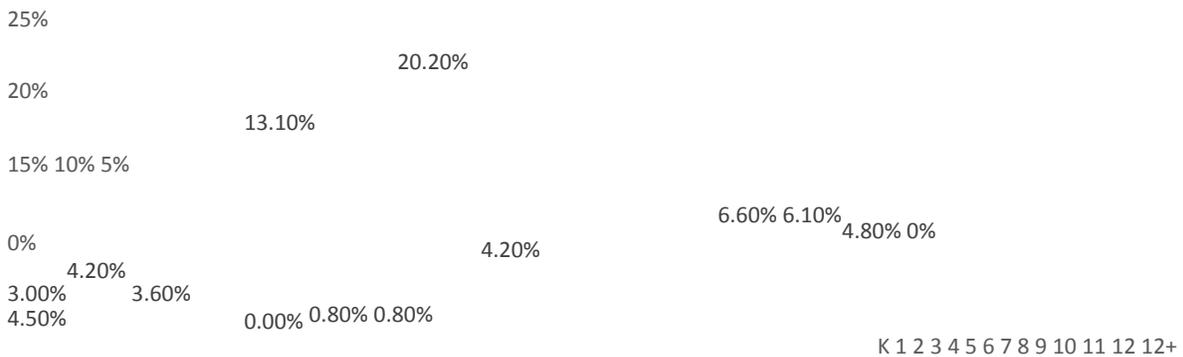


Expanding 13.4% 14.9% 23.5% 34.0% 33.3% 27.3% 13.8% 16.9% 11.8% 20.0% 20.8% 18.4% 16.1% 0.0% Developing
 18.1% 44.5% 43.8% 38.1% 33.7% 39.8% 49.6% 39.0% 33.6% 38.8% 46.2% 46.9% 40.3% 0.0% Emerging 17.8% 26.3%
 20.2% 13.1% 8.6% 14.9% 27.6% 32.2% 35.3% 25.5% 17.9% 22.4% 25.8% 27.3%
 Entering 47.8% 10.1% 8.9% 10.2% 4.3% 5.0% 8.9% 11.0% 18.5% 11.5% 8.5% 6.1% 12.9% 72.7% Entering Emerging
 Developing Expanding Bridging Reaching

**7. What percent of ELs met the English-proficient performance standard on the WIDA ACCESS?
 How did this attainment vary by grade level?**

EL students in grades 4 and 5 had the highest percentage of students who met the English-proficient performance standard on the 2019 WIDA ACCESS (20.20% and 13.10%, respectively). No students in grade 6 achieved proficiency.

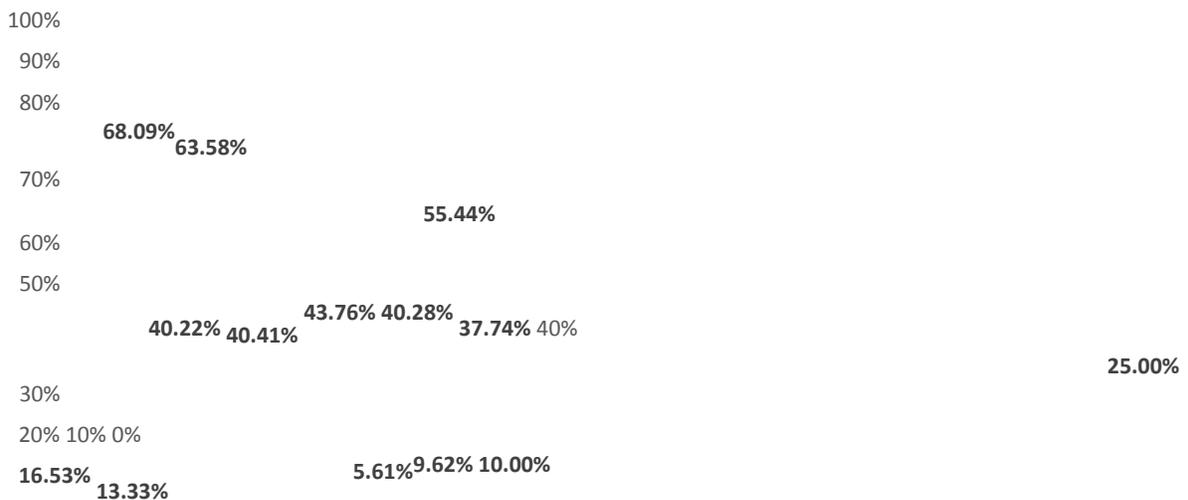
Figure A.7. English Learner Students Meeting the English-Proficient Performance Standard on WIDA ACCESS, 2019



8. What percent of students met the grade-level performance standard on the SBA ELA assessment in 2017-2018? How did this vary by grade level?

There are significantly fewer EL students meeting and exceeding the standards on the 2017-2018 SBA ELA assessment than their non-EL peers. English learners in grades 3 and 11 demonstrated the highest levels of proficiency (37.74% and 25.00%, respectively).

Figure A.8. Students Meeting Grade-Level Performance on SBA ELA Assessment, 2017–2018



9. How do Active EL and Recently Exited EL students perform on the SBA ELA assessment?

A significantly higher percentage of Recently Exited ELs met the standard on the 2017-2018 SBA ELA assessment compared to their Active EL peers. Fewer than one in five Active ELs met the standard.

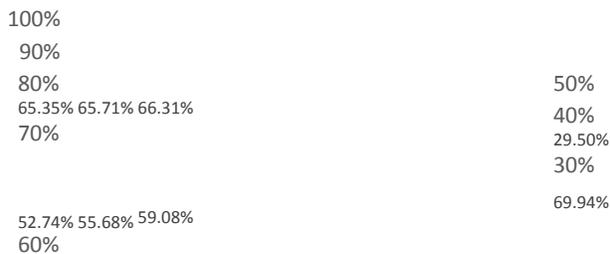
Figure A.9. Percentage of Active EL and Recently Exited Students Meeting Standard on SBA ELA Assessment, 2017-2018

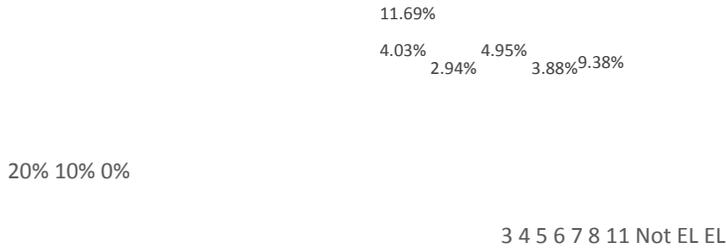


10. What percent of students met the grade-level performance standard on the SBA Math assessment in 2017–2018? How did this vary by grade level?

There are significantly fewer EL students meeting and exceeding the standards on the 2017-2018 SBA Math assessment than their non-EL peers. Grade 3 had the highest percentage of EL students performing at grade level (29.5%), followed by grade 4 (11.69%). The grade with the lowest percentage of EL students performing at grade level was grade 6 (2.94%).

Figure A.10. Students Meeting Grade-Level Performance on SBA Math Assessment, 2017–2018





11. How do Active EL and Recently Exited EL students perform on the SBA Math assessment?

Over eighty percent of Recently Exited ELs met the performance standard on the 2017-2018 SBA Math Assessment, performing at a significantly higher rate than their Active EL peers.

Figure A.11. Percent of Active EL and Recently Exited Students Meeting Standard on SBA Math Assessment, 2017–2018



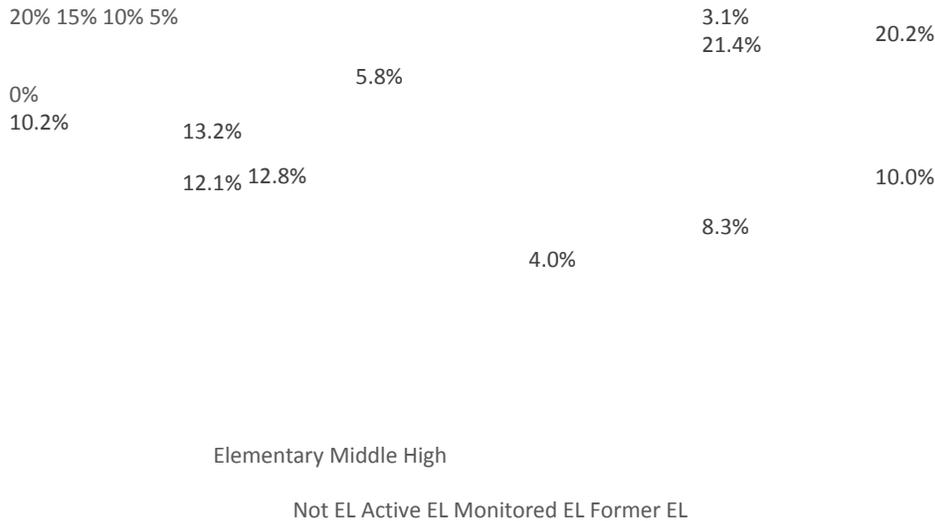
Kaimuki-McKinley-Roosevelt Attendance and Enrollment

12. What percent of students are chronically absent? How does this percent vary by language status and school level?

A key predictor of being placed at-risk for dropping out of school is chronic absence, generally defined as being absent at least 10% of the time. Chronic absence would be 18 days or more in a standard 180-day school year. In KMR, the highest rate of chronic absenteeism occurred at the high school level. Monitored and Former ELs had lower percentages of chronic absenteeism than Active ELs and non-ELs at all levels of the system.

Figure A.12. Percentage of Chronically Absent Students by Language Status, 2018–2019¹⁰





¹⁰Chronic Absenteeism Data Source: Infinite Campus ADA/ADM Report. School Year 2018-2019.
EL indicator source: SSES data from 2019-May-01.

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Table A.1. Percentage of Chronically Absent Students by Language Status, 2018–2019¹¹

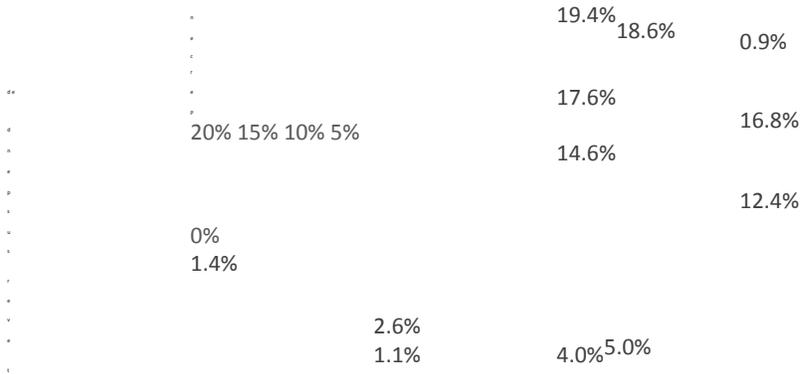
Language Status	Percent of Students Chronically Absent (Absent ≥ 10%)		
	School Segment		
	Elementary	Middle	High
Not EL	10.2% (511/5,025)	13.2% (243/1,844)	21.4% (457/2,138)
Active EL	12.1% (231/1,903)	12.8% (50/391)	25.4% (119/469)
Monitored EL	5.8% (21/365)	4.0% (1/25)	10.0% (2/20)
Former EL	3.1% (7/225)	8.3% (58/697)	20.2% (219/1,086)

13. What percent of students were ever suspended? How does this percent vary by language status and school level?

Suspension from school is both a key indicator of school climate, as well as another predictor of being placed at risk for dropping out of school. However, there is no standard accepted suspension level for when dropping out of school is more likely. In KMR, the highest rates of suspension occurred at the middle school and high school levels. Active ELs (19.4% and 18.6%, respectively) in both middle school and high school had the highest percentage of students suspended.

Figure A.13. Percentage of Students Suspended by Language Status,¹² 2018–2019

25%



1 2 3

Not EL Active EL Monitored EL Former EL

¹¹ Chronic Absenteeism Data Source: Infinite Campus ADA/ADM Report. School Year 2018-2019.

EL indicator source: SSES data from 2019-May-01.

¹² Suspension Data Source: LDS. School Years 2006-2007 through 2018-2019.

EL indicator source: SSES data from 2019-May-01.

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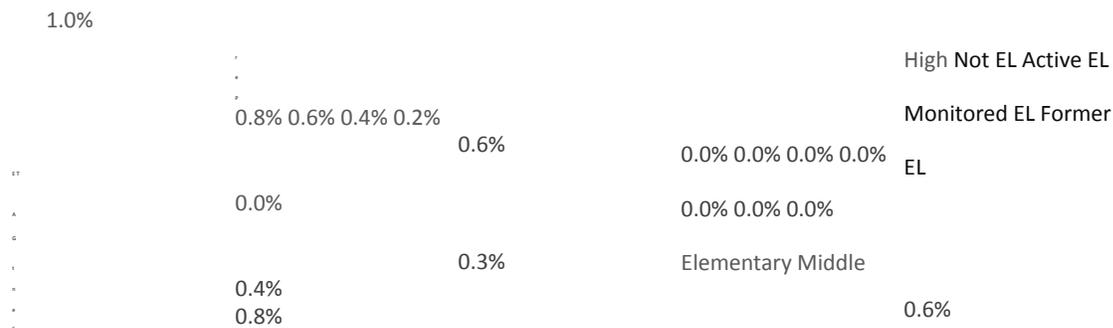
Table A.2. Percentage of Students Suspended by Language Status,¹³ 2018–2019

Language Status	Percent of Students Ever Suspended		
	School Segment		
	Elementary	Middle	High
Not EL	1.4% (70/5,025)	12.4% (229/1,844)	17.6% (376/2,138)
Active EL	2.6% (49/1,903)	19.4% (76/391)	18.6% (87/469)
Monitored EL	1.1% (4/365)	4.0% (1/25)	5.0% (1/20)
Former EL	0.9% (2/225)	14.6% (102/697)	16.8% (182/1,086)

14. What percent of students participate in Gifted and Talented (GATE) programs? How does this percent vary by language status and school level?

Access to GATE programs should not be conditioned on a student’s level of English language proficiency. Examination of GATE program participation offers insight into school and complex area policies and practices, as well as differential expectations and belief systems that may be implicitly operating. GATE participation was minimal for all students in KMR, with non-ELs participating at slightly higher levels than their Active EL, Monitored EL, and Former EL peers.

Figure A.14. Percent of Students Participating in Gifted and Talented (GATE) programs,¹⁴ 2018–2019



¹³ Suspension Data Source: LDS. School Years 2006-2007 through 2018-2019.

EL indicator source: SSES data from 2019-May-01.

¹⁴ Course Enrollment Data Source: Infinite Campus. School Year 2018-2019.

EL indicator source: SSES data from 2019-May-01.

Note: Some schools do not use ‘G’ character in 8th position of ACCN course code to identify GT courses so actual counts may be higher.

Table A.3. Percent of Students Participating in Gifted and Talented (GATE) programs,¹⁵ 2018–2019

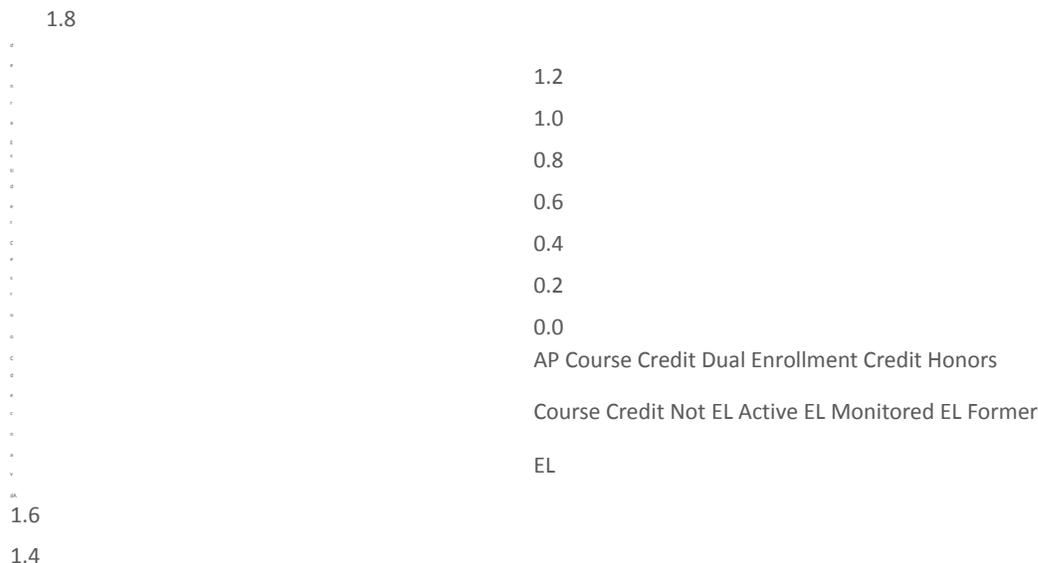
Language Status	Percent of Students Participating in GATE Programs		
	School Segment		
	Elementary	Middle	High
Not EL	0.4% (21/5,025)	0.8% (14/1,844)	0.6% (12/2,138)

Active EL	0.0% (0/1,903)	0.0% (0/391)	0.0% (0/469)
Monitored EL	0.0% (0/365)	0.0% (0/25)	0.0% (0/20)
Former EL	0.0% (0/225)	0.3% (2/697)	0.6% (6/1,086)

15. What was the average total number of credits in advanced courses earned by 12th grade students?

Earned credits in advanced coursework is a predictor of increased college application rates, attendance rates, and completion rates. (Note that this is different from course enrollment and credits attempted.) Examining these data for 12th grade students provides a retrospective examination of the cumulative opportunities and support they have experienced to access and complete advanced coursework throughout high school. In KMR, Former EL students on average received similar or more AP, dual enrollment, or honors course credits than their non-EL peers. Monitored EL students on average received the same number of or more AP and dual enrollment credits but approximately half of honors course credits in comparison to their non-EL and Former EL peers. On average, Active EL students in grade 12 earned close to no credits in advanced courses.

Figure A.15. Average Number of Total Credits in Advanced Courses Earned by 12th Grade Students¹⁶, 2018–2019



¹⁵ Course Enrollment Data Source: Infinite Campus. School Year 2018-2019.

EL indicator source: SSES data from 2019-May-01.

Note: Some schools do not use 'G' character in 8th position of ACCN course code to identify GT courses so actual counts may be higher.

¹⁶ Credits Data Source: Infinite Campus. School Year 2018-2019.

EL indicator source: SSES data from 2019-May-01.

Table A.4. Average Number of Total Credits in Advanced Courses Earned by 12th Grade Students¹⁷, 2018–2019

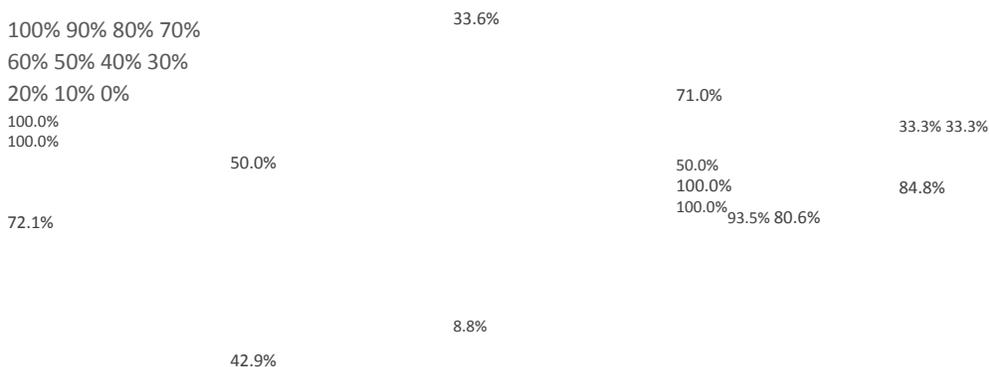
	Average Total Number of Credits Earned by 12th Grade Students		
Language Status	AP Course Credit	Dual Enrollment Credit	Honors Course Credit
Not EL	0.9 (448/511)	0.5 (254.5/511)	1.5 (752/511)
Active EL	0.1 (5/52)	0.0 (0/52)	0.1 (7/52)
Monitored EL	0.9 (8/9)	1.0 (9/9)	0.8 (7/9)
Former EL	1.3 (276.5/217)	0.4 (86/217)	1.7 (371/217)

16. What was the four-year cohort graduation rate of EL and Not-EL students? What information do you have for graduation rates varying by L1?

Four-year graduation rates help us understand trends in coursework, completion, and predictable rates of students exiting the school system college and/or career ready. Examining these data, and looking for differences that might exist between various L1 populations, allow a retrospective examination of the cumulative opportunities and support that student groups have experienced to access and complete coursework throughout high school.

In KMR’s graduating class of 2018, Former EL students (80.6%) had the highest rates of graduation, surpassing their non-EL peers (72.1%). Cantonese-speaking Monitored EL and Former EL students (100% and 93.5%, respectively) had the highest graduation rates of the primary language subgroups. Active ELs’ graduation rates varied significantly by native language. KMR’s most populous native language, Cantonese, had an Active EL graduation rate of 50%; the second-most populous native language, Chuukese, had an Active EL graduation rate of 8.8%; the third-most populous native language, Vietnamese, had an Active EL graduation rate of 42.9%. Overall, students with Chuukese as their native language had significantly lower graduation rates for all sub-categories of ELs.

Figure A.16. Four-Year Cohort Graduation Rate by EL and Non-EL Students¹⁸



Not EL Active EL Monitored EL Former EL Four year graduation rate L1 = Cantonese (most populous L1)

L1 = Chuukese (second most populous L1) L1 = Vietnamese (third most populous L1)

¹⁷ Credits Data Source: Infinite Campus. School Year 2018-2019.

EL indicator source: SSES data from 2019-May-01.

¹⁸ Graduation Data Source: Accountability Grad Rate Data. Class of 2018.

EL indicator and language source: SSES data from 2018-May-01.

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Table A.5. Four-Year Cohort Graduation Rate by EL and Non-EL Students¹⁹

N = 1,145 12 th graders	Graduation Rates for EL and Not-EL Students and by Most Populous L1s			
	Language Status	Four Year Graduation Rate	L1-Cantonese (most populous)	L1-Chuukese (second most populous)
Not EL	72.1% (447/620)	B-Cantonese 100.0% (2/2)	M-Chuukese 100.0% (1/1)	K-Vietnamese 50.0% (1/2)
Active EL	33.6% (43/128)	B-Cantonese 50.0% (8/16)	M-Chuukese 8.8% (3/34)	K-Vietnamese 42.9% (3/7)
Monitored EL	71.0% (22/31)	B-Cantonese 100.0% (5/5)	M-Chuukese 33.3% (1/3)	K-Vietnamese 100.0% (1/1)
Former EL	80.6% (295/366)	B-Cantonese 93.5% (58/62)	M-Chuukese 33.3% (9/27)	K-Vietnamese 84.8% (39/46)

Kaimuki-McKinley-Roosevelt English Learner Students Who Are Dually Identified

17. What number and percent of all KMR students also receive Special Education services?

In 2019-2020, 12.77% (1,820 students) of KMR's total number of students received Special Education services.

Figure A.17. Enrollment by Special Education Status, 2019-2020 SY

TOTAL KMR STUDENTS: 14,246
IDEA

10.70% (1525)

87.23% (12,426)
Section 504 2.07% (295)

None

IDEA Section 504 None

¹⁹ Graduation Data Source: Accountability Grad Rate Data. Class of 2018.
EL indicator and language source: SSES data from 2018-May-01.

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18. What number and percent of *non-EL* KMR students²⁰ receive Special Education services?

In 2019-2020, 12.95% of KMR’s non-EL students (1,469) received Special Education services, similar to the overall percentage of students receiving Special Education services in the complex area.

Figure A.18. Enrollment by Special Education Status for Non-EL Students, 2019-2020 SY

TOTAL KMR NON-EL STUDENTS: 11,345
87.05% (9876)
Section 504 2.47% (280)

IDEA
10.48% (1189) None

IDEA Section 504 None

19. What number and percent of KMR Active English learners also receive Special Education services?

In 2019-2020, 12.10% of KMR’s Active EL students (351) received Special Education services, similar to the overall percentage of students receiving Special Education services in the complex area.

Figure A.19. Enrollment by English Learner Status and Special Education Status, 2019-2020 SY

TOTAL KMR EL STUDENTS: 2,901	(336)	87.90% (2550)
		Section 504 0.52% (15)
IDEA		
11.58%	None	

IDEA Section 504 None

²⁰ Non-EL students refers to students who are not currently active ELs. This may include former and monitored EL students.

20. What number and percent of KMR students receiving Special Education services are also active English learners?

In 2019-2020, nearly one in five KMR students (19.29%) receiving Special Education services were also Active EL students. In comparison, at the Hawaii state level, only 8.71% of students receiving Special Education services are also English learners.

Figure A.20. Enrollment by Special Education Status and English Learner Status, 2019-2020 SY

TOTAL KMR STUDENTS RECEIVING SPECIAL EDUCATION SERVICES: 1,820	80.71% (1469)
Active ELs 19.29% (351)	Active ELs Non-ELs

Non-ELs

Appendix B: State Evaluation and Accountability Systems

HIDOE is dedicated to providing support to schools and complex areas as they implement their EL Success Plans. The following English Learner Tri-Level Supports was created at the state level to begin to articulate a framework for how the school, complex area, and state levels all contribute to the implementation and accountability of successful programs and services for English learners in order to ensure the highest levels of success. Figure 10 provides an overview of the expectations for each of the three complementary tiers in support of English learner students.

It is critical to note in this matrix how the roles and responsibilities of the complex area and its schools are further articulated throughout the success plan; thus, outlining a complex array of coordinated activities will support improved learning outcomes for all of the English learners.

Figure 10. English Learner Program Tri-Level Supports²¹

<p>State OSSS EL Team</p>	<p>Provides English Learner (EL) Program implementation guidance by:</p> <ul style="list-style-type: none"> • Aligning with policies and ensuring federal guidelines are met • Collaborating with other DOE offices • Facilitating statewide meetings to support Complex Area EL leads <p>Ensures EL databases are operational and updated</p> <p>Monitors complex areas and schools</p>	<p>Provides research-based instruction and assessment resources²²:</p> <ul style="list-style-type: none"> • WIDA ELD Standards Guides • Professional development (PD) opportunities and WIDA Modules • Assessment training, guidance manuals, and materials • WIDA Prime ELD resources and bilingual dictionaries 	<p>Provided approval for:</p> <ul style="list-style-type: none"> • EL PD • Extension • Parent • State- <p>Monitors</p>
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<p>Complex Area EL Leads and Resource Teachers</p>	<p>Provides EL Program implementation guidance by:</p> <ul style="list-style-type: none"> • Ensuring schools are abiding by program guidance (8 Steps), identification, assessment, and EL Program placement/services • Providing technical assistance (TA) at monthly or quarterly meetings to EL Coordinators/staff and schools • Customizing PD for schools based on needs/requests • Ensuring familiarity with navigating EL databases to provide TA 	<p>Provides PD/training on instruction and assessment⁸:</p> <ul style="list-style-type: none"> • WIDA 2007 and 2012 ELD Standards Guides • PD opportunities and WIDA Modules • Assessment guidance, training, and materials • ELD resources • Supplemental Resources, such as bilingual dictionaries (Marshallese, Tagalog, Ilocano) 	<p>Allocat collect school</p> <ul style="list-style-type: none"> • EL PD • Schoo • Paren • State- • Comp <p>Monit state/</p>
<p>School-Level EL Coordinator/ EL Staff</p>	<p>Provides EL Program implementation guidance by complying with:</p> <ul style="list-style-type: none"> • EL identification, assessment, program placement/services, monitoring, and parent engagement activities (8 Steps) • Overseeing EL staff service/instruction, and ELOs • Timely EL data entry and navigation of EL databases • Implementing/sharing PD learning 	<p>Provides instruction and assessment supports to inform instruction⁸:</p> <ul style="list-style-type: none"> • WIDA 2007 and 2012 ELD Standards Guides • WIDA Hawaii Modules: Foundational and Content • Assessment training/materials • Collaborates with teachers around EL data <p>Uses instructional resources to support students and families</p>	<p>Reque to Sup</p> <ul style="list-style-type: none"> • EL PD of • EL Co sch • Comp an

²¹ From the HODOE EL Guidance Manual:

<https://docs.google.com/document/d/1-stl5tKtNsl1zFwE9znJVa4UoTBCBSpqgdLcALZy5oM/edit> ²²WIDA resources delivered to complex and/or schools; Request additional as needed from complex area. PD requests, questions regarding PDs, assessment or EL databases should be directed to the Complex Area EL Educational Officer.