



Multilingual Learner Plan

District: Issaquah	Lead Contact: Dawn Wallace
School Year: 2023-2024	Position: Director of Teaching and Learning
District Strategic Goal(s): <i>(List any district goals that relate to programs for multilingual learners.)</i> <ul style="list-style-type: none"> • Increase the knowledge and application of the WIDA framework for MLL instructors. • Increase the knowledge and application of the WIDA framework for teachers and administrators. • Increase the proficiency rate of Long Term English Language Learners (LTEs). 	

Identification, Screening, and Placement	
<p>Every district must have written procedures to identify multilingual/English learners. Districts must determine the primary language and eligibility of each newly enrolled student no later than the tenth day of attendance by using the state-approved language proficiency placement test.</p>	
<ul style="list-style-type: none"> • How is the Home Language Survey (HLS) information collected? • What is the process for reviewing HLS information and ensuring that students are screened? 	<ul style="list-style-type: none"> • The Home Language Survey information is collected during registration. Families complete the HLS form as a step in the registration process. • School registrars verify the HLS and student profile information are the same. Registrars send the student information for any student that indicates a language other than English is sent to the MLL department. The MLL department verifies the student's enrollment information and then notifies the school/MLL teacher that the student needs to be screened for MLL services.
<ul style="list-style-type: none"> • What is the process for screening and recording results of the screener? 	<ul style="list-style-type: none"> • MLL teachers administer the screener. The MLL department processes the screener results and notifies the school of their score and whether the student is proficient (does not qualify for MLL services) or not proficient (qualifies for MLL services). Student records in Skyward are updated with screener scores.
<ul style="list-style-type: none"> • What is the process for placing students into the TBIP program? 	<ul style="list-style-type: none"> • MLL teachers receive a monthly active list of students that have qualifies for MLL services based on screener (new students) and WIDA access scores (continuing students).
<ul style="list-style-type: none"> • What is the process for notifying families for... <ul style="list-style-type: none"> ○ New student placement? ○ Continuing student programming? ○ Exiting students? 	<ul style="list-style-type: none"> • The MLL department sends notification letters using the OSPI template to families of new students for placement in the program. • The MLL department sends notification letters using the OSPI template for students continuing in the program or exiting depending on their WIDA access scores. • All letters are sent in English and in the language preference indicated by the family.



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<ul style="list-style-type: none"> What is the process for handling requests to waive services? 	<ul style="list-style-type: none"> Parents/families complete the ISD Waiver Form after consulting with the MLL teacher. The MLL department keeps a record of the waiver and a copy is placed in the student's cumulative file.
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Program Models	
The following program models are allowable in Washington state. Identify which program models are used in each school.	
Program Model	School(s)
<p>Dual Language Program (Two-way or one-way): Dual language programs provide instruction in English and another language for at least 50% or more of the instructional time. Programs begin in kindergarten and continue through middle or high school to fully develop bilingual and biliterate proficiency.</p>	<p>A dual language program is offered at Issaquah Valley Elementary. It is currently offered in grades K-4 (fifth grade will be offered in the 2024-2025 school year). Instruction is provided in Spanish and English. Students receive 50% of their instruction in English and 50% of their instruction in Spanish.</p>
<p>Transitional Bilingual Programs (Early or late exit): Transitional bilingual programs use the student's primary language as a foundation to support English language development with 90% of initial instruction in the primary language, increasing English instruction systematically until all instruction is provided in English.</p>	Not Applicable
<p>Alternative Programs (Content-based Instruction): Content-Based Instruction (CBI) or "sheltered" instruction is used in classes comprised predominantly of multilingual/ English learners. Explicit English language development (ELD) and grade-level academic content is delivered by specifically trained EL teachers.</p>	Not Applicable
<p>Alternative Programs (Supportive Mainstream): Students in the Supportive Mainstream model access grade-level academic content and English language development through participation in their mainstream classrooms with support provided either individually or in small groups by specifically trained educators.</p>	<p>Supportive Mainstream is the MLL program model in the ISD for all levels. At the elementary level, MLL students receive ELD (English Language Development) instruction by MLL certificated teachers in a push-in and co-teacher model in their grade level classes. Elementary Schools: Apollo, Briarwood, Cascade Ridge, Cedar Trails, Challenger, Clark, Cougar Ridge, Creekside, Discovery, Endeavour, Grand Ridge, Issaquah Valley, Maple Hills, Newcastle, Sunny Hills and Sunset. At the secondary level, students attend ELD classes determined by their proficiency level. MLL students in ELD classes receive language instruction as well as support for academic grade-level content by certificated MLL teachers.'</p>



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	Middle Schools: Beaver Lake, Cougar Mountain, Issaquah, Maywood, Pacific Cascade and Pine Lake. High Schools: Issaquah, Liberty and Skyline
Newcomer Programs: Newcomer Programs provide specialized instruction to beginning level multilingual/English learners who have newly immigrated to the United States and may have limited or interrupted formal education or low literacy in their primary language. Typical program length ranges from one semester to one year for most students.	Newcomers receive special instruction and curriculum resources provided by the MLL teacher. Students are grouped by proficiency level. The MLL program partners with the District Family Partnership department to provide additional supports and resources to families.
Other Special Programs (Alternative Schools, Open Doors, Juvenile Detention, etc.): Other special programs provide English language development and access to grade-level content through individualized programming, based on the student's needs.	Students are Echo Glen are supported by the secondary MLL program director. The director provides PD and resources to staff to support MLL student access to grade level content for their individual schedules.

ELD Services - Elementary

Describe how English Language Development (designated and integrated ELD) is provided in each model for each group.

	Beginning Level (0-2 years in program)	Intermediate Level (2-5 years in program)	Long-Term English Learners (LTELs) (5+ years in program)
Program Model:	The program model is supportive mainstream, push-in or co-teaching by proficiency level.	The program model is supportive mainstream, push-in or co-teaching by proficiency level.	In addition to the push-in and co-teaching, LTELs are provided additional instruction and support such as targeted small group instruction based on WIDA standards and goals.

Accessible Content - Elementary

Describe how meaningful access to content is provided in each model for each group.

	Beginning Level (0-2 years in program)	Intermediate Level (2-5 years in program)	Long-Term English Learners (LTELs) (5+ years in program)
Program Model:	The program model is supportive mainstream, push-in or co-teaching by proficiency level in the student's grade level class using content area and WIDA language	The program model is supportive mainstream, push-in or co-teaching by proficiency level in the student's grade level class using content area and WIDA	Supportive mainstream, push-in or co-teaching by proficiency level. LTELs are provided with additional instruction in pull out small groups, using content area



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	standards to provide ELD instruction.	language standards to provide ELD instruction.	and WIDA standards to provide ELD instruction.
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ELD Services – Middle School

Describe how English Language Development (designated and integrated ELD) is provided in each model for each group, including any “sheltered” EL-specific classes in which ELD services are provided.

	Beginning Level (0-2 years in program)	Intermediate Level (2-5 years in program)	Long-Term English Learners (LTELs) (5+ years in program)
Program Model:	<p>The program model is supportive mainstream based on proficiency level.</p> <p>Each MS offers 3 levels of ELD classes where students receive ELD instruction based on their proficiency level.</p> <p>Middle school MLL teachers provide support and resources to general ed teachers to support the MLL students in their classes.</p>	<p>The program model is supportive mainstream based on proficiency level.</p> <p>Each MS offers 3 levels of ELD classes where students receive ELD instruction based on their proficiency level.</p> <p>Middle school MLL teachers provide support and resources to general ed teachers to support the MLL students in their classes.</p>	<p>The program model is supportive mainstream based on proficiency level. LTELs receive additional instruction and support in targeted small groups.</p> <p>Each MS offers 3 levels of ELD classes where students receive ELD instruction based on their proficiency level.</p> <p>Middle school MLL teachers provide support and resources to general ed teachers to support the MLL students in their classes.</p>

Accessible Content – Middle School

Describe how meaningful access to content is provided in each model for each group, including any “sheltered” EL-specific classes in which content-based instruction is provided.

	Beginning Level (0-2 years in program)	Intermediate Level (2-5 years in program)	Long-Term English Learners (LTELs) (5+ years in program)
Program Model:	<p>MLL students are provided meaningful access to grade-level content. MS MLL students take the same general ed classes as non MLL students and have one ELD class period in their schedule to provide ELD instruction and to support</p>	<p>MLL students are provided meaningful access to grade-level content. MS MLL students take the same general ed classes as non MLL students and have one ELD class period in their schedule to provide ELD instruction and to support</p>	<p>MLL students are provided meaningful access to grade-level content. MS MLL students take the same general ed classes as non MLL students and have one ELD class period in their schedule to provide ELD instruction and to support</p>



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	the content in their general ed classes MLL teachers provide support and resources to general ed teachers to support MLL students in their classrooms.	the content in their general ed classes MLL teachers provide support and resources to general ed teachers to support MLL students in their classrooms.	the content in their general ed classes MLL teachers provide support and resources to general ed teachers to support MLL students in their classrooms.
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ELD Services – High School			
Describe how English Language Development (designated and integrated ELD) is provided in each model for each group, including any “sheltered” EL-specific classes in which ELD services are provided.			
	Beginning Level (0-2 years in program)	Intermediate Level (2-5 years in program)	Long-Term English Learners (LTELs) (5+ years in program)
Program Model:	<p>The program model is supportive mainstream based on proficiency level.</p> <p>Each HS offers 3 levels of ELD classes where students receive ELD instruction based on their proficiency level.</p> <p>High school MLL teachers provide support and resources to general ed teachers to support the MLL students in their classes</p>	<p>The program models is supportive mainstream based on proficiency level.</p> <p>Each HS offers 3 levels of ELD classes where students receive ELD instruction based on their proficiency level.</p> <p>High school MLL teachers provide support and resources to general ed teachers to support the MLL students in their classes</p>	<p>The program model is supportive mainstream based on proficiency level. LTELs receive additional instruction and support in targeted small groups.</p> <p>Each HS offers 3 levels of ELD classes where students receive ELD instruction based on their proficiency level.</p> <p>High school MLL teachers provide support and resources to general ed teachers to support the MLL students in their classes</p>

Accessible Content – High School			
Describe how meaningful access to content and core credits are provided in each model for each group, including any “sheltered” EL-specific classes in which content-based instruction is provided.			
	Beginning Level (0-2 years in program)	Intermediate Level (2-5 years in program)	Long-Term English Learners (LTELs) (5+ years in program)
Program Model:	MLL students are provided meaningful access to grade-level content. HS MLL	MLL students are provided meaningful access to grade-level content. HS MLL	MLL students are provided meaningful access to grade-level content. HS MLL



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	<p>students take the same general ed classes as non MLL students and have one ELD class period in their schedule to provide ELD instruction and to support the content in their general ed classes</p> <p>MLL teachers provide support and resources to general ed teachers to support MLL students in their classrooms.</p>	<p>students take the same general ed classes as non MLL students and have one ELD class period in their schedule to provide ELD instruction and to support the content in their general ed classes</p> <p>MLL teachers provide support and resources to general ed teachers to support MLL students in their classrooms.</p>	<p>students take the same general ed classes as non MLL students and have one ELD class period in their schedule to provide ELD instruction and to support the content in their general ed classes</p> <p>MLL teachers provide support and resources to general ed teachers to support MLL students in their classrooms.</p> <p>LTEs have additional support depending on their course grades and credits earned.</p>
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Assessment & Monitoring of Student Progress		
<p>Name the assessment tools that are used to monitor eligible and exited multilingual learners' academic and linguistic progress and describe any processes for administration of progress monitoring, including annual ELP assessments.</p>		
	Academic Assessments	Language Assessments
Elementary:	<p>Progress is monitored every grading period-general ed teachers provide information on student progress to the MLL teachers</p> <p>Progress is monitored by: Grades-classroom based assessments Proficiency Level Descriptors-progress towards ELD goals Assessments: iReady-reading and math SBA</p>	<p>WIDA Access WIDA Alternate Access</p>
Middle School:	<p>Progress is monitored every trimester Grades-in content area classes, classroom-based assessments Proficiency Level Descriptors-progress towards ELD goals iReady-reading and math SBA</p>	<p>WIDA Access WIDA Alternate Access</p>



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High School:	Progress is monitored every semester Grades in content areas, classroom-based assessments SBA Credits and progress towards graduation	WIDA Access WIDA Alternate Access
Program Evaluation		
TBIP programs must be evaluated annually in the following four areas. Using data from the previous year, describe the steps that will be taken to continuously improve the TBIP program in each area.		
ESSA Required Data Elements	Data from School Year 2022-23	Continuous Improvement Plans
Number and % of ELs attaining proficiency and exiting EL services.	Number of students: 355 Percent proficient: 25%	Continue to focus on increased proficiency rate, increase by 3% District proficiency rate is well above state (5.5%) and neighboring districts with similar demographics
Number and % of former ELs who met academic standards 2 & 4 years after exiting.	2 years <u>ELA</u> 83% Proficient Number of students: 224, <u>Math</u> 82% proficient Number of students: 221 4 years <u>ELA</u> 84% proficient Number of students: 252, <u>Math</u> 85% proficient Number of students: 256	Continue to monitor progress Students that exit the MLL program perform as well or better than their non MLL identified students.
Number and % of ELs who have not exited EL services after 5 years. (LTELs)	Percent of LTELs: 11% Number of students: 169 This is a decrease from 19% in 2021-22 State LTEL rate is 32.4%.	Decrease the percent of LTELs by 2% Focus on LTELs is a priority area of the MLL program, increase resources (FTE) to schools with lower proficiency rate and higher number of LTELs Provide PD to MLL staff on supporting LTELs Partnering with OSPI for additional resources, support and training
Percent and performance of ELs who dually qualify for Special Education.	Percent of MLL that are dually qualified: 16%	Dually qualified make up the majority of LTELs Coordination between Special Services and MLL Department



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	Number of students: 236	Partner with IEP teacher to provide appropriate services PD provided to MLL staff to serve dually qualified students Critical Data Matrix training for all MLL staff
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Staffing			
<p>Staffing for ELD and accessible content services should be provided through various funding sources including basic education, TBIP, and Title III. Multilingual learners are served primarily with basic education funds and TBIP and Title III provide supplementary services. This should be reflected in staffing for ELD services. Multilingual learners may also be entitled to Title I, LAP, and Migrant services, as appropriate.</p> <p>All teachers funded by TBIP must hold an ELL or Bilingual Endorsement.</p> <p>List all staff that provide ELD services and/or accessible content instruction as part of the TBIP program and the funding sources for their FTE.</p>			
Position	TBIP Funded FTE	Basic Ed Funded FTE	Other Funded FTE (list funding source)
ELL/Bilingual Endorsed Teachers	28.1	8.0 (Bilingual)	
Teachers without an ELL/Bilingual Endorsement providing ELD services			
Content/General education teachers trained to support MLs			
Administration			
Administrative Support			
Paraeducators			
Professional Development Trainers			
EL Coaches			
Other-MLL Specialist	1.0		
Staffing Ratios			
<p>Staffing for ELD and accessible content services should be proportional with the number of multilingual learners in the district. Using the staffing information above, determine ratios of ELL/Bilingual endorsed teachers to multilingual learners.</p>			
	# of Staff Members	# of ML Students	Total Ratio (Students/Staff)
ELL/Bilingual Endorsed Teachers (serving in any role)	45	1443	32/1
Classroom Teachers without endorsement but with EL training	N/A		
EL/Bilingual Trained Paraeducators	N/A		



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Professional Learning			
<p>All staff serving multilingual learners need ongoing professional learning on language acquisition and instructional strategies to support language learners. List planned professional learning activities that will support both ELL/Bilingual endorsed teachers and all classroom teachers and paraeducators who work with multilingual learners.</p>			
Professional Learning Activity (including title, dates & presenters)	Participants (ELL-endorsed staff, classroom teachers, paraeducators, administrators, etc.)	Focus (Instructional strategies for multilingual learners, ELP assessments, ELP standards, etc.)	Funding Source (TBIP, Title III, Other)
Elementary MLL Professional Development Monthly meetings MLL Elementary Specialist, guest presenters	Elementary MLL endorsed staff	WIDA Framework/standards/instructional practices and strategies/testing/dually served/goal setting/progress monitoring/implementation of Ellevation/supporting LTELs	Title III and TBIP
Secondary MLL Professional Development Director of Teaching and Learning, MLL Curriculum Specialist, guest presenters	Secondary MLL endorsed staff	WIDA Framework/standards/instructional practices and strategies/testing/dually served/goal setting/progress monitoring/implementation of Ellevation/supporting LTELs	Title III and TBIP
Principal Professional Development Director of Teaching and Learning/MLL Elementary Specialist Once a year	Elementary and Secondary Principals	Overview of the MLL program, guidance, expectations, strategies to support ML students at the building level	Other-general funds
Teacher Professional Development Time varies throughout the year	New teachers and Elementary grade level teachers and secondary content area teachers	Instructional strategies for MLL students/WIDA framework	Other-general fund



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Monitoring Implementation from Professional Learning

Describe how professional learning provided through TBIP and Title III funding is monitored to verify that new learning is implemented and has a positive impact on the achievement of multilingual learners.

The professional learning plan is monitored by:

- Analysis of professional development exit surveys
- Self-reporting of implementation of PD resources and information by MLL staff
- Classroom observations and learning walks

Family Communication and Engagement

Families are critical partners in supporting multilingual learners. Describe how families are engaged in their children’s learning and in ongoing continuous improvement of the transitional bilingual instruction program.

How are families informed about student progress and assessments?	Families are informed about student progress by progress reports send during each grading period. Assessment score reports are sent to families with notification of placement letters.
How do educators learn more about families’ funds of knowledge?	Teachers regularly communicate with families and include them in planning family/student activities. MLL teachers survey parents at the beginning of the year to gather more information about their culture, routines and practices. Teachers use the survey results to inform and support student MLL instruction.
How does the district ensure that families are consulted when screening or referring multilingual learners for Special Education?	MLL teachers meet with potential MLL students and families to explain and answer questions about the MLL program. When new students register and indicate a language other than English on the HLS, the registrar shares information about the MLL program. MLL teachers participate in the guidance process when MLL students are referred for special education. The MLL program uses the Critical Data Matrix when considering a student for special services, a component of the matrix includes interviewing and including the family.
How does the district ensure that families have access to translation and interpretation services for effective communication?	Interpretation guidelines and information is shared with all staff in the ISD.
How are families consulted in the process of developing continuous improvement plans for TBIP and Title III Programs?	Each year the MLL department has a parent advisory meeting. Data, goals and the MLL plan is shared with the parent representatives to give input on future goals and implementation of the plan. In addition to the parent advisory, the MLL department annually surveys all MLL parents for input on the program.



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Student Records	
<p>Districts are required to maintain copies of the following student records for multilingual learners. Describe the processes used to ensure maintenance of these required records.</p>	
Home language surveys	The Home Language Survey is completed during registration, a copy is placed in the student cumulative file as well as electronic copy in Skyward.
Individual test score sheets for... <ul style="list-style-type: none"> English language proficiency placement (screening). Annual English language proficiency testing. 	Test scores and score sheets are managed by the MLL department, documents are sent to schools to put in cumulative files. Documents are stamped "cumulative" before they are sent to buildings. The MLL department keeps electronic copies as well.
Parent notification letters for... <ul style="list-style-type: none"> Initial placement Continued eligibility Transition from services (exiting) 	Initial placement, continued eligibility and transition from service letters are all managed by the MLL department. Copies are sent to schools to be placed in student cumulative files, these letters are stamped "cumulative." The MLL department also keeps electronic copies as backup.
Parent requests to waive services	The school and the MLL department each have a copy of the waiver form. Copies are placed in the student's cumulative file. The MLL department enters the waiver information into Skyward and is included in the student's records.
Roster of ML students including type, amount, and frequency of ELD services	Each MLL teacher submits a schedule to the MLL department indicating the type, amount and frequency of ELD services for the roster of MLL students at their school.