



Multilingual Learner Plan

District:	Lead Contact:
School Year:	Position:
District Strategic Goal(s): <i>(List any district goals that relate to programs for multilingual learners.)</i>	

Identification, Screening, and Placement

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.

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| <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">• What is the process for screening and recording results of the screener? | |
| <ul style="list-style-type: none">• What is the process for placing students into the TBIP program? | |
| <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">• What is the process for handling requests to waive services? | |



Multilingual Learner Plan

Program Models

The following program models are allowable in Washington state. Identify which program models are used in each school.

Program Model	School(s)
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.	
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.	
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.	
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.	
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.	
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.	



Multilingual Learner Plan

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:			
Program Model:			

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:			
Program Model:			



Multilingual Learner Plan

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:			
Program Model:			

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:			
Program Model:			



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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:			
Program Model:			

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:			
Program Model:			



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Assessment & Monitoring of Student Progress

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.

	Academic Assessments	Language Assessments
Elementary:		
Middle School:		
High School:		

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 _____	Continuous Improvement Plans
Number and % of ELs attaining proficiency and exiting EL services.		
Number and % of former ELs who met academic standards 2 & 4 years after exiting.		
Number and % of ELs who have not exited EL services after 5 years. (LTEs)		
Percent and performance of ELs who dually qualify for Special Education.		



Multilingual Learner Plan

Staffing

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.

All teachers funded by TBIP must hold an ELL or Bilingual Endorsement.

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.

Position	TBIP Funded FTE	Basic Ed Funded FTE	Other Funded FTE (list funding source)
ELL/Bilingual Endorsed Teachers			
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			

Staffing Ratios

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.

	# of Staff Members	# of ML Students	Total Ratio (Students/Staff)
ELL/Bilingual Endorsed Teachers (serving in any role)			
Classroom Teachers without endorsement but with EL training			
EL/Bilingual Trained Paraeducators			



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Professional Learning			
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.			
Professional Learning Activity (including title, dates & presenters)	Participants (ELL-endorsed staff, classroom teachers, paraeducators, administrators, etc.)	Focus (Instructional strategies for multi-lingual learners, ELP assessments, ELP standards, etc.)	Funding Source (TBIP, Title III, Other)
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.			



Multilingual Learner Plan

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?

How do educators learn more about families' funds of knowledge?

How does the district ensure that families are consulted when screening or referring multilingual learners for Special Education?

How does the district ensure that families have access to translation and interpretation services for effective communication?

How are families consulted in the process of developing continuous improvement plans for TBIP and Title III Programs?

Student Records

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.

Home language surveys

Individual test score sheets for...

- English language proficiency placement (screening).
- Annual English language proficiency testing.

Parent notification letters for...

- Initial placement
- Continued eligibility
- Transition from services (exiting)

Parent requests to waive services

Roster of ML students including type, amount, and frequency of ELD services