



Multilingual Learner Plan

District: Issaquah School District	Lead Contact: Dawn Wallace
School Year: 2025-2026	Position: Director of Teaching and Learning
District Strategic Goal(s): <i>(List any district goals that relate to programs for multilingual learners.)</i> • 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 Team English Language Learners (LTEs).	

1: 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.

• How is the Home Language Survey (HLS) information collected? • What is the process for reviewing HLS information and ensuring that students are screened?	• 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 ML department. The ML department verifies the student's enrollment information and then notifies the school/ML teacher that the student needs to be screened for ML services.
• What is the process for screening and recording results of the screener?	• ML teachers administer the screener. The ML department processes the screener results and notifies the school of their score and whether the student is proficient (does not qualify for ML services) or not proficient (qualifies for ML services). Student records in Qmlativ are updated with screener scores.
• What is the process for placing students into the TBIP program and reporting program placement to OSPI?	• ML teachers receive a monthly active list of students that have qualified for ML services based on screener (new students) and WIDA access scores (continuing students). Student data is input into CEDARS daily.
• What is the process for notifying families for... ○ New student placement? ○ Continuing student programming? ○ Exiting students?	• The ML department sends notification letters using the OSPI template to families of new students for placement in the program. • The ML department sends notification letters using the OSPI template for students continuing in the program or exiting depending on their WIDA access scores.



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	All letters are sent in English and in the language preference indicated by the family.
What is the process for handling requests to waive services?	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.
- What is the process for maintaining student cumulative files including: - Home Language Survey? - Screeners & annual test results? - Family notifications for initial placement, continued eligibility & transition (exit) from services? - Parent waivers?	Student cumulative files are reviewed annually to make sure they include the required documentation. Missing documents are replaced. The district keeps electronic copies of all necessary documentation as a backup to the documents in the cumulative files.



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2: 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 (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 develop full bilingual and biliterate proficiency.	A dual language program is offered at Issaquah Valley Elementary. It is currently offered in grades K-5 (6th grade will be offered in the 2025-2026 school year). Instruction is provided in Spanish and English. Students receive 50% of their instruction in English and 50% of their instruction in Spanish. In the 2025-2026 school year, Issaquah Middle School will be offering a Dual Language Program. Students will take 6th grade social studies in Spanish.
Transitional Bilingual (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.	Not applicable
Content-based/Sheltered Instruction: Content-Based Instruction (CBI) or "sheltered" instruction is used in classes comprised predominantly of multilingual learners. Explicit English language development (ELD) and grade-level academic content are delivered by specifically trained ELD teachers.	Not applicable
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.	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.'



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Newcomer Programs: Newcomer Programs provide specialized instruction to beginning level multilingual 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 ML teacher. Students are grouped by proficiency level. The ML program partners with the District Family Partnership department to provide additional support and resources to families.
Other Special Programs: Other special programs such as Alternative Learning Environments, Open Doors, Virtual Schools, and Institutional Education Programs provide English language development and access to grade-level content through individualized programming based on the student's needs.	Students at Echo Glen are supported by the secondary ML program director and a certificated ML teacher. The director provides PD and resources to staff to support ML student access to grade level content for their individual schedules

2: ELD Services – Elementary

Describe how designated English Language Development and Accessible Content is provided in each model.

	English Language Development	Accessible Content
Program Model:	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.	Students have meaningful access to content through their general education grade level class. 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 standards to provide ELD instruction.

2: ELD Services – Middle School

Describe how designated English Language Development and Accessible Content is provided in each model.

	English Language Development	Accessible Content
Program Model:	The program model is supportive mainstream based on proficiency level. Each MS offers 3 levels of ELD classes where students receive ELD instruction based on their proficiency level. Middle school ML teachers provide support and resources to general ed teachers to support the ML students in their classes.	ML students are provided meaningful access to grade-level content. MS ML 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



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2: ELD Services – High School

Describe how designated English Language Development and Accessible Content is provided in each model.

	English Language Development	Accessible Content
Program Model:	The program model is supportive mainstream based on proficiency level. Each HS offers 3 levels of ELD classes where students receive ELD instruction based on their proficiency level. High school ML teachers provide support and resources to general ed teachers to support the ML students in their classes	ML students are provided meaningful access to grade-level content. HS ML 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 MLL teachers provide support and resources to general ed teachers to support MLL students in their classrooms.



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3: 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 early literacy screening and annual ELP assessments.

	Academic Assessments	Language Assessments
Elementary:	Progress is monitored every grading period-general ed teachers provide information on student progress to the ML teachers Progress is monitored by: Grades-classroom based assessments Proficiency Level Descriptors-progress towards ELD goals Assessments: iReady-reading and math SBA	WIDA Access WIDA Alternate Access
Middle School:	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	WIDA Access WIDA Alternate Access
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

3: MTSS & Tiered Supports

Describe multi-tiered systems of support used to address the academic and language needs of multilingual learners at each level.

	Academic Supports & Interventions	Language Supports & Interventions
Elementary:	ML students are included in Tier 1, 2 and 3 instruction and interventions to address their specific academic needs in addition to having regular designated ELD services.	Language supports and interventions use evidence based best practices to support both language, literacy and academic content. Interventions depending on student identified need take place in addition to ELD services. Example of an elementary intervention is success block
Middle School:	ML students are included in Tier 1, 2 and 3 instruction and interventions to address	Language supports and interventions use evidence based best practices to support



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	their specific academic needs in addition to having regular designated ELD services.	both language, literacy and academic content. Interventions depending on student identified need take place in addition to ELD services. Example of a secondary intervention is an academic lab class or small group instruction.
High School:	ML students are included in Tier 1, 2 and 3 instruction and interventions to address their specific academic needs in addition to having regular designated ELD services.	Language supports and interventions use evidence based best practices to support both language, literacy and academic content. Interventions depending on student identified need take place in addition to ELD services. Example of a secondary intervention is an academic lab class or small group instruction.



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4: 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	27.0	10.2 Bilingual	1.0 Title D
Teachers without an ELL/Bilingual Endorsement providing ELD services			
Content/General education teachers trained to support MLs			
Administration			
Administrative Support			
Paraeducators			
Professional Development Trainers			1.0 Title III
EL Coaches			
Other			

4: Staffing Ratios

Staffing for ELD and accessible content services should be proportional with the number of multilingual learners in the district with an ideal ratio of 25:1 across the entire program. 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)	32		
Classroom Teachers without endorsement but with EL training	N/A		
EL/Bilingual Trained Paraeducators	N/A		



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4: 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 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	New teachers and Elementary grade level teachers and secondary content area teachers	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			

5: Grants & Use of Resources		
TBIP and Title III are funding sources that are designed to supplement, not supplant Basic Education funding to support programs and services for multilingual learners. Describe how funds are used for supplemental purposes for the program		
Grant	Estimated Annual Amount	Typical Funding Uses
Transitional Bilingual Instruction Program (TBIP) – primarily for ML student services	\$2,900,000.00	Staffing-ML certificated teachers in all schools
Title III – primarily for PD, extended day/year, and family engagement	\$160,793.00	ML specialist Professional development
Dual, Heritage, & Tribal Language Grants – for planning or expanding dual, heritage, & tribal programs	N/A	N/A
Other Specialized Funds (i.e. Immigrant or Refugee Grants)	N/A	N/A

6: 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 ____ 2024- 2025 _____	Continuous Improvement Plans



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Number and % of ELs attaining proficiency and exiting EL services.	Number of students 374 Percent proficient 27%	Continue to focus on increased proficiency rate, increase by 2% District proficiency rate is well above state (5.5%) and neighboring districts with similar demographics
Number and % of former ELs who met academic standards in ELA and math 2 years after exiting.	<u>ELA</u> 85.4 %,169 students <u>Math</u> 87.4%, 173 students	Continue to monitor progress Students that exit the MLL program perform as well or better than non MLL identified students.
Number and % of MLs who have not exited ELD services after 5 years. (LTELs)	Percent of LTELs: 16.76% Number of students: 240 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 MLs who dually qualify for Special Education.	Percent of MLL that are dually qualified: 15.76% Number of students 256	Dually qualified make up the majority of LTELs Coordination between Special Services and MLL Department Fidelity implementation of the Critical Data Process



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7: 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 sent 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. ML 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 ML instruction.

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

ML teachers meet with potential ML students and families to explain and answer questions about the ML program. When new students register and indicate a language other than English on the HLS, the registrar shares information about the ML program. ML teachers participate in the guidance process when ML students are referred for special education. The ML 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 are 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 ML department has a parent advisory meeting. Data, goals and the ML 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 ML department annually surveys all ML parents for input on the program.

8: Title III Services for AI/AN Students

American Indian and Alaska Native (AI/AN) students may qualify for Title III language and literacy supports based on their academic and linguistic needs. Use this space to document specific procedures for identification, testing, and services for AI/AN students.

- How are AI/AN students identified for potential screening?

- AI/AN students performing below grade level expectations are identified using multiple data sources, including test scores and grades to determine if they



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• What is the process for notifying families of potential eligibility? • What is the process for determining whether students are academically at risk? • What is the process for screening students and notifying families of results/eligibility?	are at risk academically. Identified students are then screened using the WIDA screener to determine eligibility. • Families are notified using the OSPI provided letters in their preferred language. • Students are screened using the WIDA screener and families are notified of eligibility using the OSPI provided letter template.
• What language and literacy services are provided specifically for AI/AN students?	• Students are provided language and literacy services using the Time Immemorial Curriculum provided by OSPI.
• What is the process for annual assessment of AI/AN students? • How are families informed of annual testing and results?	• AI/AN students are annually assessed on the WIDA to determine language proficiency. • Families are notified using the OSPI provided templates for notification letters.
• What is the process for handling requests to waive services and/or testing?	• Families that waive services fill out a waiver form and the form is placed in the student's cumulative file.
• What is the process for maintaining AI/AN student cumulative files including: ○ HLS and/or academic assessments that determined risk? ○ Screener & annual test results? ○ Family notifications? ○ Parent waivers?	• AI/AN students files are annually reviewed when the ML files are reviewed and the same process is followed.