



Multilingual Learner Plan

District: Walla Walla Public Schools	Lead Contact: Dr. Julie Perron, Director and Marlene Perez, Program Supervisor
School Year: 25/26	
District Strategic Goal(s): <i>(List any district goals that relate to programs for multilingual learners.)</i> 1. Ambitious Learning for ALL 2. Relevant and Rigorous Experience 3. Culture of Equity and Belonging 4. Partnership with Family and Community	

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?	Home Language Survey (HLS) information is collected as part of the student enrollment process. Initial Review: School registrars or enrollment specialists review the completed HLS forms to determine if a language other than English is spoken in the home. If a language other than English is indicated, the student is referred to the ML coordinator for screening.
What is the process for screening and recording results of the screener?	The screener must be administered within 10 days of the student's enrollment to comply with state and federal guidelines. <u>Elementary</u> - During registration, the school secretary alerts the building admin, ML coordinator, McKinney-Vento liaison and general ed teacher. - The ML coordinator screens the student within 10 days and records results. - Services and supports are assigned based on results. <u>Middle School</u> - During registration, the school secretary alerts the building admin, ML coordinator, McKinney-Vento liaison and counselor. - The ML coordinator screens and records results within 10 days. - Counselor and ML coordinator plan class placement and supports. <u>High School</u> - During registration, the school secretary alerts the counselor, registrar, McKinney-Vento liaison, ML program supervisor, and building admin. - The ML program supervisor screens and records results within 10 days. - Supervisor recommends ELD placement; counselors build the student's schedule.
What is the process for placing students into the TBIP program?	Eligibility for TBIP is based on the student's score on the English proficiency screener: If the student's score indicates that they are not yet proficient in English, they qualify for TBIP services.



Multilingual Learner Plan

	If the student's score indicates they are proficient, they do not qualify for TBIP services. This ensures that this process follows state and federal guidelines to support multilingual learners. .
- What is the process for notifying families for... - New student placement? - Continuing student programming? - Exiting students?	Placement Families are notified in writing about their child's eligibility for TBIP services and the specific program placement. The notification includes information about the TBIP program, the reasons for placement, and an explanation of how the program will support the student's language development and academic success. Continuing Student Programming Annual Notification: Each year, families of students who continue in the TBIP receive a written notice regarding their child's current progress and continued placement in the program. Details Included in the Notification: Progress Update: Information about the student's progress in English language development, based on the results of the annual WIDA ACCESS assessment. Exiting Students Exit Notification: When a student meets the state's criteria for English proficiency and no longer requires TBIP services, the school provides written notification of the student's exit from the program. Exit Criteria: Explanation of how the student's proficiency level was determined, based on their WIDA ACCESS scores and state exit standards. Transitional Support: Details about any transitional support or monitoring that will be provided for a period (up to two years) to ensure that the student continues to succeed in the general education setting.
What is the process for handling requests to waive services?	Parents complete a Waiver Form, which the department then documents and keeps on record.

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. The middle school has two dual course offerings: Spanish Language Arts and Spanish Social Studies.	Green Park Elementary Edison Elementary Garrison Middle School Pioneer Middle School
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	Walla Walla High School



Multilingual Learner Plan

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.	Center for Children and Families Sharpstein Elementary Green Park Elementary Prospect Point Elementary Berney Elementary Garrison Middle School Pioneer Middle School Lincoln High School Walla Walla High School
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.	Garrison Middle School Pioneer Middle School Walla Walla High School
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.	Opportunity Walla Walla Online

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 multilingual/English Learners (LTELs) (5+ years in program)
Program Model: Dual Schools	For K-2 students at the beginning level of English proficiency in a dual language school, designated ELD provides daily, focused instruction on building essential English language skills. These students have dedicated time with the Multilingual Learner (ML) Coordinator or the English Learner (EL) teacher each day. For students in grades 3-5 at the beginning level of English proficiency in a dual language school, designated ELD offers focused, daily instruction with either a Multilingual Learner (ML) Coordinator or an ML paraeducator. This dedicated time ensures that students receive targeted language support specifically designed to help them develop foundational English skills while continuing to build on their academic knowledge.	For K-2 students at the intermediate level of English proficiency in a dual language school, designated ELD provides daily, focused instruction on building essential English language skills. These students have dedicated time with the Multilingual Learner (ML) Coordinator or the English Learner (EL) teacher each day. For students in grades 3-5 at the intermediate level of English proficiency, ELD support is provided through both designated and integrated approaches. Designated ELD Intermediate-level students receive dedicated, focused time with the Multilingual Learner (ML) Coordinator or the ML paraeducator daily. This instruction can take place in two ways: 1. Supportive Mainstream 2. Small Group Instruction Integrated ELD: In addition to designated support, teachers embed English language development into daily lessons.	For students that are LTEL's ELD support is provided through both designated and integrated approaches. Designated ELD Intermediate-level students receive dedicated, focused time with the Multilingual Learner (ML) Coordinator or the ML paraeducator daily. This instruction can take place in two ways: 1. Supportive Mainstream 2. Small Group Instruction Integrated ELD: In addition to designated support, teachers embed English language development into daily lessons.



Multilingual Learner Plan

Program Model: English only schools	For students in grades K-5 at the beginning level of English proficiency, designated ELD provides focused, daily instruction to help them build essential English language skills. These students have dedicated time each day with either a Multilingual Learner (ML) Coordinator or paraeducator	For students in grades K-5 at the intermediate level of English proficiency, designated ELD provides focused, daily instruction to help them build essential English language skills. These students have dedicated time each day with either a Multilingual Learner (ML) Coordinator or paraeducator	For students that are LTEL's ELD support is provided through both designated and integrated approaches. Designated ELD Students receive dedicated, focused time with the Multilingual Learner (ML) Coordinator or the paraeducator daily. This instruction can take place in two ways: 1. Supportive Mainstream 2. Small Group Instruction Integrated ELD: In addition to designated support, teachers embed English language development into daily lessons.
--	---	--	--

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 multilingual/English Learners (LTELs) (5+ years in program)
Program Model: Dual Schools	In a dual language program for K-2, content is delivered 80% in Spanish and 20% in English, providing beginning-level students with meaningful access to learning in both languages: • 80% Spanish Instruction: Core subjects are taught in Spanish, ensuring that students build foundational skills in a language they understand. • 20% English Instruction: Focuses on building English language in Library, P.E. and Music. In a dual language program for grades 3-5, content is split evenly, with 50% in Spanish and 50% in English, supporting beginning-level students in accessing learning across both languages: • 50% Spanish Instruction: Core subjects are taught in Spanish for half of the instructional time, allowing	In a K-2 dual language program for intermediate students, where 80% of content is in Spanish: • 80% Spanish Instruction: Core subjects are taught in Spanish, helping students deepen understanding and maintain strong literacy skills in their native or more comfortable language. • 20% English Instruction (ELD): ELD focuses on building English skills through academic content, reinforcing vocabulary and grammar related to subjects they've studied in Spanish. In a 3-5 dual language program for intermediate students, where content is 50% Spanish and 50% English: • 50% Spanish: Core subjects are taught in Spanish, helping students maintain and deepen their Spanish literacy and content understanding. • 50% English: English instruction, including ELD, focuses on building academic language and	In a 5th-grade dual language program for LTEL students, with 50% of content in Spanish and 50% in English: • 50% Spanish: Core subjects in Spanish help maintain literacy and reinforce content knowledge. • 50% English: English, including ELD, focuses on academic vocabulary and concepts.



Multilingual Learner Plan

	students to deepen their understanding of academic concepts while building literacy in Spanish. This supports students who are stronger in Spanish and helps them bridge content knowledge across both languages. • 50% English Instruction: The other half of the content is delivered in English, helping students to gradually develop their English skills while engaging in the same academic concepts they study in Spanish.	vocabulary, reinforcing content learned in Spanish.	
Program Model: Traditional, Non-Dual Schools	In an English-only K-5 school for beginning-level students, with content delivered by the general ed teacher and ML coordinator: • Collaboration: They adapt lessons to include language supports, making content accessible for multilingual/English learners. • Differentiation: Visuals, simplified language, and hands-on activities help students understand core subjects. • Integrated Language Support: The ML coordinator builds English skills through content, supporting gradual language development alongside academic learning.	In an English-only K-5 school for intermediate level students, with content delivered by the general ed teacher and ML coordinator: • Collaboration: They adapt lessons to include language supports, making content accessible for multilingual/English learners. • Differentiation: Visuals, simplified language, and hands-on activities help students understand core subjects. • Integrated Language Support: The ML coordinator builds English skills through content, supporting gradual language development alongside academic learning.	In an English-only school for 5th-grade LTEL (Long-Term multilingual/English Learner) students: • Collaboration: The general education teacher works closely with the ML coordinator to tailor instruction, ensuring LTELs can access content while strengthening their English skills. • Differentiation: Tools like graphic organizers, sentence frames, and peer discussions help LTELs engage with grade-level content, making complex ideas more accessible. • Focused Language Support: The ML coordinator provides targeted instruction to develop academic vocabulary and language structures, bridging gaps between conversational fluency and academic English.



Multilingual Learner Plan

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 multilingual/English Learners (LTELs) (5+ years in program)
Program Model:	In the middle school, beginning-level multilingual learners receive ELD support through a newcomers class led by the building coordinator, offering sheltered, targeted instruction. The coordinator and a paraeducator also push into classrooms to support students within the general curriculum and monitor their progress closely. An ELD course is also offered for content support.	In middle school, multilingual learners receive ELD support through co-teaching and co-planning, with ML coordinators pushing into classrooms. They also monitor academics and provide additional support with a paraeducator. An ELD course is also offered for content support.	In middle school, multilingual learners receive ELD support through co-teaching and co-planning, with ML coordinators pushing into classrooms. They also monitor academics and provide additional support with a paraeducator. An ELD course is also offered for content support.

Accessible Content – Middle School

Describe how meaningful access to content is provided in each model for each group, including any “sheltered” ML/ 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 multilingual/ English Learners (LTELs) (5+ years in program)
Program Model:	Beginning-level students in the newcomers class access content through district curriculum, supported by supplemental materials provided by the teacher. This ensures they engage with grade-level content while receiving language development support in a sheltered setting.	Intermediate and long-term multilingual/English learners access content in their co-taught classrooms, where educators use GLAD strategies, such as charts, to support language development. Additionally, some sheltered instruction is provided to ensure meaningful access to content while supporting language growth.	Intermediate and long-term multilingual/ English learners access content in their co-taught classrooms, where educators use GLAD strategies, such as charts, to support language development. Additionally, some sheltered instruction is provided to ensure meaningful access to content while supporting language growth.

ELD Services – High School

Describe how English Language Development (designated and integrated ELD) is provided in each model for each group, including any “sheltered” ML/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 multilingual/English Learners (LTELs) (5+ years in program)
Program Model:	Beginning-level students receive ELD support through a Newcomer class and an ELD 2 class, both providing sheltered, targeted instruction. Additionally, designated and integrated ELD services are offered to build language skills, ensuring students have access to both language development and academic content.	Intermediate-level students receive ELD support through an ELD3 class, which provides targeted instruction. For advanced students, particularly those in 9th and 10th grade, this class can serve as a bridge to further language development. Both designated and integrated ELD services ensure that	For 11th and 12th graders, ELD support includes a specialized class called "English Lit & Development," which focuses on advanced language skills and literature. Along with designated ELD services, this class provides targeted instruction for older students, while integrated ELD



Multilingual Learner Plan

		students at varying levels receive appropriate language support.	ensures ongoing language support in their content classes.
Accessible Content – High School			
Describe how meaningful access to content and core credits are provided in each model for each group, including any “sheltered” ML/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 multilingual/English Learners (LTELs) (5+ years in program)
Program Model:	Beginning-level students access content through programs like Milestone and Carousel, along with other teacher-provided supplemental materials. These resources, used in sheltered EL-specific classes, ensure students receive meaningful access to content while working toward core credits.	Intermediate-level students access content in the ELD3 class using Constructive Meaning materials, which support language acquisition alongside core curriculum. This sheltered instruction ensures they have meaningful access to content while working towards core credits in a supportive environment.	Long-term multilingual/English learners access content in their classes through the use of English 3D, novel studies, Science World, and other teacher-supplemented materials. This approach ensures meaningful access to content while supporting their progress toward core credits in a sheltered instructional setting.

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:	iReady (Reading and Math) SBA Unit assessments	mClass - DIBELS/Lectura WIDA annual assessment WIDA Screener WIDA Access Modified WIDA SBA
Middle School:	iReady (Reading and Math) SBA Unit assessments	WIDA annual assessment WIDA Screener WIDA Access Modified WIDA SBA
High School:	SBA Unit assessments	WIDA annual assessment WIDA Screener WIDA Access Modified WIDA SBA

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 _23-24_	Continuous Improvement Plans
Number and % of ELs attaining proficiency and exiting EL services.	51	Continue with Professional Development targeting structured student talk, oracy, as well as writing.



Multilingual Learner Plan

Number and % of former ELs who met academic standards 2 & 4 years after exiting.	2 years: 8 students, 22% in Math 4 students, 11% in ELA	Check in forms for general ed teachers and ML coordinators Professional Development for staff working with Multilingual Learners
Number and % of ELs who have not exited EL services after 5 years. (LTELs)	398 students, 49%	Professional Development targeting structured student talk, oracy and writing.
Percent and performance of ELs who dually qualify for Special Education.	230 students, 27%	Continue working with Special Education Team for each student's needs.



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?	Families are essential partners in supporting multilingual learners and enhancing the transitional bilingual instruction program. We keep families informed about their children's progress through report cards and by sharing Walla Walla's Promise Standards via Skyward. During September conferences, families have the opportunity to meet with teachers to discuss student achievements and set goals, fostering collaboration and open communication.
How do educators learn more about families' funds of knowledge?	Educators learn about families' cultural backgrounds and experiences through conversations, surveys, and community events. The new student growth goals guidance strengthens teacher-family connections, ensuring collaboration and meaningful engagement in students' academic and social development. This approach values and integrates families' diverse knowledge into the learning process.
How does the district ensure that families are consulted when screening or referring multilingual learners for Special Education?	The district prioritizes family consultation when screening or referring multilingual learners for Special Education. Families play an integral role in the process, ensuring their insights and perspectives are valued. When a student is identified as a concern, teachers collect relevant data and collaborate with other educators to assess the student's needs. Throughout this process, teachers engage parents, sharing findings and discussing potential next steps, fostering open communication.
How does the district ensure that families have access to translation and interpretation services for effective communication?	The district is committed to ensuring that families have access to translation and interpretation services for effective communication. We provide on-site translators, especially when teachers or teams identify a language barrier.
How are families consulted in the process of developing continuous improvement plans for TBIP and Title III Programs?	DMLAB (Dual and Multilingual Learner Advisory Board, comprised of staff and parents)
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	Are embedded with our registration form
Individual test score sheets for... English language proficiency placement (screening). and Annual English language proficiency testing.	n/a-created and maintained by ML Coordinators WIDA assessments occur based on OSPI calendar
Parent notification letters for... - Initial placement - Continued eligibility - Transition from services (exiting)	These letters are coordinated and decimated by our office
Parent requests to waive services	Waivers are managed through a form.



Multilingual Learner Plan

Roster of ML students including type, amount, and frequency of ELD services	Our ML coordinators keep track of this information.
Training for ML Coordinators related to WIDA Screener and Access	WWPS provides ongoing training and support for ML Coordinators around both the WIDA Screener and WIDA ACCESS. Senior ML Coordinators: • We send annual reminders for required recertification. • WIDA Screener recertification is completed each August. • WIDA ACCESS recertification is completed each December/January. New ML Coordinators and Teachers (or anyone needing a refresher): • We offer individualized 1:1 training sessions. • These can be scheduled in person or via Zoom, depending on staff preference and availability. This structure ensures all coordinators remain current with WIDA requirements while also providing flexible support for those who are new to the role or would like additional guidance.