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Multilingual Education Program

Multilingual Program Plan

District: Issaquah School District	Lead Contact: Dawn Wallace
School Year: 2026-27	Position: Director of Teaching and Learning

District Strategic Goal(s): *(List any district goals that relate to programs for multilingual learners.)*

- **Strengthen MLL instructional expertise:**
  Increase multilingual learner (MLL) instructors' knowledge, understanding, and consistent application of the WIDA Framework to support language development and academic achievement.
- **Build districtwide capacity to serve multilingual learners:**
  Increase teachers' and administrators' knowledge and application of the WIDA Framework and effective instructional practices to ensure multilingual learners have equitable access to rigorous, grade-level learning.
- **Accelerate progress for long-term English learners:**
  Increase English language proficiency and academic progress for Long-Term English Learners (LTELs) through targeted, evidence-based instruction, progress monitoring, and responsive supports.
- **Strengthen equitable identification and support systems:**
  Improve the accuracy and equity of identification and referral processes for multilingual learners to reduce inappropriate identification for special education and other specialized services, while ensuring students who need additional services receive timely and appropriate support

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

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	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?	• 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. • 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 training/updating staff who… ○ register students? ○ manage and report data to SIS and Cedars? ○ manage and update student ML subfile within student cumulative file?	The process for training staff: • Registrars receive annual training on the ML process for identifying and screening students • One person in the district manages the report data to SIS and Cedars, this person completes all the recommended training provided by OSPI • Each ML teacher and school registrar is provided information and training annually on student cumulative files and records
• What is the process for reviewing the Possible Eligible Not Reported (PENR) list found in the Limited English Proficiency (LEP) application.	• The PENR is monitored and regularly updated • The district manages the data for all ML students, schools do not screen or identify students for ML services unless notified by the district, lists are sent out monthly for verification

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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)**
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.	A dual language program is offered at Issaquah Valley Elementary. It is currently offered in grades K-5. Instruction is provided in Spanish and English. Students receive 50% of their instruction in English and 50% of their instruction in Spanish. Issaquah Middle School offers a Dual Language Program. Students will take 6th and 7th grade social studies in Spanish.
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.	Not Applicable
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.	Not Applicable
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.	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

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	in ELD classes receive language instruction as well as support for academic grade-level content by certificated MLL teachers.'
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 ML teacher. Students are grouped by proficiency levels. The ML program partners with the District Family Partnership department to provide additional support 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 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

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. In addition to the push-in and co-teaching,	The program model is supportive mainstream, push-in or co-teaching by proficiency level. In addition to the push-in and co-teaching,	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	**Intermediate Level**	**Long-Term English Learners (LTELs)**

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	(0-2 years in program)	(2-5 years in program)	(5+ years in program)
Program Model:	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.	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.	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. LTELs are provided additional instruction and support such as targeted small group instruction based on WIDA standards and goals.

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:	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.	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.	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.

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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:	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	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	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 LTELs are provided with additional instruction and support, such as targeted small group instruction based on WIDA standards and goals.

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)

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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	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	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 LTELs are provided with additional instruction and support, such as targeted small group instruction based on WIDA standards and goals.

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:	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	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	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

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	general ed teachers to support MLL students in their classrooms.	general ed teachers to support MLL students in their classrooms.	general ed teachers to support MLL students in their classrooms. LTELs are provided with additional instruction and support, such as targeted small group instruction based on WIDA standards and goals

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:	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 District developed progress monitoring assessments
Middle School:	Progress is monitored every trimester Grades-in content area classes, classroom-based assessments Proficiency Level Descriptors-progress towards ELD goals Fastbridge-aMath and aReading Momentum-reading and math SBA	WIDA Access WIDA Alternate Access Curriculum based assessments in ELD classes
High School:	Progress is monitored every semester Grades in content areas, classroom-based assessments SBA	WIDA Access WIDA Alternate Access Curriculum based assessments in ELD classes

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	Credits and progress towards graduation	

Program Evaluation

TBIP programs must be assessed 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 2025-2026**	**Continuous Improvement Plans**
Number and % of ELs attaining proficiency and exiting EL services.	397 26%	State proficiency rate is 7.9% Increase in proficiency rate from the previous year Average years served 3.4, State 5.3
Number and % of former ELs who met academic standards in ELA and math 2 years after exiting.	ELA 156, 89.1% Math 149, 85.6%	State rate is 73.6% ,62.7%
Number and % of ELs who have not exited EL services after 5 years. (LTELs)	274 18.0%	State rate 37.5% Slight increase from previous year
Percent and performance of ELs who dually qualify for Special Education.	318, 18.8%	State rate is 17.5% Slight increase from previous year
Districts with >16% of MLs Identified as having Disabilities (over identification) What steps have been planned and/or taken to reduce and correct inappropriate identification of MLs as having a disability? In the pre-referral process, what does the district do to distinguish between disability and language development? (See Program Evaluation Template)	The Issaquah School District continues to over identify ML students; our rate has stayed consistent for the past three years at 18% The district continues to refine and implement the critical data process matrix, which is a framework used to disaggregate and analyze data to separate language acquisition from a learning disability. The ML program, in partnership with special services, continues to train school psychologists, special ed staff and ML teachers.	

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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	24.8 ML teachers	12.4 Dual Language 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			1.0 Title III (Specialist)
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)	44	1526	34.7/1
Classroom Teachers without endorsement but with EL training	N/A	N/A	N/A
EL/Bilingual Trained Paraeducators	N/A	N/A	N/A

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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)
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	Elementary and Secondary Principals	Overview of the MLL program, guidance, expectations, strategies to support ML students at the building level	Other-general funds

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Once a year			
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

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 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.

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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 coordinated at the district level and 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.
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	The forms are kept at the school in the students cum file and a copy of the form is kept at the district office.
Individual test score sheets for… • English language proficiency placement (screening). • Annual English language proficiency testing.	Copies of the score reports are filed in student cumulative files; electronic copies are kept at the district level.
Parent notification letters for… • Initial placement • Continued eligibility • Transition from services (exiting)	The district uses the OSPI letter templates, copies of the communication sent to families is kept in the students records as well as the district level.
Parent requests to waive services	Waivers are kept in student cumulative files and a copy is sent to the district. The status of the student is updated electronically.
Roster of ML students including type, amount, and frequency of ELD services	Each teacher determines a schedule for the students they serve. The schedule includes the type and frequency of service. ML teachers review the schedule with building principals. The schedule is submitted to the ML Director.

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Title III Services for American Indian and Alaska Native Students

Identification, Screening, and Placement of eligible AI/AN Students	
Every district must have written procedures for the identification of American Indian and Alaska Native (AI/An) students who qualify for Title III. AI/AN students whose first language is English may qualify for Title III supplemental instructional supports. Refer to Chapter 1 and Chapter 7 of Policies and Practices Guide.	
• What is the process for determining which students identify as American Indian or Alaska Native?	Students and families indicate if they are American Indian or Alaska Native when they register with the ISD.
• What is the process for determining academic at-risk status for AI/AN students?	AI/AN students performing below grade level expectations are identified using multiple data sources, including test scores and grades to determine if they are at risk academically. Identified students are then screened using the WIDA screener to determine eligibility.
• What is the process for notifying families of a student's potential eligibility for Title III services? • What is the process for obtaining family permission to screen the student for Title III services?	Families are notified using the OSPI provided letters in their preferred language. Families respond to the notification for screening, via email, letter, or phone call. Their responses are kept for records.
• What is the process for screening and recording results of the screener?	Students are screened using the WIDA screener, and families are notified of eligibility using the OSPI provided letter template. Screener results are entered into the learning management system.
• What is the process for determining language and literacy supports of Title III AI/AN students?	Students are provided with language and literacy services using the Time Immemorial Curriculum provided by OSPI.
• What is the process for notifying families for… ○ New student placement? ○ Continuing student programming? ○ Exiting students?	AI/AN student's files are reviewed annually when the ML files are reviewed, and the same process is followed.
• What is the process for handling requests to waive services?	Follow the same process for waiving ML students, families fill out the waiver.

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• What is the process for reviewing the Possible Eligible Not Reported (PENR) list found in the Title III section of the Limited English Proficiency (LEP) application.	The PENR list is reviewed weekly and errors are investigated and resolved.