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

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| **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? |  |
| * What is the process for screening and recording results of the screener? |  |
| * What is the process for placing students into the TBIP program and reporting program placement to OSPI? |  |
| * What is the process for notifying families for… * New student placement? * Continuing student programming? * Exiting students? |  |
| * What is the process for handling requests to waive services? |  |
| * What is the process for maintaining student cumulative files including:   + Home Language Survey?   + Screener & annual test results?   + Family notifications for initial placement, continued eligibility & transition (exit) from services?   + Parent waivers? |  |

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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. |  |
| **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. |  |
| **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. |  |
| **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 earners 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:** 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. |  |

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| **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:** |  |  |
| **Program Model:** |  |  |
| **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:** |  |  |
| **Program Model:** |  |  |
| **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:** |  |  |
| **Program Model:** |  |  |

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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:** |  |  |
| **Middle School:** |  |  |
| **High School:** |  |  |
| **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:** |  |  |
| **Middle School:** |  |  |
| **High School:** |  |  |

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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 |  |  |  |
| 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 |  |  |  |
| **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) |  |  |  |
| Classroom Teachers without endorsement but with EL training |  |  |  |
| EL/Bilingual Trained Paraeducators |  |  |  |

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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 multi-lingual learners, ELP assessments, ELP standards, etc.) | **Funding Source**  (TBIP, Title III, Other) |
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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. | | | |
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| **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 |  |  |
| **Title III** – primarily for PD, extended day/year, and family engagement |  |  |
| **Dual, Heritage, & Tribal Language Grants** – for planning or expanding dual, heritage, & tribal programs |  |  |
| **Other Specialized Funds** (i.e. Immigrant or Refugee Grants) |  |  |

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| **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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Continuous Improvement Plans** |
| Number and % of ELs attaining proficiency and exiting EL services. |  |  |
| Number and % of former ELs who met academic standards in ELA and math 2 years after exiting. |  |  |
| Number and % of MLs who have not exited ELD services after 5 years. (LTELs) |  |  |
| Percent and performance of MLs who dually qualify for Special Education. |  |  |

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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? |  |
| 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? |  |

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| **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? * 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? |  |
| * What language and literacy services are provided specifically for AI/AN students? |  |
| * What is the process for annual assessment of AI/AN students? * How are families informed of annual testing and results? |  |
| * What is the process for handling requests to waive services and/or testing? |  |
| * 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? |  |