



Multilingual Learner Plan

District: Manson	Lead Contact: Yvonne Walker
School Year: 2022-2023	Position: Superintendent
<p>District Strategic Goal(s): <i>(List any district goals that relate to programs for multilingual learners.)</i></p> <p><i>By Spring of 22-23 sixteen students will exit formal ML services by 5th grade, additionally 100% of students will make progress toward meeting standard as measured on the WIDA Access Assessment.</i></p> <ul style="list-style-type: none"> • All K-5 staff will provide access to meaningful content with use of GLAD strategies • All 6-12 staff will provide access to meaningful content with use of 1st of 2 years of Secondary Sheltered Instructional Strategies (ESD 171 – combined UDL, SIOP, GLAD) • All ML students K-6 will be provided designated EL supports (see specifics below) • Additional 3 staff members with EL endorsement <p>All goals will be updated annually to match evolving needs, available resources (staffing, funding), and state requirements.</p>	

Identification, Screening, and Placement	
<p>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.</p>	
<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? 	<p>Home language information is collected upon enrollment to Manson School District and updated annually at fall conferences.</p> <p>Lead secretaries collect HLS with enrollment paperwork and from updated information. All students of families who mark any other language than English in questions 2 or 3 on their HLS are administered the WIDA Screener by the district ML coordinator. Scores must be reported to CEDARS within 10 calendar days.</p>
<ul style="list-style-type: none"> • What is the process for screening and recording results of the screener? 	<p>WIDA Screener is administered within the first 10 days after enrollment or updated HLS information. Results are entered into CEDARS by special services secretary.</p>
<ul style="list-style-type: none"> • What is the process for placing students into the TBIP program? 	<p>Families of students who qualify for services conference with the ML coordinator, counselor and building administrator to determine program recommendations.</p>
<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"> • New student placement -Letter will be sent by Special Services secretary notifying parents of program placement. • Continuing student programming- Letter and WIDA results are sent by Special Services secretary in the fall indicating program placement.



Multilingual Learner Plan

	<ul style="list-style-type: none"> Exiting students - Letter and WIDA results are sent by Special Services secretary in the fall notifying parents their child has exited ML services.
<ul style="list-style-type: none"> What is the process for handling requests to waive services? 	Families can choose at the time of conference to waive services. Follow-up conferences are made annually to ensure needs are met within the general educational services.

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.	K-2 Early Exit program using a 80/20 model. In Kinder, all content taught in Spanish, ELD services in English. Math added to English in first grade and Math, Science and Social Studies in 2 nd grade. Final literacy transition to English occurs in last 4 months of 2 nd grade.
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.	3-5 or 6 Sheltered Instruction in all content areas and designated (explicit) ELD delivered by classroom teachers with EL training and co/teaching with EL endorsed staff. 6 or 7-12 Sheltered instruction in all content areas and small group designated ELD provided by EL teacher addressing 4 domains of language, using resources specifically adapted for multilingual learners.
Newcomer Programs: Newcomer Programs provide specialized instruction to beginning level multilingual/English learners who	6-12 Newcomer program 1-3 trimesters provided by EL teacher based on need.



Multilingual Learner Plan

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.):	

ELD Services - Elementary

Describe how English Language Development (designated and integrated ELD) is provided in each model for each group.

	Beginning Level	Intermediate Level	Long-Term English Learners (LTELs) (5+ years in program)
Program Model: K-2 Early Exit	Designated ELD – 30 minutes 4 days week of small group targeted instruction taught by ELL certified classroom teacher.	Designated ELD - 30 minutes 4 days week of small group targeted instruction taught by ELL certified classroom teacher. (2 nd grade 15 minutes 4 days a week)	Designated ELD – N/A
Program Model: 3-5 Alternative Programs (Content-based Instruction)	Designated ELD - Instruction is provided by or in consultation with a certificated teacher with an appropriate endorsement (Bilingual Education or EL endorsement). Paraprofessionals may be used as a supplement to the services provided by qualified EL teachers, however they must be directly supervised by the qualified EL teacher and be trained to provide these services.	Designated ELD - Instruction is provided by or in consultation with a certificated teacher with an appropriate endorsement (Bilingual Education or EL endorsement). Paraprofessionals may be used as a supplement to the services provided by qualified EL teachers, however they must be directly supervised by the qualified EL teacher and be trained to provide these services.	Designated ELD – N/A

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)(5+ years)
Program Model:	Integrated ELD-	Integrated ELD –	N/A



Multilingual Learner Plan

<p>K-2 Early Exit</p>	<p>Students in the early grades will be provided instruction in a combination of Spanish and English. Content will be supported with GLAD strategies that make content accessible to students at all proficiency levels. Spanish instruction provides accessibility to content.</p> <p>*K-2 students that need extra support in Spanish Language Arts receive small group differentiated support from paras who plan instruction with a Bilingual or ELL endorsed certified teacher</p>	<p>All classroom teachers are trained in GLAD strategies and WIDA Standards as more content is taught in English: classroom teachers use WIDA standards and GLAD strategies to support students at all proficiency levels.</p> <p>*K-2 students that need extra support in Spanish Language Arts receive small group differentiated support from paras who plan instruction with a Bilingual or ELL endorsed certified teacher</p>	
<p>Program Model: 3-5 Alternative Programs (Content-based Instruction)</p>	<p>Integrated ELD - All classroom teachers are trained in GLAD strategies and WIDA Standards</p> <p>Teachers are expected to use WIDA standards to develop learning targets for students at the beginning proficiency level. These goals will be supported with GLAD strategies that allow content to be accessible to all students regardless of their English proficiency level.</p> <p>Newcomers receive extra support from Bilingual or ELL endorsed certified teacher or para who plans instruction with a Bilingual or ELL endorsed certified teacher</p>	<p>Integrated ELD - All classroom teachers are trained in GLAD strategies and WIDA Standards</p> <p>Teachers are expected to use WIDA standards to develop learning targets for students at the intermediate proficiency level. These goals will be supported with GLAD strategies that allow content to be accessible to all students regardless of their English proficiency level.</p>	<p>N/A</p>



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 (Newcomer)	Intermediate Level	Long-Term English Learners (LTELs) (5+ years)
Program Model: 6-8 Alternative Programs (Content-based Instruction)	Designated ELD – Enrolled in a newcomer class one period a day with a certified EL teacher. This support does not supplant core instruction and will range from one trimester to a full year based on student need.	Designated ELD – 6th instruction in ELA class taught by teacher obtaining their EL endorsement. The teacher uses the WIDA key language uses and features to support learning in the four domains of reading, writing, listening, and speaking. Specific language needs of EL students in all 4 domains with differentiated support to build independency. 7th & 8th - instruction in ELA class taught by teachers with EL training. Using OSPI’s Collaborative Planning Template, lessons will be co-planned with content and EL endorsed teacher. The teachers use the WIDA key language uses and features to support learning in the four domains of reading, writing, listening and speaking. Teachers are receiving training in specific training in macro and micro scaffolding that build independency.	Designated ELD – Teachers have allocated time to develop lessons that identify the key language uses from the WIDA standards that support content-based instruction meeting LTELs proficiency levels. These goals will be supported with Sheltered Instruction strategies that allow content to be accessible to all students. Students are identified and grouped by their proficiency levels and provided ELD support in their ELA content with materials adapted to address the specific language needs in reading, writing, listening, and speaking.
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.			



Multilingual Learner Plan

	Beginning Level (Newcomer)	Intermediate Level	Long-Term English Learners (LTELs)(5+ years)
Program Model: 6-8 Alternative Programs (Content-based Instruction)	Integrated ELD - All classroom teachers are trained in Sheltered Instruction strategies and WIDA Standards. Teachers are expected to use WIDA standards to develop learning targets for students at the beginning proficiency level. These goals will be supported with Sheltered Instruction strategies that allow content to be accessible to all students regardless of their English proficiency level. Newcomers receive extra support from Bilingual or ELL endorsed certified teacher or para who plans instruction with a Bilingual or ELL endorsed certified teacher	Integrated ELD - All classroom teachers are trained in Sheltered Instruction strategies and WIDA Standards. Teachers are expected to use WIDA standards to develop learning targets meeting proficiency levels. These goals will be supported with Sheltered Instruction strategies that allow content to be accessible to all students regardless of their English proficiency level.	Integrated ELD - All classroom teachers are trained in Sheltered Instruction strategies and WIDA Standards. Teachers are expected to use WIDA standards to develop learning targets meeting LTELs proficiency levels. These goals will be supported with Sheltered Instruction strategies that allow content to be accessible to all students regardless of their English proficiency level.

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 (Newcomer)	Intermediate Level	Long-Term English Learners (LTELs)(5+ years)
Program Model: 9-12 Alternative Programs (Content-based Instruction)	Designated ELD – Enrolled in a newcomer class one period a day with a certified EL teacher. This support does not supplant core instruction and will range from one trimester to a full year based on student need.	Designated ELD – Instruction in ELA class taught by teachers with EL training. Using OSPI’s Collaborative Planning Template, lessons will be co-planned with EL endorsed teacher adapting materials to address the	Designated ELD – Instruction in ELA class taught by teachers with EL training. Using OSPI’s Collaborative Planning Template, lessons will be co-planned with EL endorsed teacher adapting materials



Multilingual Learner Plan

		<p>specific language needs by proficiency levels. The teachers use the WIDA key language uses and features to support learning in the four domains of reading, writing, listening and speaking.</p>	<p>to address the specific language needs by proficiency levels. The teachers use the WIDA key language uses and features to support learning in the four domains of reading, writing, listening and speaking.</p> <p>Optional support is available after school should students choose.</p>
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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 (Newcomer)	Intermediate Level	Long-Term English Learners (LTELs) (5+ years)
<p>Program Model: 9-12 Alternative Programs (Content-based Instruction)</p>	<p>Integrated ELD - All classroom teachers are trained in Sheltered Instruction strategies and WIDA Standards. Teachers are expected to use WIDA standards to develop learning targets for students at the beginning proficiency level. These goals will be supported with Sheltered Instruction strategies that allow content to be accessible to all students regardless of their English proficiency level.</p> <p>Newcomers receive extra support from Bilingual or ELL endorsed certified teacher or para who plans instruction with a Bilingual or ELL endorsed certified teacher.</p>	<p>Integrated ELD - All classroom teachers are trained in Sheltered Instruction strategies and WIDA Standards. Teachers are expected to use WIDA standards to develop learning targets meeting proficiency levels. These goals will be supported with Sheltered Instruction strategies that allow content to be accessible to all students regardless of their English proficiency level.</p>	<p>Integrated ELD - All classroom teachers are trained in Sheltered Instruction strategies and WIDA Standards. Teachers are expected to use WIDA standards to develop learning targets meeting LTELs proficiency levels. These goals will be supported with Sheltered Instruction strategies that allow content to be accessible to all students regardless of their English proficiency level.</p>



Multilingual Learner Plan

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:	STAR, SIPPS, SBA, WCAS, IAB, RAN	WIDA Screener, WIDA Access
Middle School:	STAR, SBA, WCAS, Classroom Assessment	WIDA Screener, WIDA Access
High School:	STAR, SBA, WCAS, Classroom Assessment	WIDA Screener, WIDA Access

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 2022	Continuous Improvement Plans
Number and % of ELs attaining proficiency and exiting EL services.	(Will be in Tableaux)	<p>Elementary – Continue to GLAD train new teachers and provide collaborative time for grade level teams to create GLAD units and materials for all content areas. EL Coach will provide trainings for certs and paras for targeted reading and language focused interventions for qualifying ELs. Continue to analyze and plan for program improvements and/or expansion.</p> <p>Middle School – Focus on building academic language and targeted interventions for long term ML's. ML's grades 7-12 will receive specifically designed instruction from a certified EL teacher and receive support from a bilingual para during academic content classes based on individual need (WIDA). We</p>



Multilingual Learner Plan

		<p>will be finding new materials to support secondary ELD services.</p> <p>High School – Although qualifying MLs are much lower in high school due to the number who exit services, 24% of remaining ML's are SPED students. Our EL endorsed SPED teacher will work with EL Coach to design instruction for language development. We will continue to monitor identification of students to address disproportionality. Newcomer MLs will receive direct language instruction from a certified EL teacher. Higher need students will receive additional targeted support from bilingual para. We will be finding new materials to support secondary ELD services.</p>
Number and % of former ELs who met academic standards 2 & 4 years after exiting.	(Will be in Tableaux) 20-21 - Data not available	Continue to provide professional development for both elementary and secondary content teachers around meeting the needs of long-term EL's, the Funds of Knowledge and Academic Language Toolkit (OSPI), and GLAD and SIOP strategies.
Number and % of ELs who have not exited EL services after 5 years. (LTELs)	K-12 20-21 - 114/213 = 54% 21-22 -	Our district ELD Committee is reviewing research on how to best serve long-term EL's as well as how to implement a more effective bilingual program. We are looking at transitioning our current early exit program. For this school year we plan to provide professional development for both elementary and secondary content teachers around meeting the needs of long-term EL's, the Funds of Knowledge and Academic Language Toolkit (OSPI), and GLAD and SIOP strategies.
Percent and performance of ELs who dually qualify for Special Education.	K-12 20-21 - 44/213 = 21% 21-22 -	Continue to provide professional development for both elementary and secondary content teachers around the Funds of Knowledge and Academic Language Toolkit (OSPI). Our EL endorsed SPED teacher will continue to work with EL Coach to design instruction for language development. We will continue to use The ELL Critical Data Process (The Matrix).



Multilingual Learner Plan

Staffing			
<p>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.</p> <p>All teachers funded by TBIP must hold an ELL or Bilingual Endorsement.</p> <p>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.</p>			
Position	TBIP Funded FTE	Basic Ed Funded FTE	Other Funded FTE (list funding source)
ELL/Bilingual Endorsed Teachers	.55	6.45 7.45 2023 SY	
Teachers without an ELL/Bilingual Endorsement providing ELD services		1 – 2022 SY	
Content/General education teachers trained to support MLs		19 – 2022 SY +5 elem+15 sec 2023 SY	
Administration	.13		
Administrative Support			
Paraeducators	1.47	1.53	
Professional Development Trainers			
EL Coaches	.367 – 2022 .5 or – 2023	0 – 2022 .5 – 2023	
Other			
Staffing Ratios			
<p>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.</p>			
	# of Staff Members	# of ML Students	Total Ratio (Students/Staff)
ELL/Bilingual Endorsed Teachers (serving in any role)	7 – 2022 10 – 2023	216 216	31:1 21:1
Classroom Teachers without endorsement but with EL training	19 – 2022 39 – 2023	216 216	12:1 6:1
EL/Bilingual Trained Paraeducators	3	216	72:1



Multilingual Learner Plan

Professional Learning			
<p>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.</p>			
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)
GLAD Tier 1 Training	New Elementary Certificated Staff	Sheltered Instructional Strategies	Dual Language Grant
GLAD Refresher Training	Current Elementary Certificated Staff	Sheltered Instructional Strategies	Other
ESD 171 Sheltered Instruction Training (Tier 1)	Current Secondary Certificated Staff	Sheltered Instructional Strategies	Other
WIDA Standards Training	Certificated Staff	Alignment of teaching with WIDA standards	Other
CCDEI	Certificated and Classified Staff	Biculturalism and assets of a multilingual learner	Other
Monitoring Implementation from Professional Learning			
<p>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.</p>			
<p>Formal and informal collaboration and observation through the PLC process. Survey of staff. Achievement and growth data on WIDA Access.</p> <p>School Improvement Plans show evidence of growth for multilingual learners.</p>			



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?	Progress reports, report cards, conferences, regular parent teacher communication in home language.
How do educators learn more about families’ funds of knowledge?	Parent surveys, parent teacher conferences, family outreach programs (FLI).
How does the district ensure that families are consulted when screening or referring multilingual learners for Special Education?	Interpreters are provided and all printed materials are available in home language.
How does the district ensure that families have access to translation and interpretation services for effective communication?	Annual survey of families. Translation is available on-site at all times and are strategically schedules during parent conferences. All printed materials are available in home language.
How are families consulted in the process of developing continuous improvement plans for TBIP and Title III Programs?	Opportunity for review and input annually before program approval.
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	Cumulative files
Individual test score sheets for... <ul style="list-style-type: none"> • English language proficiency placement (screening). • Annual English language proficiency testing. 	Cumulative files
Parent notification letters for... <ul style="list-style-type: none"> • Initial placement • Continued eligibility • Transition from services (exiting) 	Cumulative files
Parent requests to waive services	Cumulative files
Roster of ML students including type, amount, and frequency of ELD services	Data stored by EL Coordinator