

# Washington State ELL Program Needs Assessment (Aligned with Indistar District Indicators)

Reference TBIP Guidelines: Program Models and Services (<http://www.k12.wa.us/MigrantBilingual/pubdocs/ProgramModels.pdf>)

## ❖ Principle 1: Provide Strong Leadership

Indistar District Indicator: P1-A & B	P1-A & B: <i>The district reviews capacity of principals in schools required to implement turnaround plans and determines whether an existing principal has the necessary competencies to lead the turnaround effort and the district ensures that an empowered change agent (typically the principal) is appointed to head each school that needs rapid improvement.</i>	Fully Implemented	Somewhat Implemented	Not Yet Implemented
<b>All ELL Program Models</b>	1. Administrators are knowledgeable about the English language acquisition process.			
	2. Administrators are knowledgeable about the linguistic, cultural, and educational backgrounds of the English language learners in their buildings.			
	3. Administrators provide leadership to promote instruction and policies that are culturally responsive and sensitive.			
	4. Administrators are knowledgeable about the ELL program models implemented in their schools.			
	5. Administrators are knowledgeable about the approved program models available.			
	6. Administrators are knowledgeable and share knowledge about the language acquisition process with teachers, staff, community, and parents.			
	7. Administrators provide leadership in the area of pedagogy and effective strategies for language development and academic language learning.			
	8. Staff evaluations are performed by administrators who are knowledgeable about the program model being implemented.			
	9. Administrators are knowledgeable about sheltering and scaffolding strategies to support students in content instruction.			
<b>Complete the appropriate section(s) below for the <u>program models</u> indicated in your district TBIP and/or Title III grant.</b>				
<b>Bilingual</b>	1. Administrators provide leadership and demonstrate effective implementation of strategies to support staff and building articulation of a bilingual program (e.g., signage in two languages, language of the			

<b>Programs</b>	day building wide, information and resources in two or more languages)				
	2. Administrators understand, articulate, and support the goals and rationale for the Bilingual education program.				
<b>Alternative Instructional Programs</b>	1. Administrators provide leadership in the area of pedagogy and effective strategies for English Language Development in Content-Based, Sheltered, or Supportive Mainstream models.				
	<b>Newcomer</b>	1. Administrators are knowledgeable about the benefits, goals, and legal parameters of implementing a newcomer program.			

<b>Indistar District Indicator: P1-C</b>	<b>P1-C:</b> <i>The district examines its policies and makes modifications as needed to provide operational flexibility for principals in order to support school turnaround plans in key areas.</i>	<b>Fully Implemented</b>	<b>Somewhat Implemented</b>	<b>Not Yet Implemented</b>
<b>All ELL Program Models</b>	1. District has an adopted policy in place for the education of ELLs that includes a clear overall program vision and goals.			
	2. Administrators enact policy at the building and district level to assure that it complies with state and federal policy related to the ELL program.			
	3. Administrators work in collaboration to monitor ELL policy implementation at the building level.			
	4. Administrators can successfully negotiate solutions when there appears to be conflicts with other existing district policies.			
	5. A process is in place to evaluate the ELL program and adapt as needed. <i>(Indistar Building Indicators: P4-IIA03)</i>			
	6. ELL staff, content area teachers, program directors, assessment directors, other building and district administrators, and counselors are part of the ELL program evaluation team.			

**❖ Principle 2: Ensure that teachers are effective and able to improve instruction**

<b>Indistar District Indicator:</b> <b>P2 - A</b>	<b>P2 – A:</b> <i>District policy and practices ensure highly qualified teachers are recruited, placed, and retained to support the transformation and turnaround efforts.</i>					
<b>All ELL Program Models</b>	1. The district actively recruits Bilingual or ELL endorsed teachers to support the district English language program. (Indistar Building Indicators: P2-IG01)					
	2. The district actively recruits teachers who can meet the culturally and linguistically diverse needs of their ELL students. (Indistar Building Indicators: P2-IG01)					
	3. The district provides ELL/Bilingual teachers placed in the English language program with adequate support and resources in order to retain them. (Indistar Building Indicators: P2-IG01 & P2-IG02)					
	4. The district actively recruits teachers who can integrate content and academic language learning throughout the school day.					
	5. All ELLs receive language development services from a qualified teacher.					
	6. Paraprofessionals are not responsible for providing any student’s core ELL program.					
<b>Complete the appropriate section(s) below for the <a href="#">program models</a> indicated in your district TBIP and/or Title III grant.</b>						
<b>All Bilingual Programs</b>	1. Bilingual-endorsed teachers are assigned to provide first language instruction.					
	2. There is a process to ensure that bilingual teachers are proficient in both languages of instruction.					
<b>Alternative Instructional Programs</b>	1. General education teachers are recruited who have a strong background and training in second language acquisition.					
	2. Teachers providing supplemental ELL support are endorsed in ELL instruction.					
	<b>Content-Based and Sheltered</b>	1. Teachers are endorsed in ELL instruction.				
		2. Teachers are highly qualified in the content area of the course.				
	<b>Supportive Mainstream</b>	1. The district provides all teachers the support and resources necessary to deliver effective, evidence-based instruction to ELLs.				
	<b>Newcomer</b>	1. Teachers have specific expertise in working with newly arrived immigrants and students with limited formal schooling.				

Fully Implemented  
Somewhat Implemented  
Not Yet Implemented

<b>Indistar District Indicator:</b> P2 - B	<b>P2 – B:</b> <i>The district has policies and practices that prevent ineffective teachers from transferring to schools that are required to implement turnaround plans.</i>			
<b>All ELL Program Models</b>	1. Administrators ensure that staff placed in ELL instructional roles have mastered the skills necessary to effectively teach in the district’s ELL program.			
<b>Complete the appropriate section(s) below for the <a href="#">program models</a> indicated in your district TBIP and/or Title III grant.</b>				
<b>Alternative Instructional Programs</b>	<b>Supportive Mainstream</b>	1. While capacity is built for all general education teachers, ELL students are placed with teachers who have mastered the skills necessary to provide effective instruction to English Language Learners.		

<b>Indistar District Indicator:</b> P2 - C	<b>P2 – C:</b> <i>Professional development is built into the school schedule by the district, but the school is allowed discretion in selecting training and consultation that fit the requirements of its Student and School Success Plan and evolving needs.</i>	<b>Fully Implemented</b>	<b>Somewhat Implemented</b>	<b>Not Yet Implemented</b>
<b>All ELL Program Models</b>	1. A long-term ELL professional development plan exists that is evidence-based, inclusive, focused, and on-going. (Indistar Building Indicator: P2-IF12)			
	2. The professional development plan related to ELL instruction includes comprehensive training of general education teachers, special education teachers, Title I/LAP teachers, and administrators. (Indistar Building Indicator: P2-IF12)			
	3. Professional development is provided on current theory and research in second language acquisition			
	4. Professional development is needs-based and individual staff plans are aligned with the program plan. (Indistar Building Indicators: P2-IF08 & P2-IF11)			
	5. Professional development is provided on instructional strategies for language acquisition for ELL students. (Indistar Building Indicator: P2-IF07)			
	6. Professional development is provided to general education teachers on ELL instructional strategies to make content meaningful and comprehensible for students at varying levels of language proficiency. (Indistar Building Indicator: P2-IF07)			
	7. Professional development is provided on the English Language Proficiency Standards (ELPs).			

	8. Professional development is provided on academic language learning across all content areas.			
	9. Professional development is provided on the integration of content and language instruction across all content areas.			
	10. Professional development is aligned with the competencies needed to meet English language proficiency needs of ELLs. (Indistar Building Indicators: P2-IF07)			
	11. Professional development is provided for all paraprofessionals on language acquisition strategies.			
	12. Professional development is provided for paraprofessionals to support supplemental ELL curriculum instruction.			
	13. Staff development topics include culturally appropriate engagement with ELL families and communities. (Indistar Building Indicators: P7-IVA08)			
	14. Adequate resources (time, funding, etc.) are provided to support ELL related professional development.			

**❖ Principle 3: Redesign the school day, week, or year to include additional time for student learning and teacher collaboration.**

<b>Indistar District Indicator: P3-A</b>	<b>P3-A: <i>The district allocates resources to support additional learning time for students and staff in schools required to implement turnaround principles.</i></b>	<b>Fully Implemented</b>	<b>Somewhat Implemented</b>	<b>Not Yet Implemented</b>
<b>All ELL Program Models</b>	1. Schedules are designed to provide English language support services to all ELL qualified students.			
	2. Scheduling of ELL support services ensure that students are placed with the most qualified staff to meet their language development needs.			
	3. Collaboration time is regularly built into the schedule for ELL staff to meet. (Indistar Building Indicators: P3-IVD02 & P3-IVD06)			
	4. Regular opportunities exist in the schedule for content teachers to collaborate with certificated ELL staff to facilitate language support in content classrooms. (Indistar Building Indicators: P3-IVD02 & P3-			

	IVD06)			
<b>Complete the appropriate section(s) below for the <a href="#">program models</a> indicated in your district TBIP and/or Title III grant.</b>				
<b>All Bilingual Programs</b>	1. Language and academic development is progress monitored in both languages of instruction with adequate support provided to meet each student's needs.			
<b>All Alternative Instructional Programs</b>	1. Supplemental English language support, inside or outside of the general education classroom, is consistently provided and is of a frequency and duration consistent with the language proficiency level of the student.			

**❖ Principle 4: Strengthening the school's instructional program is based on student needs and ensures that the instructional program is research-based, rigorous, and aligned with State academic content standards.**

<b>Indistar District Indicator: P4-A</b>	<b>P4-A:</b> <i>The district ensures that school improvement initiatives include rigorous, research-based, field-proven instructional programs, practices, and models.</i>	<b>Fully Implemented</b>	<b>Somewhat Implemented</b>	<b>Not Yet Implemented</b>
<b>All ELL Program Models</b>	1. The instructional program is aligned with theory and research on second language acquisition.			
	2. Time, resources, and research are devoted to the planning process to develop an effective instructional program for ELLs.			
	3. If a supplemental content curriculum is provided to ELLs, it is aligned to College and Career Ready Standards.			
	4. The supplemental English language development and content curricula are aligned across grade levels. (Indistar Building Indicator: P4-IIA01)			
	5. Supplemental and mainstream instruction are aligned with the English Language Proficiency standards. (Indistar Building Indicator: P4-IIA02 & P4-IIC01)			
	6. Curricula and instructional strategies reflect student developmental levels in both cognitive and linguistic areas. (Indistar Building Indicator: P4-IIB04)			
	7. The program evaluation process identifies whether program activities align with theory and research on second language acquisition. (Indistar Building Indicator: P3-IVD05)			

	<p>8. A variety of strategies to teach academic content are used to ensure student comprehension and can include:</p> <ul style="list-style-type: none"> <li>• Teacher modeling, repetition and rephrasing techniques.</li> <li>• Cooperative learning techniques.</li> <li>• Thematic units.</li> <li>• Hands-on materials.</li> <li>• And visual and graphic displays.</li> </ul> <p>(Indistar Building Indicator: P4-IIB04, P4-IIIA12, P4-IIIA35, &amp; P6-IIIC08)</p>			
	<p>9. Teachers use sheltered strategies to build on prior knowledge and use routines and structures to facilitate comprehension and promote second language development.</p> <p>(Indistar Building Indicator: P4-IIIA11, P4-IIIA12, &amp; P6-IIIC08)</p>			
	<p>10. All teachers of ELLs differentiate instruction and assignments to adjust for differences in language proficiency and background knowledge.</p> <p>(Indistar Building Indicator: P4-IIIA07 &amp; 4-IIIA11)</p>			
	<p>11. All teachers integrate and leverage students' funds of knowledge to engage students in classroom instruction.</p>			

**Complete the appropriate section(s) below for the program models indicated in your district TBIP and/or Title III grant.**

<b>Indistar District Indicator:</b> <b>P4-A</b>	<b>All Bilingual Programs:</b> <b>Dual Language, Late Exit, Early Exit</b>	<b>Fully Implemented</b>	<b>Somewhat Implemented</b>	<b>Not Yet Implemented</b>
	1. Academic instruction is provided through student's first language.			
	2. Students' first and second languages are taught through meaningful, cognitively challenging academic content from all areas of the curriculum.			
	3. Instruction in the second language builds on concepts learned in the native language.			
	4. Opportunities are provided to interact with native speakers of the second language in non-threatening and meaningful activities related to the curriculum of study.			
	5. All resources that complement the instructional program are available in students' first languages, including library books, programs for the gifted and talented and for students with special needs, school newsletters, and parent bulletins.			
	6. Adequate instructional materials and resources are available in both languages of instruction.			

	<b>Dual Language</b>	1. The dual language classes have a balance of native English speakers and native speakers of the other language (50/50).				
		2. The program focuses on the attainment of high levels of proficiency and academic achievement in two languages.				
		3. Content is taught in two languages with goal of 50/50 balance by completion of program.				
		4. Teachers instruct for extended periods in one language to encourage students to develop their second language.				
	<b>Late Exit</b>	1. The program provides English language learners with academic instruction in their first language to develop biliteracy in English and their first language.				
		2. The program provides bilingual instruction for at least 4 consecutive years.				
		3. A new program begins at kindergarten or first grade and adds a grade each subsequent year.				
<b>Early Exit</b>	1. Instruction begins in kindergarten or Grade 1 and seeks to achieve basic English proficiency within 2 years and to mainstream students to an all-English program within 3 years.					
<b>Indistar District Indicator: P4-A</b>	<b>All Alternative Instructional Program Models: Content-Based and Sheltered, Supportive Mainstream, and Newcomer</b>			<b>Fully Implemented</b>	<b>Somewhat Implemented</b>	<b>Not Yet Implemented</b>
	<b>Content-Based and Sheltered</b>	1. Classes are designed for ELLs and comprised predominantly of ELL students.				
		2. English Language Proficiency (ELP) Standards and content standards are integrated in instruction. (Indistar Building Indicator: P4-IIA01, P4-IIA02, & P4-IIC01)				
		3. Teachers integrate content and English language instruction using sheltered strategies to make grade-level content meaningfully accessible. (Indistar Building Indicator: P4-IIIA11, P4-IIIA12, & P6-IIIC08)				
	<b>Supportive Mainstream</b>	1. General education teachers use specific strategies to make content meaningful and comprehensible by building on prior knowledge and use routines and structures to facilitate comprehension and promote second language development. (Indistar Building Indicator: P4-IIIA11, P4-IIIA12, & P6-IIIC08)				

		2. Content teachers collaborate with ELL teacher or ELL coach to facilitate language support in content classrooms. (Indistar Building Indicators: P1-ID12 & P4-IIC02)			
	<b>Newcomer</b>	1. There is a plan and policy for identification and placement of students in the newcomer program.			
		2. Newly immigrated students receive core academic instruction that fills gaps in their educational backgrounds. (Indistar Building Indicators: P4-III A11)			
		3. Instructional methods and strategies are included to teach literacy to adolescent students.			
		4. Support services are provided in the primary language to the extent possible.			
		5. Instructional materials are cognitively and age appropriate.			
		6. Content specific materials help students establish the foundations of academic subjects they may not have studied and help further their current academic knowledge. (Indistar Building Indicator: P4-III A11 & P4-III A12)			
		7. Curriculum is supplemented with field trips, cultural activities, and special events to familiarize students with American culture, their community, school routines, and educational expectations in the United States.			
		8. Specific criteria is established to move students into other English language development program models offered by district. (Indistar Building Indicator: P5-IID07)			
		9. There is a transition process in place for students to move from the newcomer program into other district ELL programs. (Indistar Building Indicator: P5-IID07)			

<b>Indistar District Indicator: P4-B &amp; P4-C</b>	<i>P4-C The district has a comprehensive plan that includes testing each student at 3 times each year to determine progress toward meeting standards-based objectives.</i> <i>P4-B The district works with the school to provide early and intensive intervention for students not making progress.</i>	<b>Fully Implemented</b>	<b>Somewhat Implemented</b>	<b>Not Yet Implemented</b>
<b>All ELL Program</b>	1. There is ongoing formative assessment to fine-tune instruction to promote students' language and academic development. (Indistar Building Indicator: P4-III A06 & P4-			

<b>Models</b>	IIIA07)			
	2. Formative assessments are linked to instructional goals and modified to the students' developing language proficiencies.			
	3. Formative assessments focus on mastery of academic content and do not require language skills beyond the students' current level of proficiency.			
	4. Additional language support is provided for students who are found to not be making expected progress in their English language development.			
	5. Adjustments are made to content instruction when students are found to not be making expected progress and additional interventions appropriate to each student's level are provided.			
	6. Academic progress of recently exited ELLs is monitored on a regular basis throughout the year.			
	7. Additional academic support is provided to recently exited ELLs who have not met grade level standard.			
<b>Complete the appropriate section(s) below for the <u>program models</u> indicated in your district TBIP and/or Title III grant.</b>				
<b>Bilingual Programs</b>	1. Progress in both the student's first language and English is monitored throughout the year.			
	2. Additional support is provided for students who show signs of falling behind in their first language, in their English language development, or in content area instruction.  (Indistar Building Indicator: P5-IID10)			

**❖ Principle 5: Use data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data.**

<b>Indistar District Indicator: P5-A</b>	<b>P5-A: <i>The district provides schools with technology, training, and support for integrated data collection, reporting, and analysis systems.</i></b>	<b>Fully Implemented</b>	<b>Somewhat Implemented</b>	<b>Not Yet Implemented</b>
<b>All ELL Program Models</b>	1. The district uses student demographic and assessment information in determining appropriate program models. (Indistar Building Indicators: P1-ID10 & P3-IVD05)			
	2. Data is collected and analyzed to evaluate ELL program effectiveness and is provided to schools and parents. (Indistar Building Indicators: P5-IID05 & P5-IID08)			
	3. Data includes performance of students who previously exited the ELL program.			

	<p>4. The district/building provides regular time for general education teachers and ELL teachers or ELL coaches to collaborate to review data and instruction to facilitate language support in content classrooms. (Indistar Building Indicator: P1-ID12)</p>			
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**❖ Principle 6: Establish a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement, such as students’ social, emotional, and health needs.**

<b>Indistar District Indicator:</b> <b>P6-A</b>	<b>P6-A:</b> <i>The district implements state and federally aligned policies and procedures which guide, promote and assist school communities with academic, physical, social, emotional, and behavioral programs and practices that ensure a safe and supportive school culture and climate.</i>	<b>Fully Implemented</b>	<b>Somewhat Implemented</b>	<b>Not Yet Implemented</b>
<b>All ELL Program Models</b>	1. Services address issues of diversity and equity.			
	2. Additive bilingualism and cultural equity are encouraged through the use of signage, newsletters, and website information posted in multiple languages consistent with the demographics of the district/building. (Indistar Building Indicator: P6-IIIC01)			
	3. The district and school promote additive bilingualism and cultural equity by encouraging the use of the student’s native language at home. (Indistar Building Indicator: P6-IIIC01)			
	4. Administrators promote a welcoming and nurturing environment that takes into account students who may have limited prior experience with schooling. (Indistar Building Indicator: P6-IIIC01)			
	5. Administrators ensure that counselors and school psychologists are trained in issues specific to the needs of the ELL students present in the schools. (e.g., refugee related issues, trauma, migrant education, etc.)			
	6. District has processes in place that encourage and engage ELL students in extracurricular activities that honor their cultures, interests, and strengths.(Indistar Building Indicator: P6-IIIC15)			
	7. Instructional teams ensure that instructional activities are culturally appropriate and supportive. (Indistar Building Indicator: P6-IIIC15 and P6-IIIC16)			

**❖ Principle 7: Provide ongoing mechanisms for family and community engagement.**

<b>Indistar District Indicator:</b> <b>P7-A</b>	<b>P7-A:</b> <i>The LEA (district)/School has announced changes and anticipated actions publicly; communicated urgency of rapid improvement, and signaled the need for rapid change.</i>			
<b>All ELL Program Models</b>	1. The district/school has a process in place to determine preferred language and method (written or verbal) for communication with families.			
	2. Communication with ELL families and communities is in the languages best understood by the families (written and verbal). <i>(Indistar Building Indicator: P7-IVA02)</i>			
	3. Communication with families continues in the language and method best understood regardless of students' language proficiency level.			
	4. Translation and interpretation is provided by a qualified individual.			
	5. State assessment results (Smarter Balance Assessment Consortium (SBAC), English Language Proficiency 21 (ELP21) are examined, share and discussed with parents.			

<b>Indistar District Indicator:</b> <b>P7-B</b>	<b>P7-B:</b> <i>The LEA (district)/School has engaged parents and community in the transformation process.</i>	<b>Fully Implemented</b>	<b>Somewhat Implemented</b>	<b>Not Yet Implemented</b>
<b>All ELL Program Models</b>	1. The planning process included stakeholders (teachers, administrators, families, community members) knowledgeable about the instructional needs of ELL students. <i>(Indistar Building Indicator: P1-IE13 &amp; P7-IVA13)</i>			
	2. The district engages ELL families and communities in the development and evaluation of the Title III plan. <i>(Indistar Building Indicator: P1-IE13 &amp; P7-IVA13)</i>			
	3. Parent education and support services are culturally appropriate and specific to the populations present. <i>(Indistar Building Indicators: P7-IVA05, P7-IVA09, P7-IVA10, P7-IVA11, &amp; P7-IVA12)</i>			
	4. Parent education and support services include input from ELL families and community members on how best to engage each community. <i>(Indistar Building Indicator: P1-IE13)</i>			
	5. Activities that promote active parental and community participation are culturally appropriate and specific to the ELL families and diverse communities in the district.			
	6. Successes of the ELL program are identified and shared with ELL families and ELL communities in culturally appropriate ways. <i>(Indistar Building Indicator: P1-IE10)</i>			

		7. Ongoing parent engagement is designed to help families and communities understand, support, and advocate for the ELL/Bilingual program.			
<b>Complete the appropriate section(s) below for the <a href="#">program models</a> indicated in your district TBIP and/or Title III grant.</b>					
<b>Bilingual Program</b>	<b>Dual Language</b>	1. Parents are advised that continuous participation for the duration of the program is essential for their children to realize the full benefits of biliteracy.			
	<b>Late Exit</b>	1. Parents are advised that continuous participation for the duration of the program is essential for their children to realize the full benefits of biliteracy.			