

School Improvement Planning with Multilingual Learners

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MTSS Fest

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Washington Office of Superintendent of
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Vision

Mission

Values

All students prepared for post-secondary pathways, careers, and civic engagement.

Transform K–12 education to a system that is centered on **closing opportunity gaps** and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

- Ensuring Equity
- Collaboration and Service
- **Achieving Excellence through Continuous Improvement**
- Focus on the Whole Child



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Tribal Land Acknowledgement



We would like to acknowledge the indigenous people who have stewarded this land since time immemorial and who still inhabit these areas today.

We are meeting on the ancestral lands of the Confederated Tribes and Bands of the Yakama Nation and honor with gratitude the land itself and these tribes.



Today's Agenda

- Crafting a Multilingual Learner School Plan
- Providing Tiered Supports for MLs
- Developing Professional Learning Cycles





Crafting a Multilingual Learner School Plan

School Improvement Planning for MLs

- 1. Form a school team** that includes people with knowledge of the School Improvement Plan and multilingual learners.
- 2. Select at least two key goals** from the SIP to develop a specific plan for MLs.
- 3. Develop specific strategies** to support MLs to reach each goal including strategies for:
 - Language Development
 - Accessible Content
- 4. Plan professional learning** to support educators with the strategies.
- 5. Monitor ML student progress** on goals by looking at disaggregated data.



Step 1: Form a school team

Consider the following when forming a team:

- Who has deep knowledge of the School Improvement Plan? (principal, leadership team)
- Who has deep knowledge of multilingual learners' strengths and needs? (ML teacher, DL or ML coach/specialist)
- Who works regularly with multilingual learners (classroom/content teachers)?
- Who has knowledge of resources and professional learning to support multilingual learners? (school, district, or ESD specialist)
- How will families and students' voices be included?



Step 2: Select two key goals

Step 2: Select SIP Goals

Examine your current SIP goals and disaggregate your ML student data to identify which goals to select for this plan.

Which two SIP goals did you select for the ML School Plan?

- **60% of students in grades 3-5 will meet or exceed benchmark in reading and math on the SBA and 60% of students in grades K-2 will meet or exceed benchmark in reading and math as measured by iReady.**

Why were these goals prioritized?

- These two goals align with key core content that all students need, and our data indicate that our eligible and exited MLs are below our school average in both of these areas.



Step 3: Develop specific strategies for MLs

Step 3: Identify Key Strategies

Language Development (Tier 1):

What strategies will you use to support MLs' English language development (ELD) in all classrooms to reach this goal?

- Students will develop understanding of tiers 2 and 3 vocabulary through use of **word walls, interactive notebooks, and multilingual charts.**
- Staff will implement **math journals, enhanced shared writing, conferring and strategy groups** in order to address specific writing needs of language learners during literacy and math.

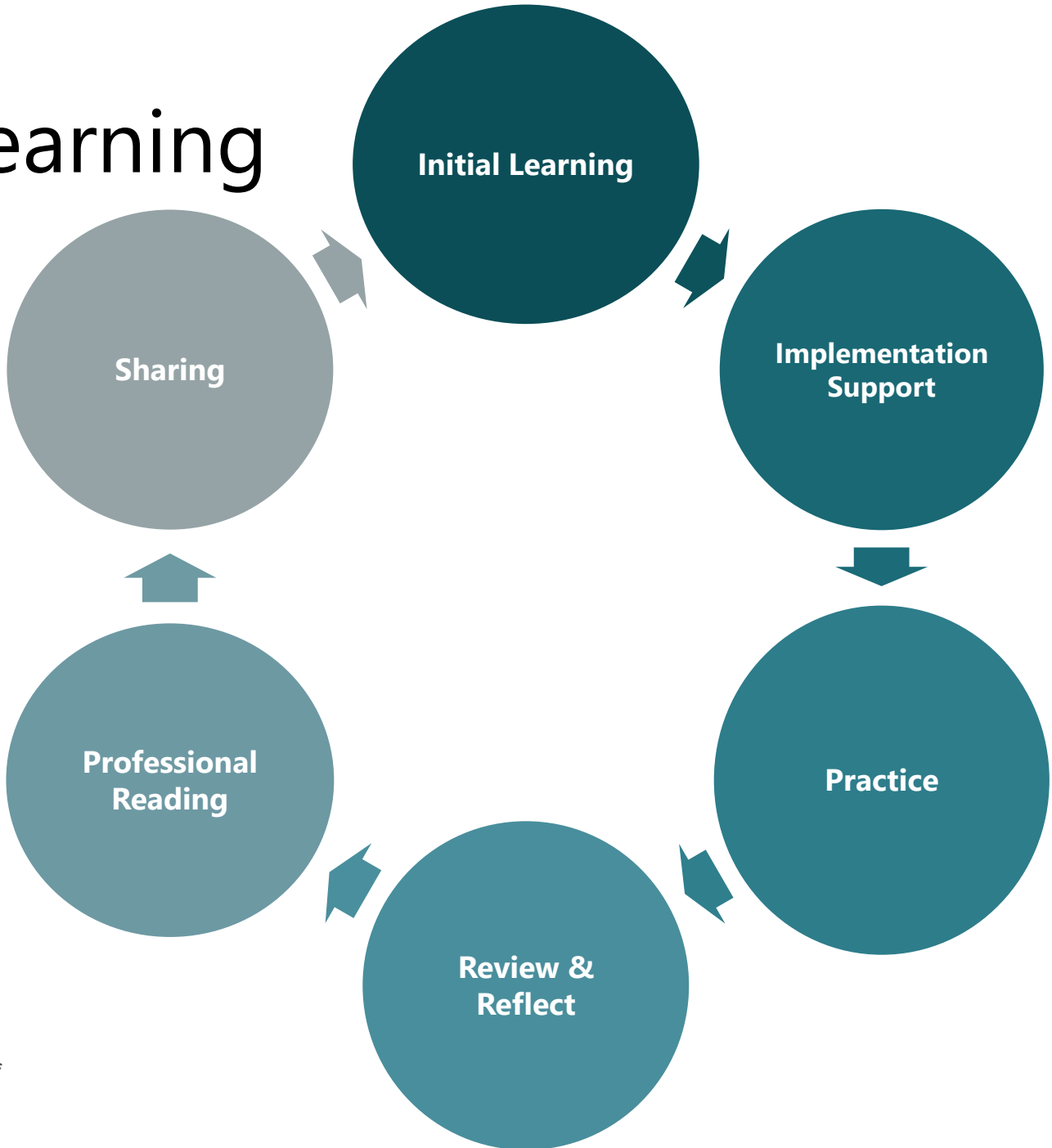
Accessible Content (Tier 1):

What strategies will you use to support accessible content for MLs in all classrooms for this goal?

- Staff will implement **co-teaching** in 3 grade levels with a focus on **differentiation** and creating access to literacy and math content.
- Staff will use **graphic organizers, visuals, and GLAD strategies (pictorials, narrative input charts, observation charts, cognitive content dictionaries)** at least once per week during literacy and math instruction.



Step 4: Plan Professional Learning



Step 5: Monitor Student Progress

Step 5: Monitor Student Progress

Develop plans for monitoring ML student progress on the goals.

Plans for Monitoring:

- How frequently will you monitor student progress on these goals?
- What data do you need to collect?
- Who will review the data?

Progress Check 1:

- SIP Goal 1:
- Strategies:
- ML Student Data:
- What do you notice? What do you wonder?
- What adjustments will you make?



Discussion

Discuss with a partner:

- *How would this process fit with what you are already doing for School Improvement Planning?*
- *What is a SIP goal you may want to focus on for your multilingual learners?*

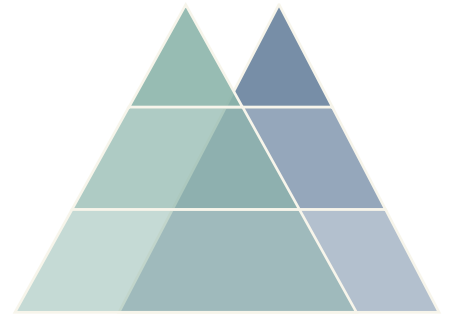




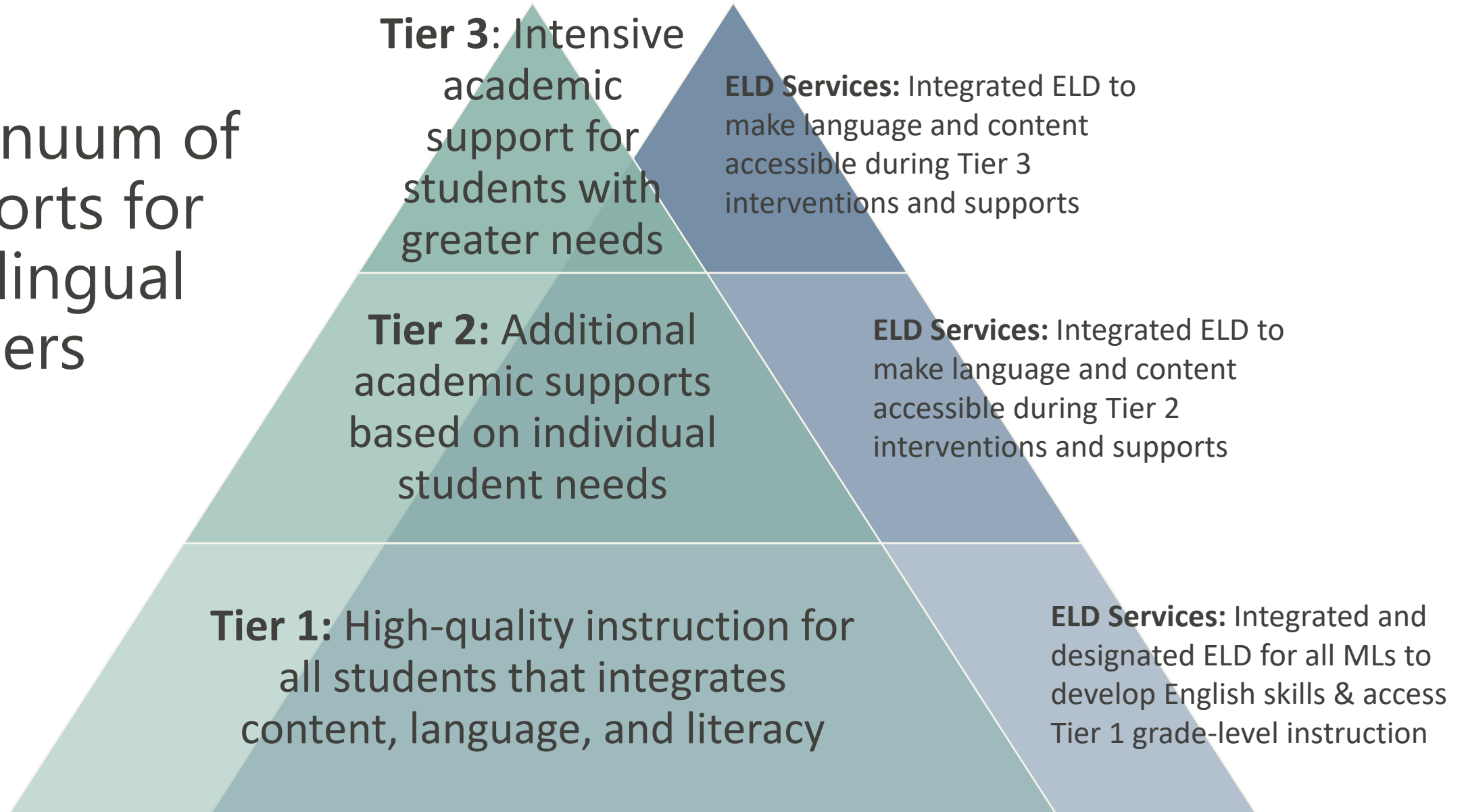
Providing Tiered Supports for Multilingual Learners

Supports for Multilingual Learners

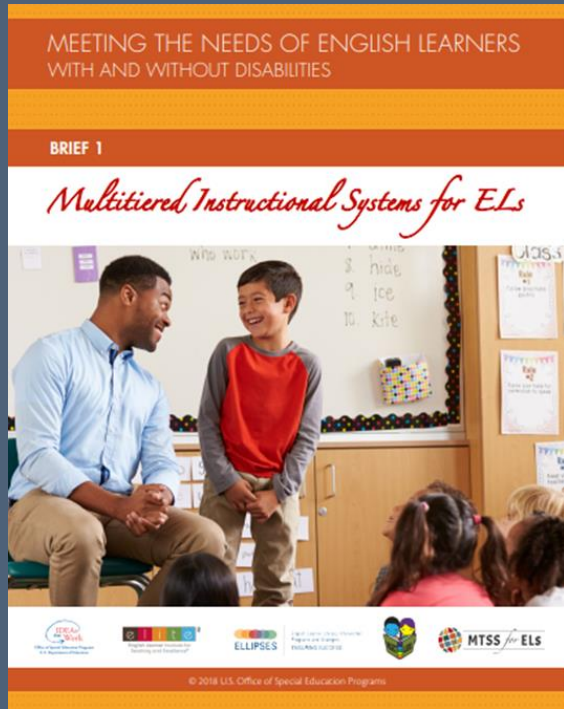
- Multilingual learners may need Tier 1, Tier 2, and/or Tier 3 supports, depending on students':
 - Current academic skills
 - Previous schooling in their first language
 - Possible weaknesses associated with dyslexia
 - Other disabilities or special needs
- Integrated ELD services need to be provided at ALL TIERS to support:
 - English language development
 - Access to academic content instruction in each tier



Continuum of Supports for Multilingual Learners



Meeting the Needs of English Learners With and Without Disabilities



Brief 1 – Multitiered Instruction Systems for ELs



Brief 2 – Evidence Based Tier 2 Practices for ELs

Considerations for MTSS Instruction for MLs

What changes need to be made to **core instruction** when a disproportionate number of MLs are not meeting grade-level standards?

What **assessments** are appropriate for MLs? Do your school's assessments capture students' oral language skills in English and their native language?

How can **culturally responsive practices** be integrated into all tiers of instruction? Are students' identities and cultural knowledge viewed as assets?



High-quality, **evidence-based language and literacy instruction** in all tiers that addresses the four language domains (listening, speaking, reading, and writing)

Linguistically aligned and culturally relevant **assessment practices** and regular review of **student data** that captures the full range of a student's linguistic abilities in both English and their native language

Core Components of MTSS for MLs

Culturally and linguistically responsive teaching practices and principles, **including language supports in students' first language** when possible.

Professional development and strategic **coaching** for teachers on native-language development and second-language acquisition



Comprehensive Literacy Instruction for English Language Learners

A comprehensive approach to literacy instruction involves:

- Six precursors to literacy (preschool/TK age),
- Twelve essential elements of literacy instruction,
- Six essential contexts of literacy development, and
- Additional elements of literacy development specifically for bilingual and dual language program contexts.



[Comprehensive Literacy Model](#)



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Give One, Get One

- Write down a strategy you use to support multilingual learners in Tier 1 on one card and Tier 2 or 3 on another.
- Share one idea with a colleague and trade cards.
- Share another idea with a different colleague and trade cards.





Developing Professional Learning Cycles

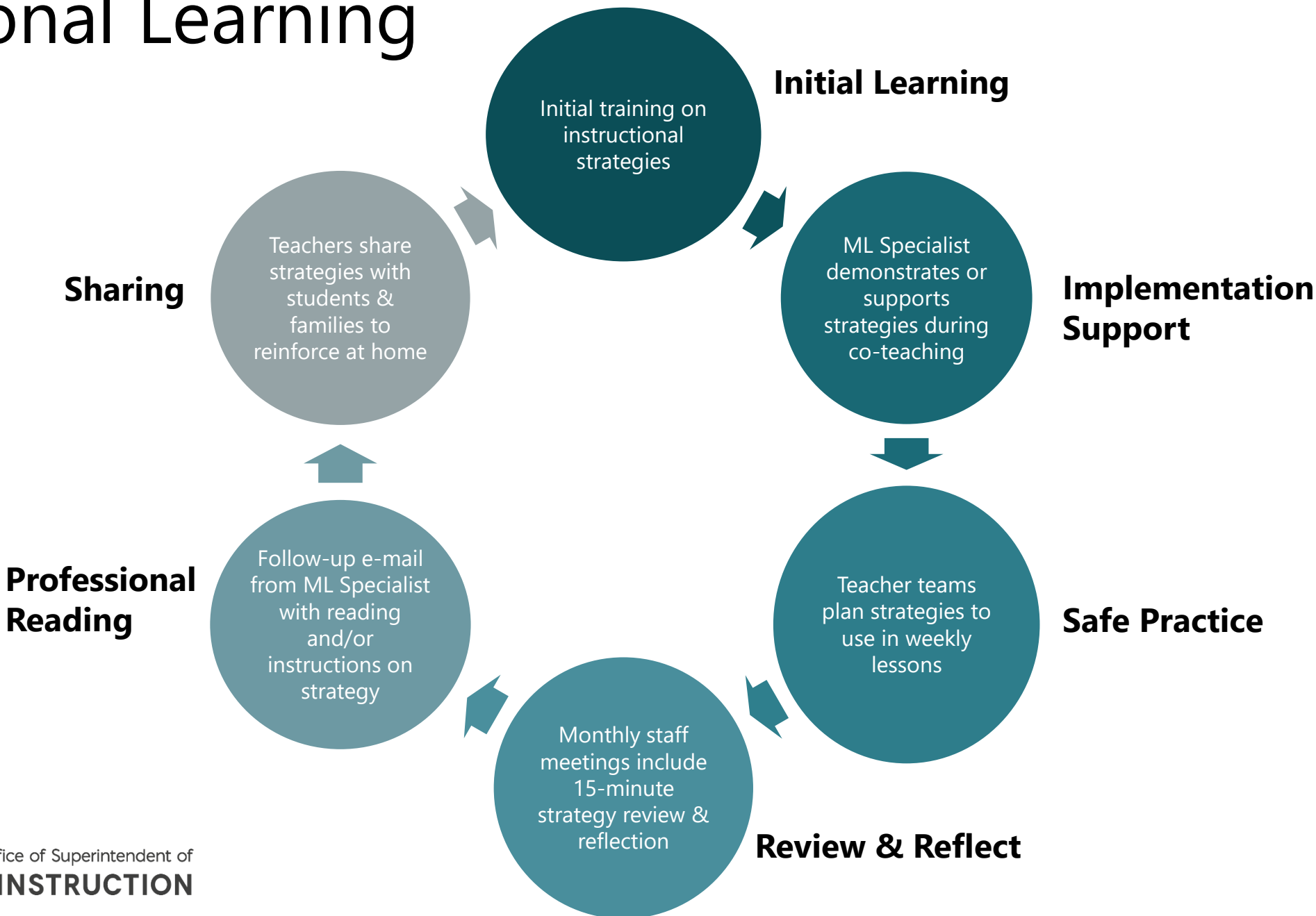
Models of Professional Development

Joyce & Showers (1980, 2002, 2011)

PD Offered	Impact on Knowledge	Impact on Skill	Impact on Practice
Theory	10%	5%	0%
Theory + Modeling	30%	20%	0%
Theory + Modeling + Practice	60%	60%	5%
Theory + Modeling + Practice + Coaching	95%	95%	95%



Professional Learning Cycles



Planning Professional Learning

Step 4: Professional Learning Plan

Initial Learning:

Plan the initial training on the instructional strategies.

Implementation Support:

Plan how a staff member with ML expertise will model or support strategy use in classrooms.

Practice:

Plan how teacher teams will integrate and practice strategies in their daily and weekly lessons.

Review & Reflect:

Plan how strategies will be reviewed and how staff will reflect on their use of strategies in the classroom.

Professional Reading:

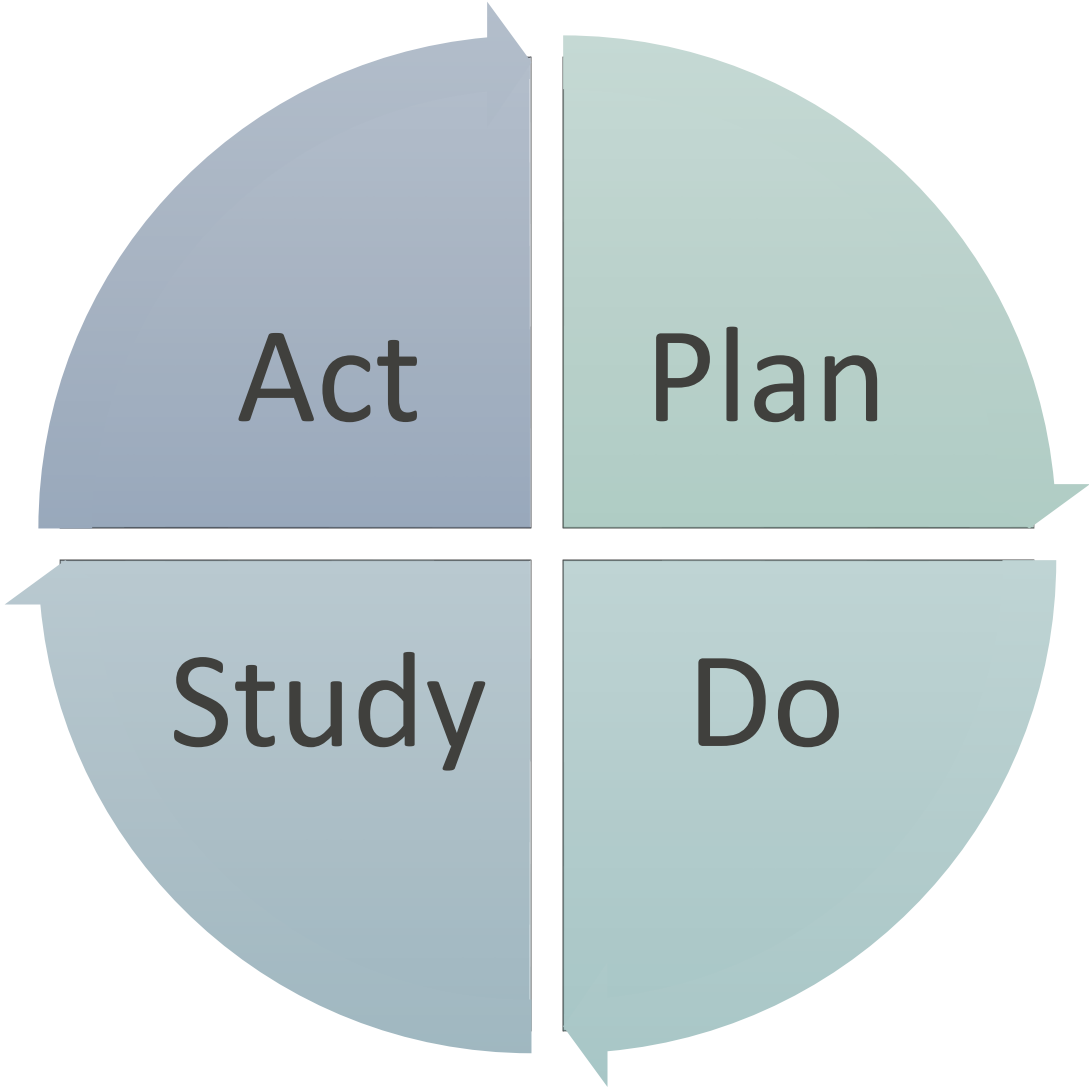
Plan how follow-up will be provided through professional reading, e-mail reminders, or written instructions to review strategies and their use.

Sharing:

Plan for how teachers will share strategies with students and families to reinforce their use.



Improvement Cycle



Reviewing Impact on Student Outcomes

Monitor Student Progress

Develop plans for monitoring ML student progress on the goals.

Plans for Monitoring:

- How frequently will you monitor student progress on these goals?
- What data do you need to collect?
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Progress Check 1:

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Professional Learning Cycles in Action

- Launched with a 2-day workshop and community building
- Walk-throughs with positive feedback
- 3 full-day studios with peer observations, feedback & reflections, and planning time
- Use of the [Consultancy Protocol](#) for feedback
- Monthly professional reading and/or e-mail refreshers

Outcomes: increased student use of oral language, higher grades, and higher proficiency levels on standardized tests

Discussion

Discuss with a partner:

- *How do these Professional Learning Cycles connect to your current practices?*
- *What new ideas do you want to try to support professional learning of ML strategies?*





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Connect with us!



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