Continuous Improvement Principles and Framework
March Resource Toolkit

The Continuous Improvement Framework

Continuous Improvement Framework

- Elevation of anti-racist and anti-bias practices.
- Identification, provision, and growth of equitable supports within learning communities.
- Development of strong leadership at all levels.
- Use of data inquiry/school improvement principles and processes.
- Focus on improving core instructional practices.
- Implementation within a multi-tiered system of supports.

Focus: Multilingual Education

The March Resource Toolkit focuses on Multilingual Education. The toolkit helps school leaders and teachers support students in schools that need improvement, especially multilingual learners. The toolkit provides strategies to meet their unique needs.

Washington state has about 165,000 multilingual learners. Schools use Transitional Bilingual Instruction Programs (TBIP) to help students develop English skills. Support for Multilingual Education follows state and federal laws, education policies, and research-based practices to assist learning. The toolkit also highlights the importance of culturally responsive teaching to support the success and well-being of all multilingual learners.

School Improvement for Multilingual Learners

To support the school improvement process, OSPI's multilingual education department has developed several tools and opportunities for professional learning.

Supporting Tools

The following tools are available on the OSPI Multilingual Education TBIP webpage:

Washington Office of Superintendent of
PUBLIC INSTRUCTION

- [Washington State Policies & Practices Guide](#) is a comprehensive guide that includes chapters on programs and services (Ch. 2) and MTSS for multilingual learners (Ch. 3).
- [OSPI Multilingual Learner District Plan](#) documents district plans and procedures for the required components of a TBIP program.
- [OSPI Multilingual Learner Program Evaluation](#) supports required district annual program evaluation and continuous improvement planning.
- [OSPI Program Review Checklist](#) is a tool used during district program review and support to provide evidence of all required components of a TBIP.
- [WIDA ACCESS Analysis Tool](#) supports school and district teams in analyzing WIDA ACCESS data to develop improvement plans.
- [OSPI Multilingual Learner School Plan](#) provides steps for developing strategies to support multilingual learners in School Improvement Plans.
- [OSPI Multilingual Learner Individual Learning Plan](#) supports crafting individualized plans for ML services and supports.
- [ML Expected Progress Chart](#) shows expected progress on the WIDA ACCESS for multilingual learners in the Washington School Improvement Framework.

School Level Professional Development

In addition, schools that are working on improvement for multilingual learners should be using the WIDA English Language Development standards and engaging in professional learning to improve instruction. The following tools are available on the [OSPI WIDA webpage](#):

- [WIDA English Language Development (ELD) Standards Framework](#) were adopted in 2021 and are required state standards for teaching multilingual learners.
- [WIDA ELD Standards Roll-out Plan](#) includes objectives, professional learning resources and links, and suggested activities for the first three years of implementation of these new standards.
- [Collaborative Planning Template](#) | [Spanish version](#) can be used for teachers to plan instruction that uses the WIDA ELD or SLD Standards Framework to integrate content, language, and literacy.
- [WIDA Self-Paced Workshops](#) are asynchronous courses open to all K-12 public school educators to learn about the WIDA standards and best practices for supporting multilingual learners. Clock hours are provided on pdEnroller. (See webpage for details.)

Dual Language

In addition, dual language schools can access tools on our [OSPI Dual Language webpage](#):

- The [Washington State Dual Language Program Guide](#) provides specific steps and guidance on developing and implementing effective dual language programs.
- The [Dual Language Program Planning Checklist](#) can be used for action planning as schools or districts follow the steps in the Program Guide.

- [2024-25 Dual Language PLCs](#) – School and district leaders and educators engage in professional learning and collaboration. See webpage for links to pdEnroller.

Contacts for Multilingual Education

Please reach out to our team if you need additional support to develop and provide analysis of Multilingual Education assistance.

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Conclusion

The March Resource Toolkit provides essential strategies and tools to support multilingual learners in schools needing improvement. By using research-based programs, culturally responsive teaching, and continuous improvement practices, educators can help students succeed. Schools can access professional learning and resources to strengthen multilingual education and meet state and federal requirements. For further support, contact the OSPI Multilingual Education team.