Multilingual Learner Action Plan Toolkit

Overview

The Washington Multilingual Learner Statewide Strategic Plan is a blueprint for how educators at the state, district, school, and classroom level can leverage actions to improve the education of all multilingual learners. The plan was developed by the state Multilingual Education Advisory Committee with extensive input from educators, leaders, and multilingual families.

The plan is organized around four core principles:

- Promoting Asset-Based Mindsets
- Strengthening Instructional Practices
- Providing Support for Educators
- Engaging Students and Families

These principles each include three specific goals with suggested strategies and key actions that can be taken at the state, district, school, and classroom level to achieve these goals.

Purpose of this Toolkit

This toolkit is designed to provide additional support for schools and districts that are developing their own action plans based on the Multilingual Learner Statewide Strategic Plan. On the following pages are action planning worksheets for each of the twelve goals that leadership teams can use to review current practices and plan specific steps for improvement.

Teams are encouraged to review these tools and select one or more goals in each of the four areas to develop their action plan or to develop a multi-year plan to address all twelve goals.

For more information and additional support in using this toolkit, please contact the OSPI Multilingual Education team at MultilingualEd@k12.wa.us.

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Promote Asset-Based Mindsets

Goal 1: Demonstrate a belief that all MLs can learn and excel in school.	Goal 2: Ensure safe and supportive learning environments for MLs	Goal 3: Expand dual, heritage, and tribal language programs.
School/District Goal:	School/District Goal:	School/District Goal:
Key Actions:	Key Actions:	Key Actions:

Strengthen Instructional Practices

Goal 4: Provide high-quality instruction and assessment for all MLs.	Goal 5: Implement inclusionary practices for all MLs.	Goal 6: Increase high school graduation rates of current and former MLs.
School/District Goal:	School/District Goal:	School/District Goal:
Key Actions:	Key Actions:	Key Actions:

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Provide Support for Educators

Goal 7: Provide professional learning on strategies to support MLs.	Goal 8: Use funding and resources to support inclusive service models for MLs.	Goal 9: Require all educators to have the knowledge and skills to support MLs.
School/District Goal:	School/District Goal:	School/District Goal:
Key Actions:	Key Actions:	Key Actions:

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Engage Students and Families

Goal 10: Engage and communicate effectively with ML and their families.	Goal 11: Elevate the voices of MLs and their families.	Goal 12: Partner with community organizations to support MLs and families.
School/District Goal:	School/District Goal:	School/District Goal:
Key Actions:	Key Actions:	Key Actions:

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Promote Asset-Based Mindsets

Goal 1: Demonstrate a belief that all MLs can learn and excel in school by...
a) Fostering a shared responsibility for multilingual learners' success.
b) Leveraging multilingual learners' linguistic and cultural assets in instruction.
c) Strengthening the knowledge of all educators about language development.

ML Action Planning Work:

- What is your school or district goal in this area?
- What structures and opportunities can be leveraged to provide professional development and/or leverage collective responsibility for multilingual learners?
- What specific action steps will you take to leverage these opportunities?

School/District Goal:		
Audience	**Structures / PD Opportunities**	**Action Steps**
District/School Leaders (Administrators, Principals, Deans)		
Teacher Leaders/ Support Staff (Coaches, TOSAs, Counselors, ESAs)		
Teachers (ML/ELD, Gen Ed, Dual Language)		
Paraeducators (ML, SpEd, Title 1, LAP, Other)		
Other		

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Promote Asset-Based Mindsets

Goal 2: Ensure safe and supportive learning environments for multilingual learners by...

a) Empowering multilingual learners (MLs) as active contributors to the school community.
b) Integrating MLs' cultures and languages in socio-emotional learning and supports.
c) Building and sustaining partnerships with multilingual learners' families.

ML Action Planning Work:

1. Conduct an audit of instructional resources, activities, and environments.
   Where are MLs' languages and cultures currently integrated? Where are they missing?
2. How can you promote integration of ML students' and families' languages, cultures, and funds of knowledge?
3. What is your specific goal in this area?
4. What specific action steps will you take to increase this integration?

LANGUAGE AND CULTURE AUDIT		
Area	**Current Integration**	**Opportunities**
Curriculum & Instruction (ELA, Math, Science, S.S.)		
Resources & Materials (Library Books, Online Resources & Platforms)		
School Environment (Signage, Interactions, Communication, Daily Routines, SEL)		
Activities (Sports, arts/music, family events, assemblies, clubs and extra-curricular activities)		

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Promote Asset-Based Mindsets

Goal 3: Expand dual, heritage, and tribal language programs by…
a) Recognizing multilingualism as an asset and encouraging use of all languages.
b) Providing dual language programs in multiple languages across all regions of the state.
c) Supporting tribal language revitalization for native students and communities.

ML Action Planning Work:

1. What are ways that you can promote multilingualism as an asset and encourage translanguaging practices in your school or district?
2. What steps can you take to plan, develop, or expand dual, heritage, and/or tribal language programs in your school or district?

	Elementary Level	Secondary Level
Translanguaging Practices • Promoting use of home languages in the school environment • Professional learning on translanguaging		
Dual, Heritage, and Tribal Language • Planning dual, heritage, or tribal language programs • Expanding programs to other schools and/or languages		

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Strengthen Instructional Practices

Goal 4: Provide high-quality instruction and assessment for all multilingual learners by...
a) Providing ELD and accessible content instruction through research-based program models.
b) Integrating content, language, and literacy using the state ELD standards.
c) Using instruction and assessment practices that develop academic language and literacy skills.
d) Using a Multi-tiered System of Supports to provide tiered interventions designed for MLs.

ML Action Planning Work:

Rate the extent to which educators in your school(s) who work with MLs do the following:

	1 Rarely	2 Sometimes	3 Often	4 Regularly
1. Develop vocabulary during content instruction.				
2. Develop oral and written academic language during content instruction.				
3. Provide visual and verbal aids (e.g. short videos, visuals, graphic organizers, bilingual glossaries) for content learning.				
4. Provide purposeful and diverse opportunities for student interaction and peer assistance during content learning.				
5. Leverage the assets of students like home language, prior knowledge, and cultures to promote content learning.				
6. Use formative assessment during content instruction to continuously inform instruction and monitor progress.				
7. Provide academic support to MLs with similar needs in homogenous groups to advance content and language learning.				
8. Enact lessons that integrate the development of disciplinary content, language, and literacy practices.				
9. Design instruction aligned to content and WIDA ELD standards.				
10. Provide academic supports (mentoring, tutoring, before/after school sessions, clubs) to MLs with additional needs.				

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Based on your answers to the self-assessment, which areas do you want to focus on for your ML Action Plan? What specific key actions will you take to increase use of these practices?

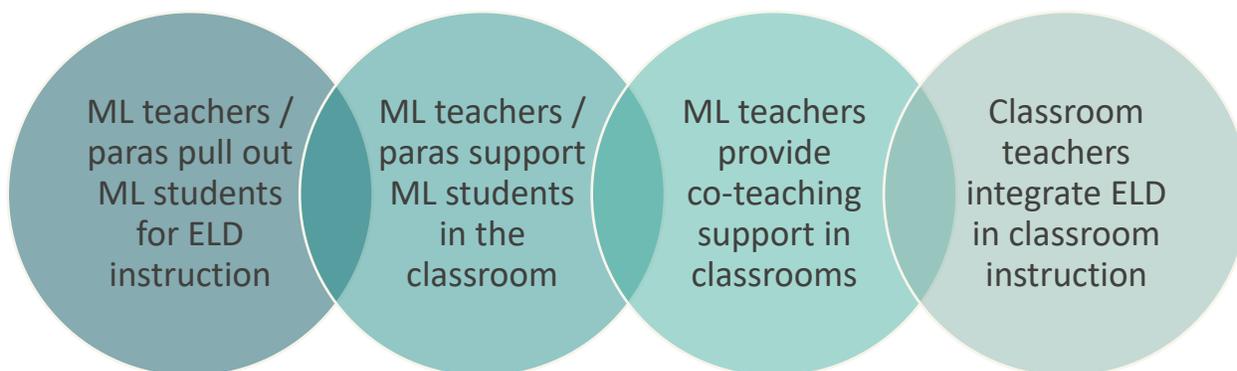| Circle or Highlight Areas of Focus	Key Actions to Increase Practice
1. Develop vocabulary during content instruction.	
2. Develop oral and written academic language during content instruction.	
3. Provide visual and verbal aids (e.g. short videos, visuals, graphic organizers, bilingual glossaries) for content learning.	
4. Provide purposeful and diverse opportunities for student interaction and peer assistance during content learning.	
5. Leverage the assets of students like home language, prior knowledge, and cultures to promote content learning.	
6. Use formative assessment during content instruction to continuously inform instruction and monitor progress.	
7. Provide academic support to MLs with similar needs in homogenous groups to advance content and language learning.	
8. Enact lessons that integrate the development of disciplinary content, language, and literacy practices.	
9. Design instruction aligned to content and WIDA ELD standards.	
10. Provide academic supports (mentoring, tutoring, before/after school sessions, clubs) to MLs with additional needs.	

Strengthen Instructional Practices

Goal 5: Implement inclusionary practices for all multilingual learners by…
a) Increasing collaboration, co-planning, and co-teaching of ELD specialists and content teachers.
b) Building the capacity of educators to use strategies such as SIOP, GLAD, and UDL.
c) Developing the understanding of administrators to support meaningful inclusion.

ML Action Planning Work:

Reflect on your current instructional service model:

| ML teachers / paras pull out ML students for ELD instruction | ML teachers / paras support ML students in the classroom | ML teachers provide co-teaching support in classrooms | Classroom teachers integrate ELD in classroom instruction |

Which of these models are the predominant model(s) in your school(s)?

	Pull-Out	Push-in	Co-Planning/ Co-Teaching	Full Inclusion with integrated support
Elementary				
Middle School				
High School				

Where are there opportunities to move towards a more inclusive model? What key actions will you take to move towards more inclusionary practices for all MLs?

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Strengthen Instructional Practices

Goal 6: Increase HS graduation rates of current and former multilingual learners by...

a) Developing course pathways and supports that provide access to grade-level appropriate content.

b) Ensuring access for multilingual learners to all electives, activities, and high-level courses.

c) Delivering responsive instruction and supports for long-term English learners (LTELs).

d) Establishing services that meet the needs of newcomers and students with limited or interrupted formal education (SLIFE).

ML Action Planning Work:

What are your graduation rates for multilingual English learners? (See WA State Report Card)

Year	Eligible English Learners	Former (Exited) English Learners	Non- English Learners

Describe your current courses and pathways for multilingual learners.

	Newcomers/ SLIFE (0-2 years in program)	**Intermediate MLs** (2-5 years in program)	**Long-Term English Learners** (6+ years in program)
Middle School			
High School			

What key actions will you take to increase graduation rates for current and former MLs?

Provide Support for Educators

Goal 7: Provide professional learning on strategies to support multilingual learners by...
a) Integrating ELD standards into professional learning on content standards and instruction.
b) Focusing on strategies such as SIOP, GLAD, and UDL to support academic language and literacy.
c) Supporting educators with progress monitoring and assessment of multilingual learners.
d) Developing educators' culturally responsive practices for engaging multilingual families.

ML Action Planning Work:

How will you provide professional learning to each group of educators? What structures and opportunities can you leverage for this professional learning?

	General Educators	**ML Educators**	**Administrators**
WIDA ELD Standards Framework			
ML Instructional Strategies			
Progress Monitoring & Assessment			
Culturally Responsive Practices			

What resources can you use to support professional learning? (people, materials, online, etc.)

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Provide Support for Educators

Goal 8: Use funding and resources to support inclusive service models for multilingual learners by...
a) Increasing staffing of ELD specialists and coaches to support professional learning.
b) Ensuring appropriate ratios of ELL/Bilingual endorsed educators to multilingual learners (MLs).
c) Designating time and resources for collaborative planning to integrate ELD and content standards.
d) Developing the skills and expertise of ELD specialists, coaches, and co-teachers.

ML Action Planning Work:

What is your current staffing model? How do you currently use staff to support services and professional learning for MLs?

	Elementary	**Middle School**	**High School**
ML Staff			
Service Model(s)			
Coaching, Planning, and PD Support			

What steps can you take to shift staffing towards more inclusive services? What supports for ELD specialists, coaches, or co-teachers will be needed to make this shift?

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Provide Support for Educators

Goal 8: Use funding and resources to support inclusive service models for MLs by...
b) Ensuring appropriate ratios of ELL/Bilingual endorsed educators to multilingual learners.
Goal 9: Require all educators to have knowledge/skills to support multilingual learners by...
d) Ensuring all administrators have knowledge of state and federal requirements and instructional practices for multilingual learners.

ML Action Planning Work:

How many current educators and school administrators hold an ELL or Bilingual Endorsement? How are they distributed across grade levels and/or schools? What is your ratio of ELL/Bilingual endorsed educators to ML students? (Total ML students/Total endorsed = 1: ____)

Ratio 1: _____	General Educators	ML Educators	School Administrators
ELL Endorsed			
Bilingual Endorsed			

What can you do to increase the number of endorsed educators and administrators in your school or district? What steps can you take towards this goal? (single courses, other training)

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Engage Students and Families

Goal 10: *Engage and communicate effectively with multilingual learners and their families by...*
a) Using linguistically and culturally appropriate approaches to communication.
b) Partnering in decision-making and supporting students' academic progress.
c) Employing multilingual family liaisons to develop authentic relationships and support outreach.
d) Providing accessible, translated resources and written communication.

ML Action Planning Work:

Reflect on how your school or district is currently communicating and building partnerships with multilingual families. What are areas of strength? What are areas for growth?

	Beginning (1)	Developing (2)	Strengthening (3)
We create a welcoming environment for all multilingual (ML) families.			
We develop staff capacity to engage with multilingual families.			
We support staff in learning about families' cultures, languages, and goals.			
We engage in two-way communication with multilingual families.			
We engage in meaningful written and verbal communication in families' languages.			
We provide PD and support to staff and ML families on school partnerships.			
We provide ML families with relevant information to support student learning.			
We create programs for staff, ML families, and students to discuss student progress.			

What steps can you take to develop or strengthen communication and partnership with ML families?

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Engage Students and Families

Goal 11: Elevate the voices of multilingual learners and their families by…
a) Partnering to establish high expectations, strategies, and goals for multilingual learners in district and school improvement plans.
b) Providing accessible opportunities to give feedback on multilingual learner policies, programs, and practices.

ML Action Planning Work:

Reflect on how well your multilingual learners (MLs) and families are represented in school and/or district leadership and advisory committees (such as PTA/PTOs, school leadership teams, parent/family advisory committees, etc.). Does participation match your proportion of MLs?

Group or Committee	Number of Members	Number of ML Students or Family Members

What are possible barriers that ML students and families face in accessing these opportunities? What can you do to remove barriers and/or recruit more ML members?

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Engage Students and Families

Goal 12: Partner with community organizations to support multilingual learners and families by...
a) Increasing partnerships with local organizations, tribes, and state agencies.
b) Providing translated, accessible information on available state and regional services.
c) Engaging advocacy groups and businesses to promote the assets of multilingual families and the importance of multilingual skills in the 21st century.

ML Action Planning Work:

Reflect on the resources in your community and current or potential partnerships.

With which community organizations does your school or district currently partner and how do these connect to multilingual learners (MLs)? What other organizations or businesses serve ML students and families and could be potential partners?

Organization	Current Partnership?	ML Connections

What specific steps can you take to increase partnerships with local community organizations and expand access to community resources?