



**Partnerships for
Multilingual Learner
Success**

Project Partners



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R11CC

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ESU 3

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Birchcrest
Elementary

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about the Pilot



The design team developed a collaborative continuous improvement process focusing on improving outcomes for multilingual learners in TSI, ATSI, and CSI schools.

- Three-year process
 - Year 1: Establish partnerships with NDE, Region 11, and ESU 3
 - Year 2: Project planning and initial implementation- Two ESU 3 Schools
 - One ATSI, one CSI
 - Both schools moved out of ATSI and CSI by the start of Year 3
 - Year 3: Intermediate implementation and evaluation- One ESU 3 School
- A pilot with the intention to develop a statewide support model
 - Lessons learned on how to streamline the process
 - Improvement in Tier 1 for all students, growth in English proficiency, and increased

efficacy / ownership of staff

Multilingual Learner Partnership Process



Partner roles and responsibilities
Working agreements and commitments

Common vocabulary
Approaches for systemic change
Explore data for insights

Principles of high quality instruction for multilingual learners
Leadership through professional learning

Change theory, logic model, and action plan aligned with improvement plans
Norms and expectations
School-based data review

School-based professional learning
Focused PLCs/ learning teams
Nested coaching
Ongoing project



monitoring

Bellevue Public Schools



Five Levels of Impact

1 Staff Reactions

From worried



to POSITIVE



From data compliance

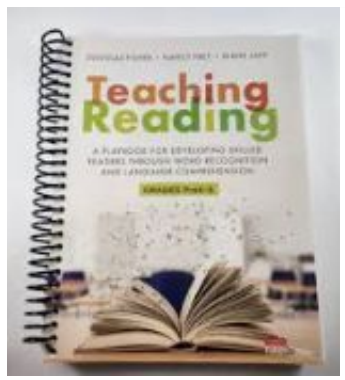
to

data informed



2 Staff Learning

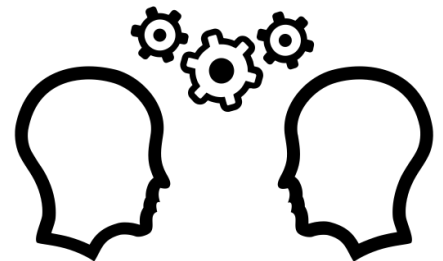
Book Study



Multilingual Learner Strategies



Coaching



3 Organization Change



CHAMPIONS FOR CHILDREN



4 Staff Use of Skills

Focusing on the use of ML strategies in ELA instruction.



Monitoring through classroom walkthrough data

5 Student Learning

Chronic Absenteeism

from 25.56%

to 18.75%

ELPA21 Proficiency

from <10%

to 42.31%

NSCAS ELA Proficiency

from 30%

to 44%

BPS MTSS Problem Solving Model



Identify the Problem: Is there a problem?
 Analyze the Problem: Why is the problem happening?
 Implement the Action: What can be done about the problem?
 Reflect on Data: Did the strategy/intervention work?

Continuous Improvement Action Plan

By the end of the 2025-2026 school year, Birchcrest Elementary will have the classification of Great + as determined by NDE AQuESTT System.

NEEDS

OBJECTIVES

ACTIVITIES / STRATEGIES

TIMELINE

METHOD OF EVALUATION

2023 Classification Elementary:
 NSI: < 34% Good: >34% but < 54%
 Great: > 54 but < 77%. Excellent: > 77%

<input type="checkbox"/>	NSI	
<input checked="" type="checkbox"/>	GOOD	
<input type="checkbox"/>	GREAT	
<input type="checkbox"/>	EXCELLENT	

Status %	45.54%
ELA	44.99%
MATH	47.99%

Improve Classification / Status

Through professional learning and collaboration, and enhancing or extending current learning opportunities for students we will increase the percent of students performing at a proficient level by 8% the first year, and 8% the following year - with a result of 68% of our 3rd - 6th grade students performing at a proficient or advanced level on the Math and ELA NSCAS assessment by the end of the 2025-2026 school year.

Progress towards ELP	57.14%
Growth	67.54%
Reduction in non-proficiency rate (Lower is better)	54.46%
Chronic absence rate:	18.75%

Increase % proficient: NSCAS ELA

ALL 3rd - 6th Grade Students

2024/2025	From 52% to 60%	(+8%)
2025/2026	From 60% to 68%	(+8%)

Increase % proficient: NSCAS MATH

ALL 3rd - 6th Grade Students

2024/2025	From ? to ?	?
2025/2026	From ? to ?	?

Reduce % Chronic Absent

ALL KDG - 6th Grade Students

2024/2025	From 19% to 14%	(-5%)
2025/2026	From 14% to 9%	(-5%)

Targeted Sub-Groups

Increase % proficient: NSCAS MATH & ELA

Group 1

2024/2025	From ? to ?	(+1%)
2025/2026	From ? to ?	(+1%)

Group 2

2024/2025	From ? to ?	(+1%)
2025/2026	From ? to ?	(+1%)

Reduce Risk Ratio

Referral: Students w/ IEP

2024/2025	From 1.43 to 1	(-43)
2025/2026	Maintain 1	

OSS: Students w/ IEP

2024/2025	From 9.32 to 1	(-8.32)
2025/2026	Maintain 1	

Triangle Report: Increase % 0-1 Referral

2024/2025	From 87% to 90%	(+3%)
2025/2026	Maintain 90%	

TFI 2.1 & SAS 4: Increase %

TFI Subscale - Tier 1 Implementation

2025	From 94% to 100%	(+6%)
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- TSI/ATSI Designation**
- Asian
 - Black/African American
 - Hispanic/Latino
 - Native American/Alaskan Native
 - Native Hawaiian/Pacific Islander
 - Two or more races
 - White
 - English Learners
 - Students with Disabilities
 - Economically Disadvantaged

*If you have a sub-group identified for TSI or ATSI, you must have a specific objective for addressing their performance on NSCAS, ELPA21 (if applicable) and attendance.

See also SELB Profile Snapshot

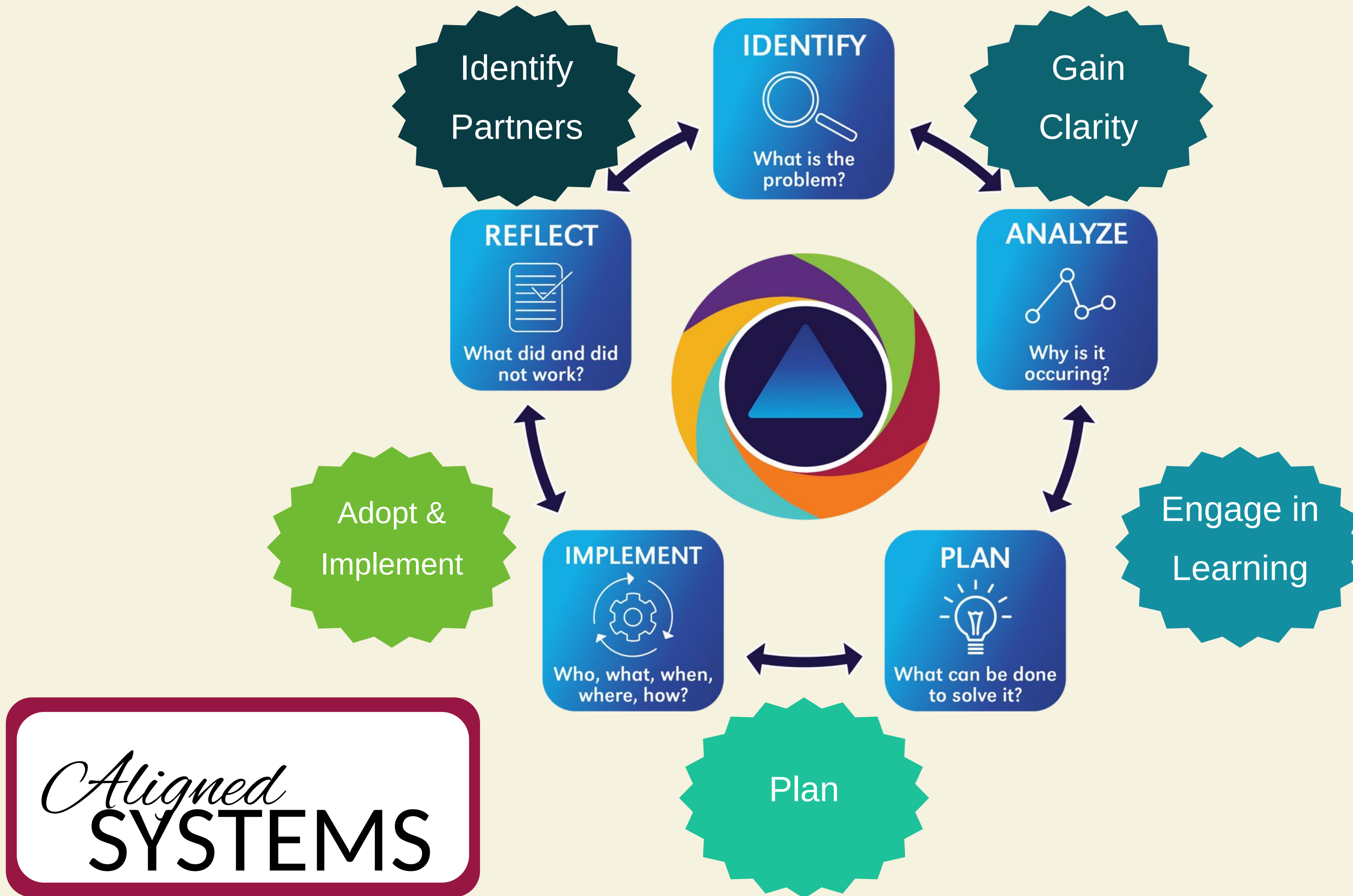
23/24 SWIS Triangle Report

0-1 ODR	87.6%
2-5 ODR	7.1%
6+ ODR	5.3%

23/24 SWIS Equity Report	
Referral Risk Ratio	
Students w/o IEP	0.71
Students w/ IEP	1.43
American Indian/Alaskan Native	-
Asian	-
Black/African American	1.76
Hispanic/Latino	0.70
Native Hawaiian/Pacific Islander	-
White	1.19
Multi Racial	0.94
OSS Risk Ratio	
Students w/o IEP	-
Students w/ IEP	9.32
American Indian/Alaskan Native	-
Asian	-
Black/African American	2.97
Hispanic/Latino	1.57
Native Hawaiian/Pacific Islander	-
White	0.52
Multi Racial	-

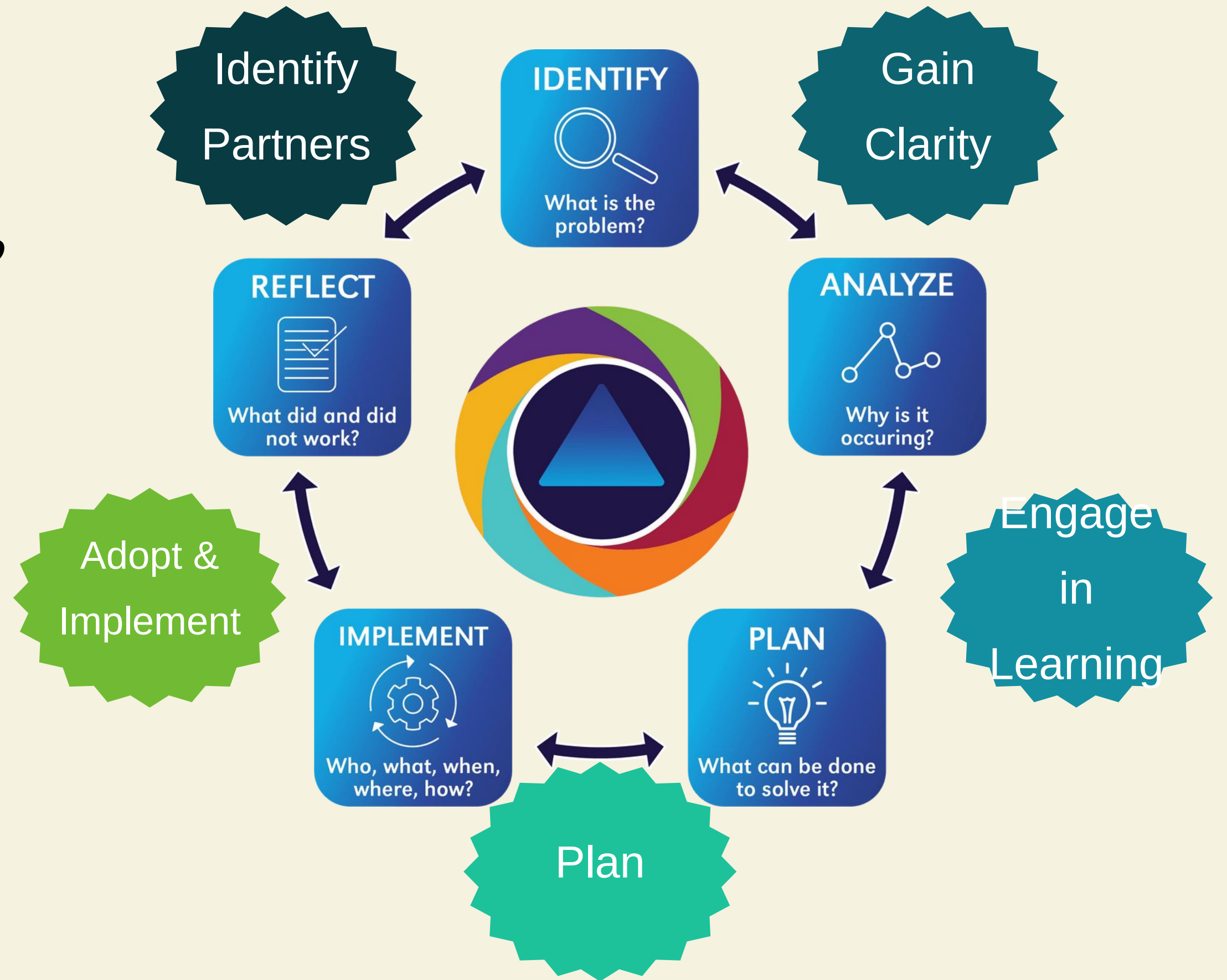
TFI Subscale - Tier 2 Interventions	
From 90% to 96%	(+6%)
SAS Total Score - Tier 3	
From 77% to 80%	(+3%)
BT Benchmark: Increase %	
Proactive Benchmark	
From 77% to 87%	(+10%)
Praise Benchmark	
From 65% to 75%	(+10%)
Praise-to-Correction Benchmark	
From 77% to 87%	(+10%)
Praise-to-Correction Ratio (11:1)	
Maintain minimum of 4:1	
Climate Survey: Increase %	
Student: Agree - "I Like School."	
From ? to ?	?
Staff: Agree - "Students at my school treat each other with respect."	
From ? to ?	?
Parents: Agree - "I am actively involved in activities at my student's school."	
From ? to ?	?

Date:	Sept/Oct	Checkpoint #1	
Objective or Activity Related to Goal		Status	Evidence / Notes
		No Progress/Activity	
		Showing Progress	
		Hit Benchmark/Complete	
Date:	Nov/Dec	Checkpoint #2	
Objective or Activity Related to Goal		Status	Evidence / Notes
		No Progress/Activity	
		Showing Progress	
		Hit Benchmark/Complete	
Date:	Jan/Feb	Checkpoint #3	
Objective or Activity Related to Goal		Status	Evidence / Notes
		No Progress/Activity	
		Showing Progress	
		Hit Benchmark/Complete	
Date:	Mar/Apr	Checkpoint #4	
Objective or Activity Related to Goal		Status	Evidence / Notes
		No Progress/Activity	
		Showing Progress	
		Hit Benchmark/Complete	



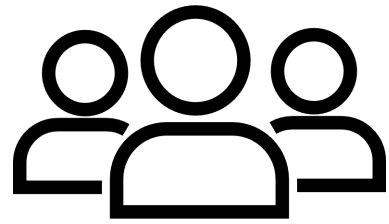
Aligned
SYSTEMS

Aligning and
tightening the system,
not changing it.



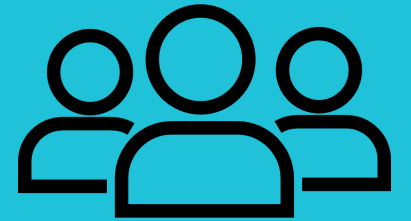
Identify Partners

Gather Your Team and Develop Partnerships



Team can be your continuous improvement or MTSS members, and should include school leaders, general education teacher leaders, multilingual education leaders, and special education leaders. Teams will work with ESU partners to clarify the process and the roles of members.

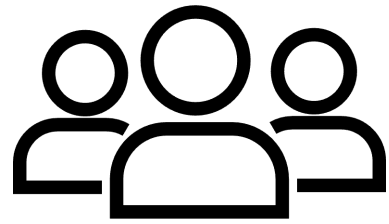
Leadership



Team

Identify Partners

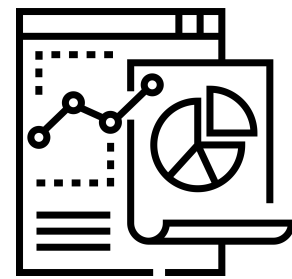
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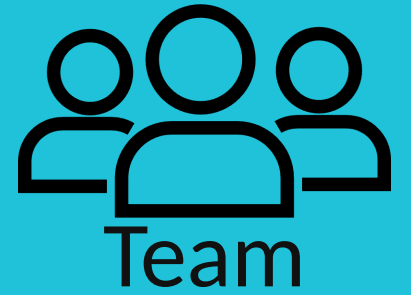
Gain Clarity

Clarify the Needs



Leadership team will engage in data collections and reviews using modified ICEL by RIOT protocols and Data Driven Dialogues to clarify the focus for improvement. Data will include demographic, perceptual, program, and student learning data.

Leadership



Team

Data Reviews

Birchcrest Elementary School

"Shaping Our Future Through Engagement, Innovation, and a Culture of Belonging"

Data Book Sections



Profile

Overview of the students of Birchcrest Elementary School and the community of stakeholders we serve.



Action Plan

Our Action Plan including our timeline and process for Continuous Improvement



Data Charts

Program, perceptual, and achievement data charts and analysis used in our Continuous Improvement Process.



Birchcrest Elementary School

District Mission:

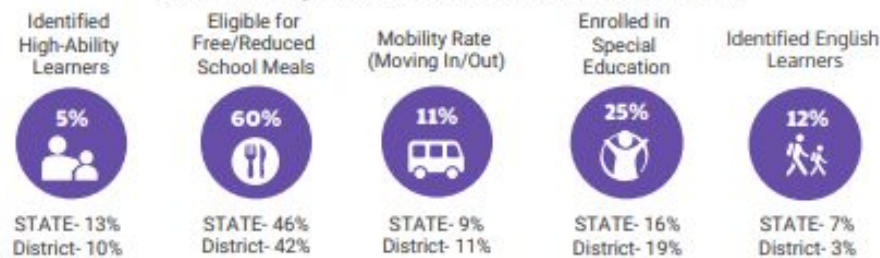
"Shaping Our Future Through Engagement, Innovation, and a Culture of Belonging"

372

Total PK-6 Students in 2021-2022

2020/21 - 367 Students
2019/20 - 387 Students
2018/19 - 365 Students
2017/18 - 362 Students

Student Population Characteristics 2020-2021



PK-12 Enrollment 20/21

Pre-school	16
Kindergarten	48
1st Grade	45
2nd Grade	44
3rd Grade	50
4th Grade	44
5th Grade	59
6th Grade	61
Total PK-6	367

Highly-Qualified Educators

Percent of Teachers with a Masters Degree



Average Years of Teaching Experience



27

Total Teachers in 2020-2021

28.8%

Inexperienced Teachers in 2020-2021

3.6%

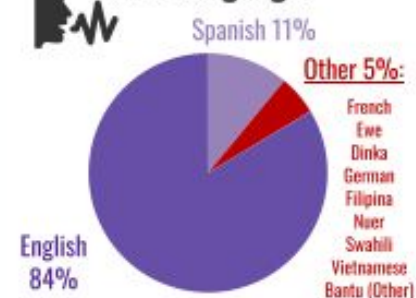
Teachers Teaching Out of Field in 2020-2021

State Classifications 2019

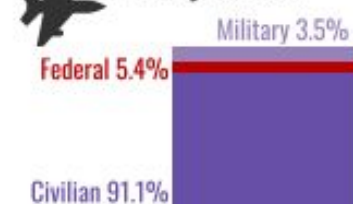
District - Good **
Birchcrest Elementary - Good **



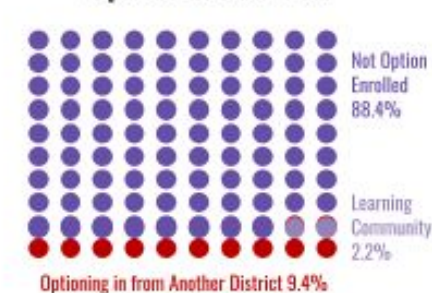
Home Languages



Military Status



Option Enrollment



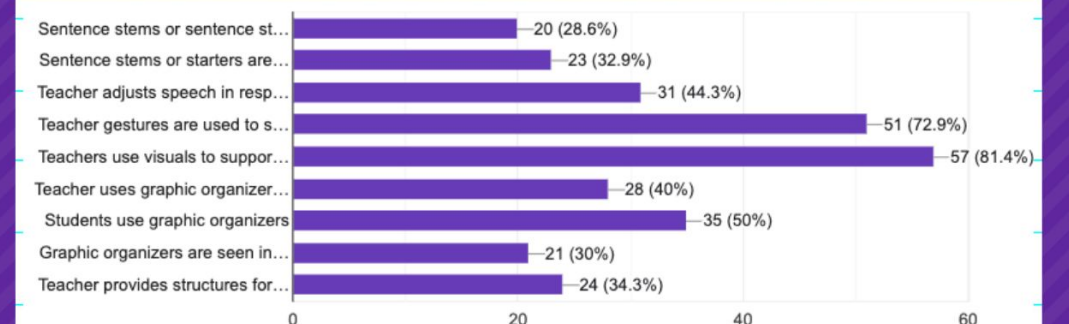
Birchcrest Classroom Check-Ins

Look-Fors

- Sentence stems/starters used
- Sentence stems/starters seen
- Teacher adjusts speech
- Teacher uses gestures
- Teacher uses visuals
- Teacher models graphic organizers
- Students use graphic organizers
- Graphic organizers seen
- Teacher uses conversation structures

Classroom Visits

- Four observers: 2 Region 11 CC, 1 NDE, 1 BPS
- 71 observations were recorded
- 41.9% of observations were in ELA
- 29% of observations were in Math
- 21.1% of observations were 2nd grade
- 16.9% were 1st grade
- 15.5% were 4th grade



Top 2 Strategies Observed

Observed

- #1: Teacher use of visuals
- #2: Teacher use of gestures

Least Used Strategies Observed

Observed

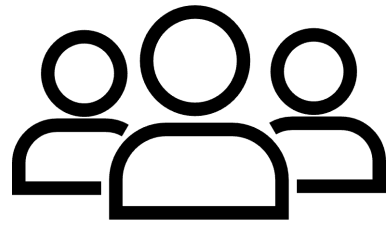
- #1: Sentence stems or starters
- #2: Teacher provides structures for peer conversations

Next Steps

To further enhance instructional practices, it may be beneficial to encourage the broader application of structured peer conversation strategies across all grades and to continue supporting the use of sentence stems or starters, especially in upper grades, to scaffold complex language and academic tasks.

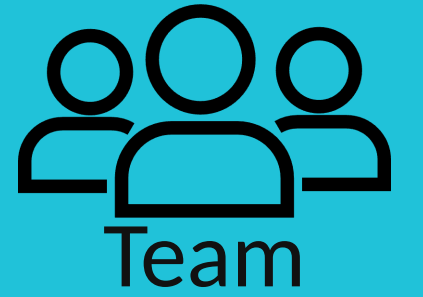
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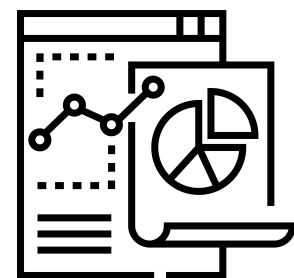
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Leadership



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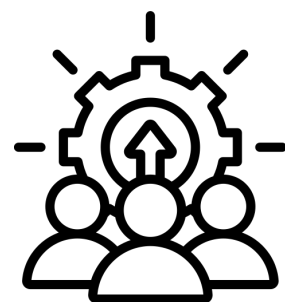
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Engage in Learning

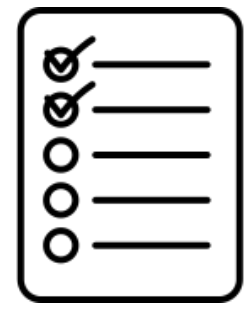
Leadership Team Engages in Learning



In order to determine an action plan for professional learning, the leadership team will investigate best practices in the determined areas of need (Tier I, Tier II, Environment, etc.), and how those best practices are aligned with the evidence-based practices for multilingual learner success.

Plan

Plan



Leadership team will design an action plan that integrates district and school goals with the needed evidence-based practices. Team will plan for school-based professional learning that includes PLCs/PLTs with ongoing evaluation to ensure project success.

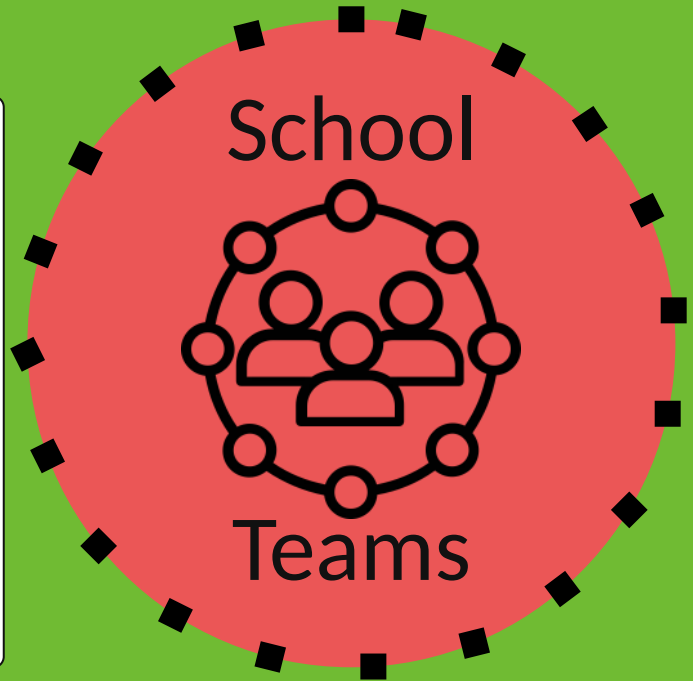


Adopt & Implement

Implementation, Monitoring, and Reflection



School teams will implement the plan, and leaders will be supported through nested coaching with the ESU. ESU and the leadership team will monitor implementation and support ongoing work, re-evaluating as needed based on data.

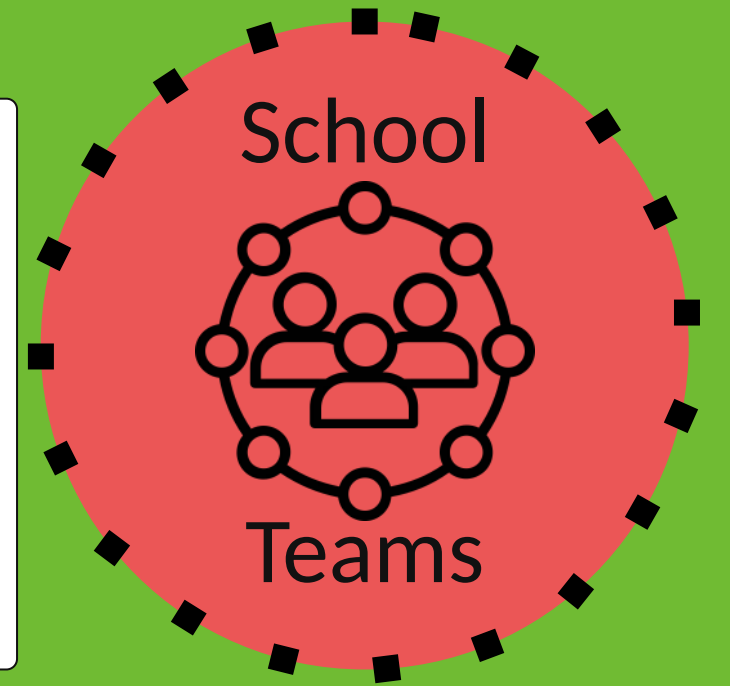


Adopt & Implement

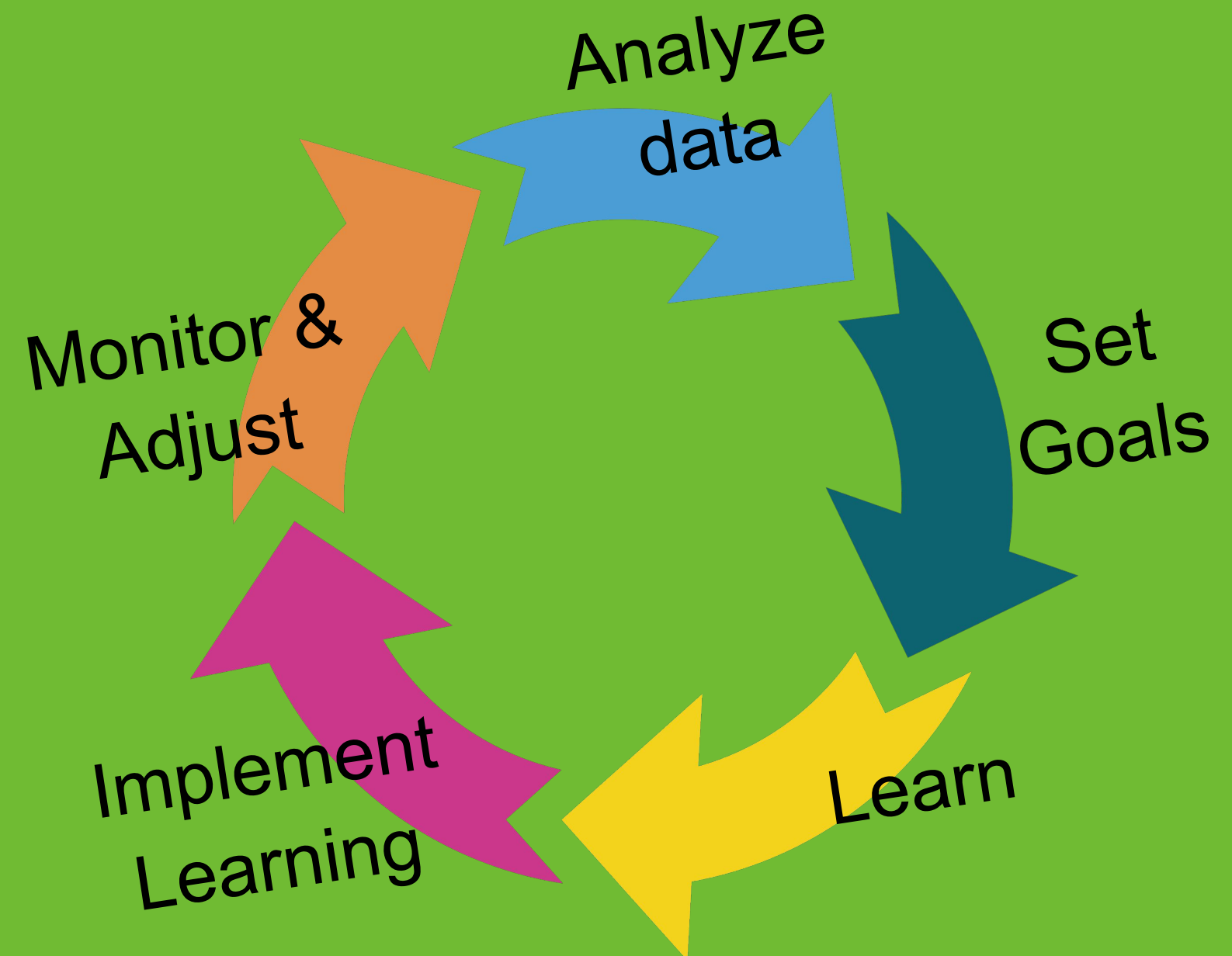
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Collaborative learning teams engaged in cycles of continuous improvement





Q & A

Interested In
your own
Project?

Scan the QR
Code



bit.ly/MLPROJECT2 4

Training



Training for ESU and
district facilitators will
be provided in this fall.

Questions?



email Dawn Ferreyra
dferreyra@esu3.org