English Language Learner
Three-year Plan
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MMSD ELL Plan 2015-18 Executive Summary

In 2013, the MMSD Board of Education created an English Language Learner (ELL) Policy that affirms our district’s commitment to providing high-quality and appropriate services to students who are identified as English language learners (ELL). We recognize that students identified as ELL students are entitled to an effective instructional program and appropriate services to meet their needs, including equitable access to educational opportunities afforded to all other students. Our commitment includes engaging the families of ELL students through outreach to, communication with, and the inclusion of families in educational decisions that affect their students. The ELL Plan outlines the services necessary for ELLs to achieve the vision stated in the MMSD Strategic Framework and the MMSD Vision for College, Career, and Community Ready Graduates. While this plan describes the high-quality programming and supports that are necessary for ELLs, it is important to note that this work benefits and creates increased opportunities for all of our MMSD students.

The English Language Learner Three-year Plan consists of six main focus areas. These include ELL service/programming improvements in:

1) ELL Communication and Monitoring Systems: Accurate ELL enrollment, demographic, language, achievement and ELL service history data, and consistent procedures for communication that involves ELL families in decision making, will enhance and support strong ELL and bilingual learner programming across the district. The data and accompanying communication system will provide the information needed to support a continuous improvement process that is reviewed yearly.

2) Professional Learning and Building System Capacity: Support for all MMSD staff as they work to improve instruction for ELLs is essential. The ELL Plan ensures that we provide system-wide professional learning around consistent best practices for serving ELLs in both English as a Second Language (SL) and bilingual Developmental Bilingual Education (DBE) and Dual-Language Immersion (DLI) learning environments. Offering tuition assistance to support teacher certification (ESL and bilingual) as well as a shift from a 90/10 to a 50/50 bilingual program
model (DLI and DBE) will address the scarcity of bilingual teachers.

3) **English Language Learners: English as a Second Language Services**

Through implementation of the ELL Plan, we will ensure that the ESL support we provide is research-based, effective, and provided consistently in alignment with each ELL student’s Individual Plan of Service (IPS). Improvements in ESL services are consistent with Board Policy, recommendations by the Wisconsin Department of Public Instruction (DPI), and Federal and State law, and are supported by language acquisition and ELL achievement research. (See bibliography). Services include implementing the Guided Language Acquisition Design (GLAD) ESL model at the 4K-5 level and the Sheltered Instruction Observation Protocol (SIOP) model at the 6-12 level.

4) **English Language Learners: Bilingual Education Services**

Improvements in bilingual education programming, as described in the ELL Plan, provide equitable access to research-based, effective, and consistent bilingual programs in both Hmong and Spanish for ELLs. This includes an expansion of program sites and, in some cases, transportation to those sites. Improvements are consistent with Board Policy and recommendations by the Wisconsin Department of Public Instruction (DPI) Federal and State law, and are supported by language acquisition and ELL achievement research (See bibliography.)

5) **Diversity within Bilingual Program**

Dual-language programs provide a needed service for Spanish-speaking ELLs while extending this opportunity to non-ELLs (speakers of English and other languages). The demographics of the non-ELL applicants, however, do not proportionately reflect the general school or district demographics. Improved outreach strategies and transportation are among the main recommendations to address this need. All students in a school with a strand program should receive high-quality instruction within the most integrated setting possible.

6) **Community Building**

When a dual-language program strand is implemented, it is critical that strategies are implemented to build community across strands. The recommendation in this area is to provide support to schools to create greater connections across strands.

Crafted through research and best practice review, with input from key stakeholders (parents, staff, community members, language acquisition experts), our vision for the ELL Plan is to provide equitable access to high-quality ELL services (ESL, DLI, DBE) for all ELLs enrolled in MMSD.
Acknowledgements

It is with great appreciation that we acknowledge the many stakeholders that have collaborated over the past six months to develop the MMSD Three-year ELL Plan. Staff members from the Office of Multilingual and Global Education (OMGE) have worked with members of the MMSD ELL Cross-functional Team and members of the MMSD ELL Guiding Coalition to complete this work. We would also like to thank Terry Walter, San Diego Unified School District; Dr. Tara Fortune, Center for Advanced Research on Language Acquisition (CARLA); and Dr. Beatriz Arias, Center for Applied Linguistics (CAL), who provided feedback and guidance throughout this process. (For a complete list of all contributors to the ELL plan, please refer to the Appendix.)

Introduction

The Madison Metropolitan School District (MMSD) has a uniquely rich and diverse student and community population. We promote culturally and linguistically responsive practices (CLRP) that acknowledge the strong cultural heritages of all racial, ethnic, and linguistic groups that live in Madison. Our promise is to build on and expand that rich heritage to ensure that all students have the tools they need to be college, career, and community ready.

The MMSD Vision for College, Career, and Community Ready Graduates (below) states that students, “have access to language learning opportunities which prepare them for engagement in linguistically and culturally diverse communities.” In addition, the MMSD Vision calls for “cultural competence” where our graduates will, “interact adeptly in diverse settings, build meaningful relationships with people from different backgrounds, and value the diverse assets of the people with whom they interact.”
While the ELL Plan describes specific services and programs which are essential for ELLs to thrive and attain language proficiency and high academic achievement outcomes, this plan benefits all learners in that it provides strategies to help meet the cultural and linguistic needs of all students, in alignment with our definition of great teaching in MMSD.

**Purpose**

The purpose of the ELL Plan is to provide a clear outline of the changes needed to ensure that consistent, coherent services are provided to English language learners (ELL) and bilingual learners (BL) in alignment with our vision and goals as well as state and federal mandates. MMSD is committed to providing equitable access to quality ELL services (English as a Second Language and bilingual education) for all ELLs. This document is framed to focus on six categories: 1) English Language Learner Communication and Monitoring Systems, 2) Professional Learning and Building System Capacity, 3) English Language Learners: English as a Second Language Services, 4) English Language Learners: Bilingual Education Services, 5) Diversity within the Bilingual Program; and 6) Community Building for Global Awareness. A partner document, *ELL Plan and Program Implementation Guide*, will include greater detail for school staff.
Through our community outreach meetings, we have refined key aspects of the plan that are woven throughout. The input gathered from the six informational sessions on the ELL Plan revealed four consistent themes: programming, staffing, family engagement, and language development. Participants called for the expansion of ELL programming, with varying ideas on how this expansion could look, and specific thoughts on DLI. They believed the district should pay extra attention to staffing needs, both in training existing staff to support ELL students and in finding highly-qualified bilingual staff to expand existing capacity in schools. Participants stated that families should be involved in decisions around ELL programming early and often, and wanted communication in particular, to be more consistent and clear. Finally, participants expressed that ELL programming must prioritize language acquisition and retention, both emphasizing English proficiency and, specifically for ELL students, maintaining their native language as part of their skillset and cultural identity. (For full report see Appendix.)

In addition, after the Draft ELL Plan was first published, we obtained additional feedback through a series of sessions for staff, parents, and the greater community, as well as an online feedback form. The most common comments fell under the themes of: Student Needs and Equity, Expansion, and Access. Online feedback respondents expressed general support for the recommendations to the plan. (See the Appendix for the full report.)

Data Overview

Enrollment
ELLs are the demographic subgroup that has grown the fastest in the district. In the past 10 years, their enrollment has nearly doubled. During the 2013-2014 school year, the overall percentage of ELLs was at 27%. 
ELL Enrollment in the Last Ten Years

The following graph represents the diversity of home languages within MMSD. Currently, there are more than ninety languages spoken within the district. Spanish as a home language represents 58% of ELLs. The next most common language is Hmong at 10% of our ELL population. As a district, we value this linguistic diversity.

### Most Common Languages for ELLs 2014-2015

<table>
<thead>
<tr>
<th>Home Language</th>
<th>Students</th>
<th>% of ELL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>4154</td>
<td>58%</td>
</tr>
<tr>
<td>Hmong</td>
<td>701</td>
<td>10%</td>
</tr>
<tr>
<td>Mandarin</td>
<td>303</td>
<td>4%</td>
</tr>
<tr>
<td>Arabic</td>
<td>149</td>
<td>2%</td>
</tr>
<tr>
<td>Nepali</td>
<td>95</td>
<td>1%</td>
</tr>
<tr>
<td>Korean</td>
<td>95</td>
<td>1%</td>
</tr>
<tr>
<td>French</td>
<td>94</td>
<td>1%</td>
</tr>
<tr>
<td>Mandinka</td>
<td>92</td>
<td>1%</td>
</tr>
<tr>
<td>Lao</td>
<td>86</td>
<td>1%</td>
</tr>
<tr>
<td>Tibetan</td>
<td>82</td>
<td>1%</td>
</tr>
<tr>
<td>Other Languages</td>
<td>1337</td>
<td>19%</td>
</tr>
<tr>
<td>Total</td>
<td>7188</td>
<td></td>
</tr>
</tbody>
</table>

Academics
The progress of ELLs must be measured on both language acquisition as well as attainment of academic knowledge and skills. While we have seen progress for ELLs on academic proficiency, there are significant challenges which must be addressed. We must accelerate the rate at which
our ELLs acquire both language proficiency and content mastery.

For example, in the chart below, PALS (Phonological Awareness Literacy Screening) data, which measures early literacy skills, show that both ELLs and non-ELLs meet benchmarks at high rates in English and Spanish. Non-ELLs, however, meet benchmarks at higher percentages than ELLs in both English and Spanish.

MAP (Measures of Academic Progress) which is an assessment in English, shows ELLs performing at lower levels on meeting benchmarks for reading and math proficiency. It is important to note, however, that growth for ELLs is similar or better than the growth that non-ELLs experience. Nevertheless, gaps still remain.

More detailed academic data reports can be found in the Appendix of the plan.

2014-15 Assessment Results by ELL Status
MAP and PALS

[Bar chart showing assessment results by ELL status for MAP and PALS]
Language Acquisition

On average it should take ELLs five to seven years to become proficient in English (reading, writing, listening, and speaking). In addition to gaps in academic achievement, MMSD ELLs are taking a longer than acceptable span of time to achieve full proficiency in English.

The graph below shows average English proficiency levels for all students entering MMSD as DPI level 1 since 1996-1997, organized by starting grade. For example, follow the teal line on the far left to see average English proficiency levels for students entering MMSD as DPI level 1 in Kindergarten.

Overall, we see that regardless of the grade level at which a student enters MMSD, English language acquisition is rapid across the first several levels, later slowing, as students progress past average DPI levels of 3 and 4. For example, students beginning as DPI level 1 in kindergarten grow, on average, to a DPI level 3.3 by grade 3 (2.3 levels in three years) but to an average DPI level 4.7 by grade 12 (1.4 levels total in the subsequent nine years).

How Long Does it Take to Reach English Proficiency in MMSD?
The table below shows the number of long-term ELLs, defined as students receiving ELL services for at least six consecutive years, disaggregated by English proficiency level. The majority of long-term ELLs who remain at levels 1-2 are students with disabilities. (See the report “ELL Data Snapshot 2014-15” in the Appendix for more detailed information.) Long-term ELLs at higher English proficiency levels are predominantly not students with disabilities. Currently, many long-term ELLs have proficiency levels 3 to 5. It is critical that they receive coherent, consistent instruction that moves them to higher proficiency levels.

**2014-15 Long-Term ELLs (6+ Consecutive Years Served) by English Proficiency Level**

<table>
<thead>
<tr>
<th>DPI Level</th>
<th>Total Students</th>
<th>Students by Home Language</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Spanish</td>
</tr>
<tr>
<td>1</td>
<td>44</td>
<td>32</td>
</tr>
<tr>
<td>2</td>
<td>63</td>
<td>44</td>
</tr>
<tr>
<td>3</td>
<td>320</td>
<td>252</td>
</tr>
<tr>
<td>4</td>
<td>509</td>
<td>377</td>
</tr>
<tr>
<td>5</td>
<td>298</td>
<td>215</td>
</tr>
</tbody>
</table>

**Graduation Rates**

The chart below shows that the graduation rates for ELLs have improved from 2012-‘13 to 2013-’14, from 47% to 61%. However, our ELLs are still not meeting the 85% target that has been set by the Wisconsin Department of Public Instruction (DPI). This graduation rate is below the 81% graduation rate for non-ELLs in the district.

**MMSD AMAO (Annual Measurable Achievement Objective) Targets for Graduation**

![Chart showing graduation rates](image)
Given these disparities in academic, language acquisition and graduation rates, it is critical that steps be taken to address these needs. This plan addresses these needs through five main areas.

**English Language Learners: Communication and Monitoring Systems**

**What is needed?**
In the past, most of the data about ELLs in MMSD has been organized in separate “places,” such as Infinite Campus, school-based ELL Student Folders, and Excel spreadsheets. Procedures for ensuring ELL family communication involving service decision making have been inconsistent and not well documented. In order to effectively serve English language learners (ELLs), it is important that we have accurate ELL enrollment, demographic, language, achievement, and ELL service history data as well as consistent procedures for communicating with and involving ELL families in decision making. This information allows us to:

- Continuously use a system-wide and school-based ELL-focused cycle of improvement using accurate and timely data about our ELLs to determine the impact programming has on ELL student outcomes.
- Engage ELL families as full partners and decision makers in their students’ learning and ELL service decisions.
- Meet state and federal documentation and reporting requirements.

**Evidence of Need**
Due to the lack of a repository system for all the data related to the identification, monitoring, and exiting of ELLs from services, we also lack documentation of what services students have received. An example of this lack of service data is shown in the table below, as a sample of high school student needs. This table shows ELLs with proficiency levels of 1 through 5 whose parents have accepted ESL services in two MMSD high schools, based on IPS forms.

<table>
<thead>
<tr>
<th>School</th>
<th>English Proficiency</th>
<th>Students</th>
<th>Taking Courses with ELL Services</th>
<th>No Core Courses with ELL Services</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>English</td>
<td>Math</td>
</tr>
<tr>
<td>MMSD High School 1</td>
<td>1</td>
<td>12</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>17</td>
<td>10</td>
<td>SPR</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>32</td>
<td>21</td>
<td>SPR</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>60</td>
<td>43</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>53</td>
<td>30</td>
<td>13</td>
</tr>
<tr>
<td>Total 1-5</td>
<td>174</td>
<td></td>
<td>113</td>
<td>26</td>
</tr>
<tr>
<td>MMSD</td>
<td>1</td>
<td>33</td>
<td>17</td>
<td>11</td>
</tr>
</tbody>
</table>
In total, slightly more than a quarter of students at ELL levels 1-5, whose parents have accepted ELL services, were not scheduled to receive any of their core courses with ELL services provided. With better monitoring systems in place, we will be able to provide guidance to schools so that ELL students receive the services indicated in their IPS forms.

**How does the ELL 3 Year Plan address this need?**
The following aspects of the Three-year ELL Plan will systematically address the needs identified in the area of ELL system accountability.

**OASYS for ELLs**
Oasys® is web-based software application that allows the district central office and schools to manage, monitor and report multiple sets of student learning and service data. Oasys interfaces with district databases (e.g., IC, Data Dashboard, AIMSweb) for reporting and data retrieval. By using Oasys for ELLs we will be able to:

- Organize and document our ELL service data from multiple sources into one location.
- Establish system-wide standards for assessing English language proficiency and develop more detailed plans of services that include information about the type, amount, and frequency of support being offered.
- Document our collaborative decision making about ELL services with ELL families in a proactive way, while simultaneously ensuring compliance with state and federal requirements.

By standardizing the procedures for assessment of ELLs (using ACCESS) and designing Individual plans of services (IPS) that are more detailed, schools will be able to monitor the service quantity, quality, and frequency impact on ELL student growth and achievement. By using a consolidated tool (Oasys for ELLs) to organize and document our efforts, we will be better able to evaluate the impact of services over time. This will allow us to focus on examining our progress toward continuous school improvement at both the school and district level, ultimately leading to better outcomes for our ELL students.

**Case Management**
In order to make the best use of the Oasys for ELLs system and to ensure we are addressing the needs identified in the prior section, we will be implementing a case management system for ELLs. This means that as soon as a student has been identified as an English language learner, the
building principal will assign this student to a Case Manager. Case Managers will come from two possible roles within a school: either ESL or Bilingual Resource Teacher (BRT) for K-12 or, for high schools, a Bilingual Counselor. ELL Case Managers will document the instructional services of each ELL, communicate the plan to parents/guardians and staff, and maintain correct data records. Supporting school staff to develop practices that reduce or remove barriers of language that would impede student instruction and parent/guardian participation in the educational process is also part of this role.

**ELL STAT Data Dashboard**

ELL STAT dashboard will be used to collect, review, and monitor ELL data across the district. Schools and central office staff will use this tool to review the extent to which our ELL students are meeting language learning and achievement proficiency benchmarks at each school. The Office of Multilingual and Global Education (OMGE) will work in collaboration with other central office departments to review the STAT Dashboard data on a monthly and quarterly basis to identify schools that may benefit from additional support related to serving ELLs.

**K-5 Elementary Report Card**

The new MMSD K-5 standards-based report card (to be implemented in 2016-17) will include reporting on English language development growth for all ELLs, as well as Spanish literacy development and Spanish language proficiency for students in DLI/DBE programs. Providing ELL parents with information about their child’s language and learning growth will support them as partners and decision makers in their student’s learning and ELL service decisions.

**Annual ELL Plan Progress Review**

As we implement the Three-year ELL Plan, providing programming and services to support ELLs, it is important that we monitor implementation and effectiveness. Annually we will review strategic framework milestones, as well as reporting to the Board of Education on the following:

- WI State Annual Measurable Achievement Outcome Report (academic, language proficiency, and graduation rate)
- Data about long-term ELL student achievement and language proficiency
- Completion rates of Individual plans of services (Oasys Data) (K-12)
- Rates of ELL parent communication – Case Managers (Oasys Data)
- Staffing reports: ESL, bilingual teacher hiring
- Professional development impact data (staff participation, satisfaction surveys)
- Demographic data of kindergarten DLI applicants
Professional Learning and Building System Capacity

What is needed?
Given that over 27% of MMSD students are classified as ELLs, we must continue to invest in supporting staff (ESL, Bilingual, General Education, and Special Education) to improve instruction for these students, ensuring that they graduate college, career, and community ready. In the past, system-wide professional learning for staff (teachers, administrators, etc.) around consistent best practices for serving ELLs in both ESL and bilingual (DBE and DLI) learning environments has been inconsistent, resulting in inconsistent program integrity and gaps in achievement. This was also identified as a concern beginning in 2011, based on a DLI evaluation completed by the Center for Applied Linguistics (see Appendix). The Great Teaching Framework and Culturally and Linguistically Responsive Practice resources address some of these needs; however, more focused support and training are needed to positively impact ELL and bilingual learner (BL) outcomes, specifically in the area of second language acquisition, as evidenced by our English language proficiency data.

In addition to implementing system-wide professional learning, we also need to improve how we recruit new staff and how we train current staff to fill positions that require either/both bilingual and ESL certification. Addressing these needs will allow us to:

- Continue to support learning about the Great Teaching Framework, which communicates MMSD’s vision and goals for effective teaching that is responsive to the cultural and language assets of all students.
- Provide DLI and DBE teachers and principals with targeted professional development designed to support improved practices, enhance program integrity and model fidelity in both DLI and DBE program schools.
- Provide general education teachers and principals with targeted professional development specifically focused on language attentive instructional practices.
- Address the challenge of hiring qualified teachers to teach in our growing DLI and DBE programs and increase the number of general education teachers who are ESL certified.

Evidence of Need
There have been limited opportunities for professional learning about research-based ESL practices for general education and special education teachers. We have also never had district-wide professional learning specifically for bilingual classroom teachers who have expressed a desire to meet as a “cohort” to engage in grade-level planning. The district will continue to have a need for both ESL certified teachers and bilingually certified teachers. We hire 30 to 40 new bilingual teachers yearly (depending on turnover and increased numbers of ELLs).
How does the ELL Three-year plan address this need?
The following aspects of the Three-year ELL Plan will systematically address the needs identified in the area of Professional Learning: Building System Capacity.

Professional Learning for all Staff
OMGE staff, in collaboration with Curriculum and Instruction staff, are updating the culturally and linguistically-responsive practices that undergird all of our work to include specific linguistically-responsive practices that support language and content learning for all students, including ELLs. These tools serve as a foundation for new teacher and administrator induction programs, coach training, and ongoing professional development. OMGE staff will be supporting coach training around these practices.

Professional Learning for DLI/DBE Staff and Principals
The ELL plan includes opportunities for targeted professional development for DLI and DBE teachers and principals specifically focused on foundational biliteracy, bilingual language proficiency, immersion instructional practices, and practices that enhance program integrity and model fidelity. (See Appendix for Three-year PD plan.)

Professional Learning for ESL/General Education Staff and Principals
In order to positively impact the large numbers of ELLs learning in general education classrooms, it is essential to focus specifically on language-attentive instructional practices that simultaneously develop ELL students’ language and content learning knowledge and skills. To support this learning, opportunities for building staff capacity (K-12) will be offered. (See Appendix for Three-year PD plan.)

Professional Learning for Special Education Staff
In order to provide the support that ELLs and non-ELLs in bilingual programs need to thrive in an inclusive environment, it is critical that special education staff receive the professional development needed to coordinate the focus on language development with ESL/BRT staff as well as the supports mandated by IDEA. To support this learning, opportunities for building staff capacity (K-12) will be offered. (See Appendix for Three-year PD plan.)

DLI/DBE Program Model Change from 90/10 to 50/50
One of the challenges that MMSD has faced when implementing DLI and DBE programs has been locating staff with bilingual certifications and high Spanish-language proficiency. Changing to a 50/50 model gradually over time helps us address some of this challenge by reducing the overall number of fully bilingual teachers needed to implement current and future programs. It also
allows us to extend the opportunity to teach in a DLI/DBE program to many of our highly-skilled English-speaking staff. To teach on the English side of DLI programs, teachers must have both ESL and general education certifications. Both teachers will collaborate to provide integrated biliteracy instruction (See Appendix for details regarding how this change impacts projected needs for certified bilingual teachers.)

Tuition Assistance for ESL/DLI/DBE Classroom Teachers
To support current or newly hired MMSD teachers interested in pursuing ESL and/or bilingual certification, we will be offering ESL and bilingual certification tuition support funded out of Title III. This program will begin in 2015-16 and is projected to provide support for more than 50 staff members each year. We will be offering tuition reimbursement (up to $150 per credit up to a maximum of 12 credits) during the first year of the Three-year ELL Plan. Interested staff members will submit an application which includes principal approval. Concordia University will be one of the partners, offering an on-site ESL certification cohort program. Staff members enrolled in other DPI-approved programs will be able to continue with or enroll in other institutions as part of this partnership.

Recruitment Practices- DLI/DBE/ESL-Certified General Education and Special Education Teachers
To support the increased hiring of bilingual teachers, the Human Resources Department has developed a menu of strategies, some of which are used as general strategies to diversify the workforce, of which bilingual staff is a subgroup. Many involve collaboration with OMGE.

- Grow Our Own Program
- Targeted Outreach via Print /Web Media
- Early Hire Committees
- Recruitment Events
- The TEEM Scholars Program
- Community Group Collaboration
- Spain Visiting Teacher Program

See Appendix for a more detailed explanation of these practices.

English Language Learner: English as a Second Language Services

What is needed?

While ESL services have been provided to support ELLs enrolled in general education classrooms, the type, amount, and frequency of the support vary by school and are inconsistently documented. ESL support looks different for individual students based on their needs and grade level, but must also align with research-based best practices. In addition, due to the growing number of ELLs and the amount of time that ESL teachers or BRTs are available to work with students in the classroom, this support alone is insufficient to meet the needs of our ELL learners.
Data on achievement gaps and on insufficient language growth provide evidence of this need for improvement. The development of a consistent set of research-based practices to be used by BRTs, ESL teachers, and general education teachers will provide improvements in language attentive instruction, ultimately leading to better outcomes for our ELL students.

MMSD Long-term ELLs are ELL students who have received ELL services (ESL and/or bilingual) for six or more consecutive years in MMSD, and who are still classified as Limited English Proficient (with a score in the English Proficiency Level range of 1-5 on the ACCESS assessment). Currently in MMSD, approximately 35% of our ELL students (not receiving special education services) at the secondary level fall into the category of long-term ELLs. It is critical that we address the language needs of these students by providing targeted support at middle and high schools and offering language-attentive instruction.

There is a misalignment of ELL course entrance requirements, standards, and content across all high schools with regard to ELL services. There is also inconsistency between ELL students’ IPS forms (approved by parents) and student access to ELL coursework and/or support services based on their schedules. We need to collaboratively develop a plan for equitable access to ELL services at the high school level to ensure that students’ IPS forms are implemented and that consistently defined courses are developed and offered.

**Evidence of Need**

ESL services differ significantly across schools in terms of type of support, as well as amount and frequency. ELLs who move from one school site to another may experience differing levels of support. Qualitative data and feedback from parents during community sessions confirms inconsistency of ESL services.

**How does the ELL Three-year Plan address this need?** The following aspects of the Three-year ELL Plan will systematically address the needs identified in the area of ELL system accountability:

**Focused, Systematic ESL Instructional Model - Secondary Level General Education Classes**

**Sheltered Instruction Observation Protocol (SIOP)**

The Sheltered Instruction Observation Protocol (SIOP) model is research-based and has proven effective in addressing the academic needs of English language learners. It is most frequently used at the secondary level as a way for general education classroom teachers to plan instruction that meets the needs of ELLs as they engage in content and language learning. Over the course of our
planning year (2015–’16) and three-year implementation plan (2016 through 2019), we will be providing funding for middle and high schools to select general education and/or special education teachers to enroll in SIOP® Training for Teachers via the Virtual Institute each school year. Staff interested in participating will submit an application which includes principal recommendation/approval. Funding for this training will initially be provided for 40 teachers (2015–’16) with increasing funding to cover 10 additional teachers each year, reaching 70 teachers in the final year (2018–’19).

**Focused, Systematic ESL Instructional Model - Grades 4K-Grade Five General Education Classes**  
**Guided Language Acquisition Design (GLAD)**

GLAD is a research-based instructional model that incorporates many highly-effective instructional strategies. Although originally developed for ELLs, it benefits all students through the use of high-level thinking and academic language, as well as cross-cultural skills. Recent research has shown this model of providing ESL support (used by the general education teacher) has a positive impact on students who speak non-standard English as well as students receiving special education services.

The GLAD ESL model aligns with the MMSD Great Teaching Framework and MMSD’s Culturally and Linguistically Responsive Practices guide, and enhances the benefits of both tools. Currently, OMGE has two full-time GLAD certified trainers who will be working with up to six elementary schools each of the next two years (2015–’16 and 2016–’17). Beginning in 2017–’18, an additional GLAD certified trainer will be added to OMGE to increase the number of elementary schools served, up to nine schools, in each of the last two years of this plan. Schools have been, and will continue to be, identified based upon an application process that confirms the school leadership’s commitment to this collaborative work. Ongoing embedded support will be provided throughout the school year. In addition, as part of the professional development plan, foundational GLAD strategies will be available for all staff via online modules.
**ESL Redesign**

This (six-day) professional development opportunity provides sustained professional development to teams of teachers and administrators from schools interested in participating in a process to improve their school’s ESL programs for English language learners (ELLs). This work is led by staff in OMGE in collaboration with site leadership. For the planning year (2015-’16) and first year of the ELL Plan implementation (2016-’17) six schools (elementary and/or secondary) will be accepted into the ESL Redesign Cohort. Beginning in 2017-’18, this number will increase to a total of eight schools each year. To address the significant needs of long-term ELLs at the secondary level, middle and high schools that participate in ESL Redesign will be required to develop ELL school service plans that attend to the unique needs of these long-term ELL students.

**ESL Program Implementation Support**

For ESL instructional programs to be successful, it is essential that we provide support as they are implemented and ongoing. We can strengthen ESL services and programming by providing guidance for program implementation and professional development resources such as GLAD and SIOP. In particular, implementation support will include a focus on key ELL student groups, such as long-term ELLs and ELLs who also receive special education services.

**High School ELL Course Alignment and Scheduling**

We will convene a high school work group that will revamp ELL courses, provide guidance about more effective use of ESL/BRT staff, and ensure equitable access to ELL services at the high school level to ensure that students’ IPS forms are implemented, and that student schedules reflect their service plans. This work group will also ensure that a common course of study is available and consistent across high schools, while also attending to the needs of ELL students, as evidenced through data review (ACCESS data, achievement data, credit attainment, GPA and graduation).
English Language Learner: Bilingual Education Services

What is needed?

**Equitable Access:** Currently parents of MMSD ELL students who qualify for services (ESL and/or bilingual) are provided with service options based on the availability of such services within their attendance area school. According to state statutory requirements for programming under Bilingual-Bicultural, 115.97, Wisk Stats, access to bilingual programs is required when the following triggers are met:

- K-3 = 10 students
- 4-8 = 20 students
- 9-12 = 20 students

Currently, in many schools, MMSD has used Bilingual Resource Teachers (BRTs) at schools without formal bilingual programs (DLI /DBE) to provide instructional support in English to ELLs who have qualified for bilingual instruction. While teachers have bilingual skills, and may use these to support students, this type of service is an initial stage of bilingual instruction which is intended for student groups where the number of students speaking the same non-English language is not sufficient to trigger the requirement for bilingual programming.

In the past, bilingual programming has been offered only in Spanish-English at selected schools in grades 4K through 12th. However, in addition to Spanish-speaking ELLs, Hmong English language learners are also eligible to receive bilingual instruction in two of our four high school attendance zones – East High School and West High School (based on meeting the threshold for bilingual instruction under state law). This has resulted in inequitable access to bilingual instruction (DLI and DBE) for eligible Hmong students.

**Instructional Improvements:** In addition to providing equitable access to bilingual education, we must improve instructional practices in current DLI and DBE programs and ensure that new programs are initiated using these same improvements. We have already started some of these improvements. This includes OMGE’s work to simultaneously develop school and teacher resources, such as Biliteracy Scopes. We will align our focused support to schools around instructional improvements with the Common Core State Standards, Great Teaching Framework, and Culturally and Linguistically Relevant Practices (CLRP). In addition, we will integrate GLAD strategies into bilingual classroom instruction. Bilingual teachers (DLI and DBE) have identified a need for targeted support through professional learning to guide instructional improvement for bilingual learners.
Evidence of Need

Projected Access to Bilingual Education Programming Based on Current and Recommended Sites

The current sites with bilingual programs cannot accommodate additional eligible students who attend schools not currently offering bilingual programming. While there are many MMSD schools that do not offer the bilingual education option for its eligible students, the OMGE cross-functional team identified the school sites with sustainable bilingual-eligible student enrollment. A school-by-school report can be found at the end of the Appendix.

Information related to access to bilingual education programming within high school attendance areas is contained in the document titled, “Projected Access to Bilingual Education Programming,” which is in the Appendix of this plan. This document reflects projected access if current and recommended new sites are fully implemented over the next 10 years. It is important to note, however, that this ELL Plan is a three-year plan. We will be engaging in an ELL Program evaluation in 2018-2019. Based on what we learn over the next three years and within our evaluation process, we will continue to make recommendations for access to bilingual programming in locations where trigger numbers are met.

How does the ELL Three-year plan address this need?
The following aspects of the Three-year ELL Plan will systematically address the needs identified in the area of bilingual services/programs.

Equitable Access to Bilingual Programming for Spanish-speaking ELLs
To improve access to bilingual education programs for Spanish-speaking ELL students, programs will be made available within each high school attendance area, including 4K bilingual. When needed, transportation to bilingual sites for eligible students will be made available as recommended below.

Spanish-English Program Site Location:
The Cross-functional Team (CFT) has determined factors that should be considered when making a decision about program location (Spanish or Hmong). These factors include:

- Number of projected “seats” needed within high school attendance area
- Available school capacity for students in the school’s attendance area and potential students from feeder schools
- School site with the highest current enrollment of incoming Spanish or Hmong ELLs
- School site that has experience with bilingual programming (legacy school) – site has
experience on which to build, greater likelihood of success

- Site that maintains middle school feeder pattern
- Proximity to family homes (based on geocoded maps)

By using these factors to determine site locations, the following new proposed Spanish-English DLI sites were selected.

<table>
<thead>
<tr>
<th>Attendance Area</th>
<th>New K-5 Site</th>
<th>Middle School</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memorial</td>
<td>Falk (DLI)</td>
<td>Jefferson</td>
<td>Falk ES has capacity to support a DLI program through its own enrollment and through Orchard Ridge and Hegel Spanish-speaking ELLs. Transportation for students from Orchard Ridge and Huegel will be necessary.</td>
</tr>
<tr>
<td>La Follette</td>
<td>Allis (DLI)</td>
<td>Sennett</td>
<td>Allis has capacity to support a DLI program and this program addresses a lack of access for a large group of Spanish-speaking ELLs at Allis. No additional transportation is necessary. NMCS maintains enrollment from Allis. There are sufficient Spanish-speaking ELLs in the attendance area to support both programs.</td>
</tr>
<tr>
<td>La Follette</td>
<td>Schenk (DLI)</td>
<td>Whitehorse</td>
<td>Schenk has capacity to support a DLI program through its own enrollment of Spanish-speaking ELLs. No additional transportation necessary.</td>
</tr>
</tbody>
</table>

For greater detail regarding the transportation cost and rationale, please see Appendix.
Equitable Access to Bilingual Programming for Hmong ELLs

To improve access to bilingual education programs for Hmong-speaking ELL students, we will make a program available within the East High School attendance area while conducting additional research over the next three years to determine an ideal site for a program in the West attendance area. We will make transportation to the Hmong bilingual site available for ELL students who live within these attendance zones when a program is not available in their assigned school of attendance (based on address). In these cases, ELL families will have the three options: 1) have their child remain in their designated school receiving ESL services, 2) Opt out of ELL services or 3) attend a bilingual school in another location with transportation provided. For greater detail regarding the transportation cost and rationale, please see Appendix.

By using these factors to determine site locations, we selected the following new Hmong-English site.

**Table 5: Sites Recommended to Address Equity of Access to Hmong-English Bilingual Programming**

<table>
<thead>
<tr>
<th>Attendanc e Area</th>
<th>New K-5 Site</th>
<th>Middle School</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>East</td>
<td>Lake View DBE</td>
<td>Blackhawk</td>
<td>Lake View has capacity to support a Hmong DBE program through its own enrollment and through Mendota’s, Gompers’, and Lindbergh’s Hmong-speaking ELLs. Transportation for students from Gompers, Mendota, and Lindbergh will be necessary.</td>
</tr>
</tbody>
</table>
### New Bilingual Program Implementation Timeline (2015-2018)

**Table 5: Three-Year Implementation Timeline**

<table>
<thead>
<tr>
<th></th>
<th>2015-2016</th>
<th>2016-2017</th>
<th>2017-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elementary School</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 Spanish DLI</td>
<td>1 Hmong DBE</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Allis (5K)</td>
<td>• Lake View (5K)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Schenk (5K)</td>
<td>• Falk (5K)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Access to Spanish-speaking Thoreau ELLs to be determined (5K)</td>
<td>• Allis (5K-1)</td>
<td>• Schenk (5K-1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Access to Spanish-speaking Thoreau ELLs to be determined (5K)</td>
</tr>
<tr>
<td><strong>Middle School Continuation</strong></td>
<td>Cherokee 6</td>
<td>Cherokee 6-7</td>
<td>Cherokee 6-8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sherman 6</td>
<td>Sherman 6-7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Jefferson 6</td>
</tr>
</tbody>
</table>
## Elementary Bilingual Programs 2015–‘18

<table>
<thead>
<tr>
<th>Bilingual Program Site</th>
<th>New Site?</th>
<th>Rationale</th>
</tr>
</thead>
</table>
| **Midvale Lincoln**  
DLI Sites  
Spanish-English | No | Midvale-Lincoln schools have sufficient attendance-area students to form a program. Currently, all attendance-area Spanish-speaking ELLs have access to the program. |
| **Leopold**  
DLI Site  
Spanish-English | No | Leopold school has sufficient attendance-area students to form a program. Currently, all attendance-area Spanish-speaking ELLs have access to the program. |
| **Chavez**  
DLI Site  
Spanish-English | No | Chavez school has sufficient attendance-area students to form a program. Currently, all attendance-area Spanish-speaking ELLs have access to the program. |
| **Stephens**  
DBE Site  
Spanish-English | No | Stephens has sufficient attendance-area students to form a DBE program. Currently, all attendance-area Spanish-speaking ELLs have access to the program, however, some Spanish-speaking ELL students from the same neighborhood are transported to Crestwood where they do not have access to a bilingual program. Allowing this smaller group of students to attend Stephens would ensure that DBE classrooms are of adequate size and meet student needs. Begins with 5K students in 2016–‘17. |
| **Falk**  
DLI Site  
Spanish-English | Yes | Falk has sufficient building space to receive Spanish-speaking ELLs from Huegel and Orchard Ridge, as well as internal students to make up two sections of DLI. Non-ELL students who attend Falk will have priority seats in DLI. However, if there are seats available, applicants who are accepted and who live in Huegel or Orchard Ridge attendance areas may also receive transportation. This will allow lower-income families to apply for the Falk DLI program without the burden of providing their own transportation. Our goal is to use this strategy (along with strong outreach to underrepresented demographic DLI groups) to increase diversity in DLI classrooms. |
| **Allis**  
DLI Site  
Spanish-English | Yes | Allis has sufficient attendance-area Spanish-speaking ELL students to supply the needed enrollment for both NMCS and a DLI program at Allis. Currently, Allis attendance-area Spanish-speaking ELLs do not have access to a bilingual program. After NMCS fills Spanish-speaking ELL seats, 15-20 Spanish-speaking ELLs remain at Allis without access to bilingual programs. Trigger numbers for bilingual programs begin at 10 students (K-3). Allis currently has about 7 times that number. |
| **Nuestro Mundo**  
(NMCS)  
Spanish-English | No | NMCS school has sufficient Allis (Charter) attendance-area students to form a program. Currently, even with an additional program at Allis, there will be sufficient Spanish-speaking ELLs to maintain current NMCS programming. |
| **Lake View**  
DBE  
Hmong-English | Yes | Lake View has sufficient capacity to support a small-strand Hmong DBE program beginning in 2017–‘18. Interested Hmong ELLs from Mendota, Gompers, and Lindbergh will be provided transportation. |
| **Sandburg**  
DLI Site  
Spanish-English | No | Sandburg school has sufficient attendance-area students to form a program. Currently, all attendance-area Spanish-speaking ELLs have access to the program. |
| **Hawthorne**  
DBE Site  
Spanish-English | No | Hawthorne school has sufficient attendance-area students to form a program. Currently, all attendance-area Spanish-speaking ELLs have access to the program. The current DBE program stops at grade 3. Extending this program to grades 4-5 will support learners and increase access. |
Glendale DLI Site
Spanish-English

No

Glendale DLI students are enrolled from the Glendale, Kennedy, and Elvehjem attendance areas. In the past, transportation has been provided for Spanish-speaking ELL students in the Kennedy and Elvehjem attendance areas to attend the DLI program at Glendale. If there are also seats available in the non-ELL side of the DLI classrooms, non-ELL applicants who are accepted and who live in Kennedy or Elvehjem attendance areas may also receive transportation. This will allow lower-income families to apply for the Glendale DLI program without the burden of providing their own transportation. Our goal is to use this strategy (along with strong outreach to underrepresented demographic DLI groups) to increase diversity in DLI classrooms.

Schenk DLI Site
Spanish-English

Yes

Schenk has sufficient attendance-area students to form a DLI program. Currently, all attendance-area Spanish-speaking ELLs do not have access to a bilingual program. Trigger numbers for bilingual programs begin at 10 students (K-3) and Schenk currently has about 5 times that number.

### Secondary Bilingual Programs 2015-18

<table>
<thead>
<tr>
<th>Bilingual Program Site</th>
<th>New Site?</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cherokee DLI Site</td>
<td>No</td>
<td>Continuation Program for Lincoln, Leopold, and eligible Spanish-speaking ELL students from Thoreau</td>
</tr>
<tr>
<td>Sherman DLI Site</td>
<td>Yes</td>
<td>Continuation Program for Sandburg and Hawthorne</td>
</tr>
<tr>
<td>Sennett DLI Site</td>
<td>No</td>
<td>Continuation Program for Glendale and NMCS</td>
</tr>
<tr>
<td>Jefferson DLI Site</td>
<td>No</td>
<td>Continuation Program for Chavez and Stephens</td>
</tr>
<tr>
<td>La Follette DLI Site</td>
<td>No</td>
<td>Continuation Program for Sennett</td>
</tr>
</tbody>
</table>

### Areas with Pending Recommendations

While several of our elementary schools meet trigger numbers that require us to offer bilingual education programming to Spanish home language ELLs, Hmong home language ELLs, and Chinese home language ELLs, we are not able to make recommendations about specific locations for additional bilingual programming at this time. OMGE staff and the OMGE cross-functional team will continue exploring this work as part of the Long-range Facilities Strategic Planning process and the Community Schools workgroup. Before any formal recommendations for new sites are made, feedback will be obtained from new proposed site staff, families, and community members.
The following needs are pending:

<table>
<thead>
<tr>
<th>Attendance Area</th>
<th>Rationale</th>
</tr>
</thead>
</table>
| East High School Attendance Area | • Need to identify a site to provide equitable access to large numbers of Spanish-speaking ELLs.  
• No space at any East attendance area elementary school. Sandburg and Hawthorne are at full capacity. |
| West High School Attendance Area | • Need to identify a site to provide equitable access for Hmong home language students in the Midvale/Lincoln attendance area where trigger numbers are met. There is already a strand program at Midvale/Lincoln.  
• Spanish-speaking ELLs in the Thoreau attendance area will receive access in 2016-17 to a bilingual program to be determined, with transportation provided.  
• Mandarin Chinese home language ELLs at Shorewood and Van Hise meet triggers for access to a bilingual program. Further study is necessary to determine appropriate services. |

**Recommended Models for Bilingual Education Programming**

Current research indicates that dual-language education in its two models: developmental bilingual education (DBE) and dual-language immersion (DLI), also known in the research as two-way immersion programs, has the greatest potential to close achievement gaps for ELLs, as compared to any of the other models of bilingual education. The goals of dual-language immersion programs are to develop high levels of bilingualism, biliteracy, and intercultural skills in students. The additive nature and the positive socio-cultural environment that DLI programs provide, offer advantages for ELLs when they are enrolled in long-term, well-implemented programs where:

- The minority language is elevated, which positively supports identity development for language minority students
- All students have the opportunity to be language models as well as language learners. ELLs are not continually in the learner’s position, but their home languages are appreciated by integrating into the academic learning
- Home language is positively affirmed
- Increased cognitive and language development
- Increased opportunities in the local and global job markets
Bilingual Program Implementation Support

For any instructional program to be successful, it is essential that we provide support both in the initial stages of the program and ongoing. In their publication “Guiding Principles for Dual-Language Education,” the Center for Applied Linguistics outlines the effective features of program structure. These include:

- Program advocacy and communication with central administration, oversight of model development, planning, and coordination
- Professional development
- Ongoing planning
- Proper scope, sequence, and alignment with standards that are developmentally, linguistically and culturally appropriate
- Effective instructional methodologies and classroom practices

These key components of successful dual-language (DLI and DBE) programs can be strengthened through the provision of the following resources:

- ELL Plan and Program Implementation Guide (Includes bilingual program sections)
- DLI/DBE Principal Resource Website
- Dual-language Immersion Planner Support (new programs)
- Cross-functional Team Diversifying DLI Applicant Pool Guidance Document (district and school Level) See Appendix for details.
- Cross-functional Team Strand Program Community-building Recommendations See Appendix for details.

Bilingual Instructional Improvement - Support for Schools

While improving instruction in bilingual learning environments is the combined work of many, OMGE staff, in collaboration with bilingual teachers and the Department of Curriculum and Instruction, will continue to be responsible for developing school and teacher resources. The focused support to schools around instructional improvements is aligned with the Common Core State Standards as well as MMSD’s Great Teaching Framework and Culturally and Linguistically Relevant Practices (CLRP). In addition to these core frameworks, it is also important to focus on language development and the integrated teaching practices that are necessary to ensure that DLI and DBE students reap the long-term benefits these programs provide. Through professional learning opportunities (see ELL Plan Professional Development Plan in Appendix) targeting biliteracy, language proficiency, and intercultural skills, as well as district-wide work (CCSS, Planning, Gradual Release), we will improve instructional outcomes for students in DLI and DBE programs. Specific work around the following areas has already started to increase fidelity of programming:
• Support increased use of biliteracy scope and sequence documents, and core materials
• Emphasize fidelity of minutes of within core instruction across content areas in DLI to support biliteracy
• Quarterly grade-level planning for DLI teachers with a focus on language development and the use of formative data to inform instruction
• Addition of language proficiency standards on the new K-5 draft report card
• High school course development for dual-language continuation
• Provide increased outreach to underrepresented students with the goal of diversifying DLI classrooms
• Explore new admissions policies and procedures for enrollment in DLI

Because of the nature of a strand school bilingual program implementation model, it is important to emphasize that while the above work is being done to increase fidelity and quality of instruction within bilingual classrooms, the non-DLI strand classrooms have also been provided with the following supports:

• Increased use of K-12 Scope and Sequence documents
• Common Core State Standards Implementation Tool (emphasis on academic language development)
• Increased use of Core Materials and supplemental texts for all K-5 classrooms
• Newly adopted writing materials K-5 (English)
• Current focus on middle school literacy and reading
• Focus on middle school algebra and geometry at the secondary level
• Course vetting process to ensure high-quality instruction and alignment
• Quarterly grade-level planning for K-2 non-DLI teachers with a focus on foundational skills
• Web-based resources for K-2 intensive schools as a supplement to core and/or intervention

Finally, although there is a shortage of standardized assessments available in Spanish to measure academic achievement, biliteracy development and Spanish language proficiency for grades 4K-12, the district has been using a more comprehensive set of formative and benchmark assessments available to schools which include:

• 4K – GOLD Assessment in Spanish (started 2012-‘13)
• Flynt Cooter Spanish – 3-12 Grade Benchmark Tool for Spanish Literacy (started 2015-‘16)
• Fountas and Pinnel – K-2 Benchmark Tool in Spanish (started 2014-‘15)
• AAPL (the ACTFL Assessment of Performance toward Proficiency in Languages) assesses language proficiency levels in the modes of communication (piloting Spring 2015-‘16 for full implementation 2016-‘17)
• Classroom, end-of-unit performance-based assessments in Spanish included in the biliteracy scopes document (started 2015-'16)

Professional development will continue to be provided to teachers around the use of these assessments to support and inform high-quality instruction. Formal reporting in Spanish is still limited to PALS Español, which is a screening/diagnostic tool for reading.

Diversity within Bilingual Education Programs

What is needed?
In addition to providing equitable access to Spanish-home language ELLs who currently do not have access to a bilingual program within their attendance area school, dual-language programs represent an opportunity to extend access to a bilingual education to non-ELLs. The demographics of the recent cohorts of non-ELLs are not representative of the school or district demographics. All students in a school with a strand program should receive high-quality instruction within the most integrated setting possible.

Evidence of Need
The table below, provided for context, shows demographic characteristics of English language learners across programming types (ELL, DBE, DLI) as well as for non-ELLS..

<table>
<thead>
<tr>
<th>Demographics</th>
<th>ELL</th>
<th>DBE</th>
<th>DLI</th>
<th>Not ELL or DLI</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All ELL</td>
<td>ELL, Not DBE or DLI</td>
<td>DBE</td>
<td>DLI (non-ELL)</td>
</tr>
<tr>
<td>Total Students</td>
<td>7188</td>
<td>5815</td>
<td>411</td>
<td>684</td>
</tr>
<tr>
<td>Native American</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Asian</td>
<td>26%</td>
<td>31%</td>
<td>0%</td>
<td>2%</td>
</tr>
<tr>
<td>African-American</td>
<td>6%</td>
<td>8%</td>
<td>1%</td>
<td>10%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>58%</td>
<td>50%</td>
<td>96%</td>
<td>10%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>2%</td>
<td>3%</td>
<td>1%</td>
<td>10%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>White</td>
<td>7%</td>
<td>8%</td>
<td>2%</td>
<td>68%</td>
</tr>
<tr>
<td>Not Free/Reduced Lunch</td>
<td>25%</td>
<td>28%</td>
<td>11%</td>
<td>79%</td>
</tr>
<tr>
<td>Free/Reduced Lunch</td>
<td>75%</td>
<td>72%</td>
<td>89%</td>
<td>21%</td>
</tr>
<tr>
<td>Not Special Education</td>
<td>89%</td>
<td>88%</td>
<td>88%</td>
<td>94%</td>
</tr>
<tr>
<td>Special Education</td>
<td>11%</td>
<td>12%</td>
<td>12%</td>
<td>6%</td>
</tr>
</tbody>
</table>

Note: the “ELL, Not DBE or DLI,” “DBE,” and “DLI (ELL)” columns do not sum to the totals in the “All ELL” column because a small number of students received both DBE and DLI programming.
In total, a majority (58%) of ELLs identify as Hispanic/Latino in the district as a whole, while almost all ELLs in DBE or DLI programming identify as Hispanic/Latino. ELLs have a much higher percentage of students receiving free/reduced lunch (75%) and a lower percentage of students identified as special education (11%) relative to their non-ELL peers. Within DBE and DLI programming, almost all ELLs identify as Hispanic/Latino. Within the DLI program, 10% of the non-ELL students are Hispanic/Latino. African American and Asian students are underrepresented within the non-ELL category.

**How does the ELL Three-year Plan address this need?**

In order to address the underrepresentation of various demographic subgroups, the OMGE Cross-functional Team provided a series of recommendations to be carried out at both the district and school level.

**District and School Recommendations**

The following are district-level recommendations for bilingual programs:

- To address mobility, provide transportation for all students accepted in DLI sections
- Improved outreach strategies including the creation of videos with information for families about language programming, starting as early as possible with 4K and community daycare providers
- Outreach to families through established parent groups within Latino, Hmong, African American and other communities

School-level recommendations for bilingual programs

- Invite diverse families as part of recruitment efforts
- Make personal phone calls to families who are underrepresented in the program
- Engage local faith-based organizations and community organizations that serve families who are underrepresented in the program
- Heavily embed culturally and linguistically responsive practices within DLI programming

**Community Building**

All of our schools create their own unique sense of community in which all staff, students, and families feel a part. In schools that include a bilingual strand program, there is an additional and important need to build community across strands through a focus on global awareness, language and intercultural skills. MMSD’s Vision for College, Career, and Community Ready Graduates calls for providing students with “access to language learning opportunities, which prepare them for engagement in linguistically and culturally diverse communities.”
Evidence of Need
Qualitative data from stakeholder groups, school staff and principals indicate a stronger need for community building across strands in schools where bilingual programs are available. (Refer to 2015-2016 Analysis of ELL Plan Information.)

How does the ELL Three-year Plan address this need?
In order to support greater integration across strands within schools with DBE and DLI programs, the following suggestions were made from our cross-functional teams, staff, principals, and community groups:

• Focus on global awareness, culture, and language learning for all with the option for implementation of World Language elementary programming within a content area, rather than an add-on. Schools would have the flexibility to create a World Language experience either within a subject area or as part of a REACH/Specials class. The OMGE Department will work with schools to create a World Language plan that integrates local allocation with other school resources and funding sources. Other options may include models such as International Baccalaureate at the middle school level
• Increase emphasis on collaboration across bilingual and non-bilingual strands, promoting stronger teacher teams, joint analysis of data and shared ownership for learning for all students within a school
• Scheduling guidance to enhance integration (specials, recess, lunches, language buddies)
• Resource allocation and budgeting guidance
• Emphasis on strong school community for ALL parents within one school (joint activities, common learning experiences and whole school events)
• Use of technology to support language learning and increase access to culturally and linguistically responsive materials and resources
• Mixed group leadership opportunities, shared community service projects and sharing of accomplishments as part of whole school celebrations and performances

These and other strategies can be used within schools as they build and sustain a strong school community for all staff, students and families with a focus on global awareness, culture and language learning for all.
Improved Guidance and Support for Schools with Bilingual and Non-Bilingual Classrooms

Our Strategic Framework keeps schools at the center of our work. The improvements and recommendations within our Three-year ELL Plan will demand improved guidance and support from central office to schools with both bilingual and non-bilingual strands.

Beginning in January 2016, far ahead of the formal budget and allocation process, the Teaching and Learning Team will implement a workshop approach with principals from strand schools to better support their high-quality implementation of programming for both bilingual and non-bilingual classrooms. The following priority areas will be part of this new and individualized support for strand schools:

- Close analysis of data related to student achievement, language proficiency and behavior
- Study of enrollment trends, including mobility patterns
- Identification of staffing needs within and across grade levels
- Analysis of resources and funding sources (local budget, Title I, IDEA)
- Fidelity check around required minutes of core instruction for both English and Spanish, as well as specifics around teaching for transfer
- Review of Multi-tiered System of Supports for students who struggle and students who are advanced learners
- Support for integrated scheduling
- Identification of critical professional development needs

This school-based workshop will identify areas where principals need increased flexibility (e.g. use of resources) and areas where parameters are more fully defined (e.g. fidelity of instructional minutes to support biliteracy and teacher certification requirements). This collaborative and supportive approach to school planning will promote an increased understanding of language learning needs and resources necessary to support staff, children, and families in strand schools.
## APPENDIX

### Timeline: Three-year Overview

**Board Approval Year: 2015-2016**

<table>
<thead>
<tr>
<th>ESL</th>
<th>BIL</th>
<th><strong>English Language Learners: Communication and Monitoring Systems</strong></th>
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<tr>
<td></td>
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<td>Oasys for ELLs implementation begins</td>
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<td>ELL STAT Dashboard</td>
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<td>Conduct Annual ELL Plan Progress Review</td>
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**Professional Learning and Building System Capacity**

- PD for all administrators – One-Day Workshop — ELLs (Summer 2016)
- PD for 2016-17 site administrators – DBE and DLI Programming Sites – Spanish
- Develop DLI/DBE Principal Resource Website and disseminate
- PD for SIP Partners, Mentors, SBLT – DLI/DBE Schools
- Continue Ongoing Cross-Functional Team – Collaboration to support ELL programs
- Develop Level I Online Modules 2015-’16 and disseminate
- ESL/Bilingual Tuition Reimbursement (Staff) Begins
- GLAD Professional Development: 6 Sites
  - Lake View, Elvehjem, Thoreau, Huegel, Shorewood, Lindbergh
- SIOP Professional Development – 40 Secondary General Ed Staff
- CLRP Support to Coaches (Linguistic)
- HR Postings to include dually certified staff
- Collaboration Agreement – Visiting Teacher Program
- Begin DLI/DBE Staff Advisory Group

**English Language Learner: ESL Education Services**

- ESL Redesign: Midvale, Leopold, Orchard Ridge, East, West, Memorial
- Establish/Begin Cross Functional Work Group to work on High School ELL Course Alignment and Scheduling for 2016-’17

**English Language Learner: Bilingual Education Services**

- Establish/Begin Planning Team for DBE Hmong Program – East Attendance Area: Implementation in 2017-‘18
- Begin Planning Team for DBE/DLI Spanish Sites: Schenk, Allis, Sherman

- HMONG → Select and order sample Hmong literacy materials (Grades K-2); Select
and order sample Hmong content instruction materials

SPANISH → Develop English Language Components of Biliteracy Scopes

**Parent Engagement**


Begin District Parents of African American DLI Immersion Students Parent Group

Develop ELL Plan Programmatic Outreach Materials

ELL Parent – ELL Plan – Bilingual Program Choice Support

Expansion of MALDEF Parent Leadership experience to all attendance areas

Collaboration with FAYCE department on other parent education opportunities

**Year One: 2016-2017**

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**Professional Learning and Building System Capacity**

PD for all new administrators – One-Day Workshop – ELLs (Summer 2017)

PD for 2017-‘18 site administrators – Hmong DBE Programming Site – Lake View

Continue Ongoing Cross Functional Team – Collaboration to support ELL programs

Develop Level II Online Modules 2016-‘17 and disseminate

ESL/Bilingual Tuition Reimbursement (Staff) continues

GLAD Professional Development: 6 Sites TBD Spring 2016

SIOP Professional Development – 40 Secondary General Ed Staff

HR Postings to include dually certified staff

Collaboration Agreement – Visiting Teacher Program

Continue DLI/DBE Staff Advisory Group

**English Language Learner: ESL Education Services**

ESL Redesign: Schools TBD Spring 2016

Implement High School ELL Courses and Scheduling for 2017-‘18

**English Language Learner: Bilingual Education Services**

Continue Planning Team for DBE Hmong Program – East Attendance Area: Implementation in 2017-‘18

DBE/DLI Spanish Program Expansion – Begin implementation for DLI Spanish Sites: Schenk, Allis, Sherman
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<tr>
<td><strong>Begin planning for Falk and Jefferson</strong></td>
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<tr>
<td><strong>HMONG → Develop Biliteracy Scope – Hmong-English and MTSS Guidance Hmong DBE Students</strong></td>
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<tr>
<td><strong>SPANISH → Create biliteracy data analysis guidance tool</strong></td>
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**Parent Engagement:**

- Continue District ELL Parent Advisory Group
- School ELL Parent Advisory Groups begin
- Continue District Parents of African American Immersion Students Parent Group
- Update ELL Plan Programmatic Outreach Materials
- Continue ELL Parent – ELL Plan – Bilingual Program Choice Support
- Continue MALDEF Parent Leadership experience to all attendance areas
- Continue collaboration with FAYCE department on other parent education opportunities

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**Year Two: 2017-2018**

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<tr>
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<tr>
<td>ESL</td>
<td>BIL</td>
<td>Center for Applied Linguistics Program Review: DLI</td>
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</tbody>
</table>

**Professional Learning and Building System Capacity**

- PD for all new administrators – One Day Workshop – ELLs (Summer 2018)
- Continue Ongoing Cross Functional Team – Collaboration to support ELL programs
- Develop Level III Online Modules 2017-’18 and disseminate
- ESL/Bilingual Tuition Reimbursement (Staff) continues
- GLAD Professional Development: 6 Sites TBD Spring 2017
- SIOP Professional Development – 40 Secondary General Ed Staff
- HR Postings to include dually certified staff
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<td>ELL Plan Evaluation and Program (ESL, DBE, DLI) Evaluations</td>
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**Professional Learning and Building System Capacity**

- PD for all new administrators – One Day Workshop – ELLs (Summer 2019)
- Continue Ongoing Cross Functional Team – Collaboration to support ELL programs
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<td>Continue DLI/DBE Staff Advisory Group</td>
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**English Language Learner: ESL Education Services**

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<thead>
<tr>
<th>ESL Redesign: Schools TBD Spring 2018</th>
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<tbody>
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<td>Implement High School ELL Courses/Scheduling for 2018-’19</td>
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</table>

**English Language Learner: Bilingual Education Services**

<table>
<thead>
<tr>
<th>DBE Hmong Program Continues – Lake View</th>
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<tbody>
<tr>
<td>DLI Spanish-English Program Continues – Falk and Jefferson</td>
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</table>

**Hmong** → Refine Biliteracy Scopes – Hmong-English

**Spanish** → Refine Bilingual Resources

**Parent Engagement:**

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<th>Continue District ELL Parent Advisory Group</th>
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<td>School ELL Parent Advisory Groups continue</td>
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<td>Continue District Parents of African American Immersion Students Parent Group</td>
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<td>Update ELL Plan Programmatic Outreach Materials</td>
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<td>Continue collaboration with FAYCE department on other parent education opportunities</td>
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This document provides an overview of the projected cost of improvements in our ELL service delivery model. Information is provided for each of the three years of the plan. This includes the cost of professional learning, supplemental materials, and transportation.

<table>
<thead>
<tr>
<th>ELL Plan Budget Implications</th>
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<tr>
<td>Summary of ELL Plan Transportation and Rationale</td>
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These four documents share information about the ways in which OMGE worked with partners (internal and external) to identify need areas, action steps, and an implementation timeline. This includes community prior and post release of Draft ELL Plan.

<table>
<thead>
<tr>
<th>ELL Plan Collaboration – Participants</th>
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<tbody>
<tr>
<td>ELL Plan Outreach Timeline</td>
</tr>
<tr>
<td>2015-16 Analysis of ELL Plan Information Sessions by Beth Vaade</td>
</tr>
<tr>
<td>ELL Plan Feedback Report – October 2015</td>
</tr>
</tbody>
</table>

Improvements in MMSD ELL Services are planned primarily to ensure equitable access to high-quality instruction and to ensure that all of our students graduate ready for college, career, and community. In addition, ELL students with limited English proficiency (DPI Level 1-5) and their parents have specific educational rights, defined by both federal and state law. These documents provide guidance about these requirements.

| U.S. Department of Justice Fact Sheet on Educating ELLs – January 2015 |
| U.S. Department of Justice ELL Parent Rights Fact Sheet for Parents – January 2015 |
| OELA EL Toolkit |

Data Documents:
- MAP and PALS achievement data disaggregated by grade level ELL language proficiency level, and program type (ELLs in DLI compared to ELLs in English instruction classrooms, with ESL services). This information demonstrates general consistency of outcomes for students in different program (bilingual vs. ESL) at comparable English proficiency levels. However, in addition to similar English outcomes, DLI students also become bilingual and biliterate.
- ELLs who have been in MMSD schools for 6 or more consecutive years, receiving ELL services, yet are not yet proficient in English.
- Attendance data comparing ELLs and non-ELLs indicating limited differences between ELL and non-ELL (all students) groups.
- In 2007, MMSD contracted with the Center for Applied Linguistics to complete an evaluation of DLI programs.
- In August 2015, MMSD contracted with Dr. Beatriz Arias, Vice President of the Center for Applied Linguistics to review MMSD ELL Data, Draft ELL Plan to provide feedback.

<table>
<thead>
<tr>
<th>Spring 2015 Elementary MAP Achievement ELLs DLI and Gen Ed Comparison with DPI Levels</th>
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<tbody>
<tr>
<td>PALS Data (K-2) Comparisons (2014-15)</td>
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<tr>
<td>Full Data Snapshot Report from RAD - Replace</td>
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<tr>
<td>ELL Plan Supplemental Data</td>
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<tr>
<td>Long-Term ELLs Analysis</td>
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<tr>
<td>Attendance Data- ELL and Non-ELL Comparison</td>
</tr>
<tr>
<td>2011 CAL DLI Program Review</td>
</tr>
<tr>
<td>ELL Plan Review: Dr. Beatriz Arias, Vice President, Center for Applied Linguistics, August 2015</td>
</tr>
<tr>
<td>MMSD AMAO Report</td>
</tr>
<tr>
<td>English Language Acquisition Trajectories for MMSD ELLs</td>
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<tr>
<td>Dual-language Education can Close Achievement</td>
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</table>
The 2013-2014 Annual Measureable Achievement Objectives report (AMAOs) developed by the Department of Public Instruction shows that MMSD has not met AMAO#3: English Language Acquisition Trajectories for MMSD ELLs. Research and articles on effectiveness of Dual-language Immersion programs are also mentioned.

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### Additional Information – Annotated Document Links (continued)

<table>
<thead>
<tr>
<th>School-by-school report on trigger numbers for bilingual-bicultural programs</th>
<th>Trigger Numbers by School Report</th>
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<tbody>
<tr>
<td>Professional learning is central to providing guidance for staff as we collectively work to improve ELL academic and linguistic outcomes across the district. This document provides a high-leverage overview of the plan for professional development for each of the three years of the plan.</td>
<td>Three-year ELL Plan Professional Development Plan</td>
</tr>
<tr>
<td>The main reason MMSD is moving from a 90/10 DLI/DBE model to a 50/50 DLI/DBE model is to address the ongoing challenge of recruiting, hiring and retaining qualified bilingual teachers. This document provides a comparison of current DLI staff members who are bilingual teachers under the 90/10 model and how those scarce staff could be used to staff additional sections of bilingual classrooms under a 50/50 model (also using ESL certified staff for English instructional part of the day).</td>
<td>90/10 to 50/50 DLI Program Model Change-Projected Staffing Implications</td>
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</tbody>
</table>
| The ELL Cross-Functional Team (CFT) worked throughout the year to identify strategies to address concerns raised in “DLI and DBE Strand” schools. The main issues that have been raised include:  
  - Diversifying the DLI program applicant pool to include greater numbers of student groups currently underrepresented in the programs  
  - Improving the building of community throughout the school by improving cross-strand community | Strand Program Community-Building Recommendations-Cross Functional Team |
| The CFT created two resource documents (see links) to address these concerns. | Diversifying DLI Applicant Pool Guidance Document (District and School Level) |
| The following table shows the projections for equitable access to bilingual education programming by high school attendance area. This report is based on the current 2015- | Projected Access to Bilingual Education Programming |
This document contains definitions for vocabulary that may be unfamiliar to those not working in schools. It is intended to support learning and enhance effective communication.

<table>
<thead>
<tr>
<th>Glossary of Terms</th>
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Bibliography


