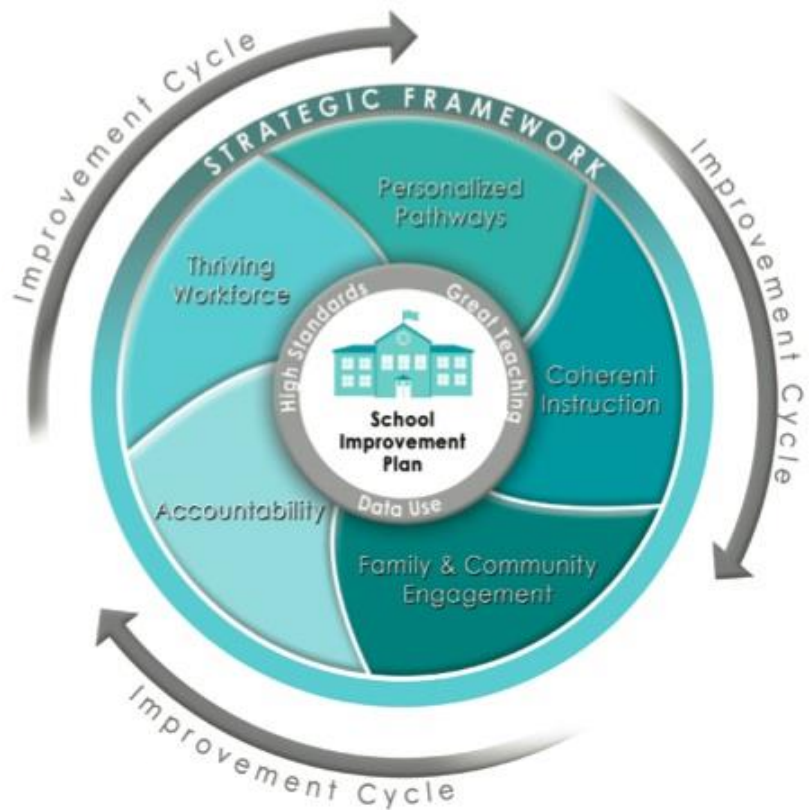


English Language Learner Plan *Bilingual Education Plan* *Executive Summary**

Draft



* ELL Plan to be completed in August 2015.



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The Office of Multilingual and Global Education's Bilingual, Dual Language Immersion/Developmental Bilingual Education (DLI/DBE) Cross- Functional Team worked collaboratively over several months to develop a draft of the MMSD Bilingual Education Plan, a subset of the MMSD English Language Learner (ELL) Plan. This group of skilled professionals shared their best thinking and experience as they asked critical questions and analyzed complex data sets to inform the development of this plan. They acknowledge the focus and work that will be necessary to ensure that ELLs in MMSD, and among those, MMSD Bilingual learners receive high quality services that support them as learners. The OMGE Bilingual DLI/DBE Cross- Functional Team will meet throughout the coming year to further flesh out the bilingual component of this plan and to refine district parameters for implementation based on what we are learning as a district. In addition, we will establish formalized, ongoing collaboration with family and community partners to inform our collective work and ensure successful implementation of the plan.

Over the next five months we will continue our collective work to develop the ESL component of the MMSD ELL Plan. This next stage of the overall plan will be completed by August 2015. Our goal is to provide a complete ELL plan to the Board in September of 2015. We appreciate the dedication of time and talent from the following individuals:

| | | | |
|-------------------|--|-----------------------|---|
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INTRODUCTION

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

Purpose

The purpose of the bilingual chapter of the overall ELL plan is to provide a clear outline of the suggested changes designed to ensure that consistent, coherent services are provided to every English language learner (ELL) and bilingual learner (BL) in alignment with our vision and goals as well as state and federal mandates. Specifically, this chapter identifies nine shifts in practice as listed below.

SHIFTS → Service/Bilingual Program Improvement

| Current | | Recommended Change |
|---|---|--|
| DLI Programs often described /framed as enrichment or choice programs | → | #1 DLI Programs described/ framed also as Title III/ Bilingual-Bicultural Programs- They are part of the ELL Service Delivery Model |
| Bilingual Programs (DLI/DBE) only in Spanish/English | → | #2 Bilingual programs (DLI/DBE) will be offered in Spanish/ English and in Hmong/ English (DBE) in selected attendance areas. |
| 90/10 Dual Language Immersion and Developmental Bilingual Program Model | → | #3 50/50 Dual Language Immersion and Developmental Bilingual Program Model |
| Strand dual language/ developmental bilingual programs (other than NMCS) | → | #4 Exploration of both whole school and strand DLI programs in high school attendance areas. |
| Use of Bilingual Resource Teachers to primarily provide instruction in English | → | #5 Bilingual instruction provided via DBE and DLI programs to meet state requirements |
| Services depend upon where ELL students live- and related home attendance area | → | #6 Services are equally accessible. Access to Bilingual Education including transportation to service site(s) based on ELL parent decisions. |
| Professional development for DLI/DBE teachers, district staff, school and district administrators not fully developed | → | #7 Professional development provided for all teachers, school principals, district staff and administrators- targeting foundational ELL/DLI/DBE instructional practices. |
| Limited centralized support for ESL and/or Bilingual teacher certification | → | #8 Broaden scope of centralized support for ESL and/or Bilingual teacher certification. |
| Limited monitoring of ELL services and/or DLI/DBE program integrity | → | #9 Use of ELL STAT Dashboard, ACCESS Growth Database, OASYS for ELLs System to monitor ELL progress and DLI/DBE program integrity. |



SHIFT #1 DLI Programs are described/ framed as part of MMSD's ELL Service Delivery Plan (Title III, Bilingual-Bicultural State Statute).

As our Dual Language Immersion programs have been implemented across MMSD over the past 12 years, an emphasis has been placed on the multiple benefits that these programs afford students. What has been less of an emphasis is the role these same programs play as part of MMSD's total ELL service delivery plan- for both our Title III Plan of Service and our Bilingual-Bicultural Plan of Service. While MMSD's primary objective in implementing DLI programs is to provide effective, quality instruction, both DLI and DBE programs also serve to ensure that we meet state mandates under the WI Bilingual-Bicultural state law (WI State Statute 115.97).

Shift #1 allows us to more accurately describe for our parents, staff, and community the full range of goals and expectations we meet as we implement DLI and DBE programs in our schools.

SHIFT #2 Bilingual programs (DLI/DBE) will be offered in Spanish/ English and in Hmong/English in selected attendance areas.

As mentioned previously, Wisconsin has a state statute that provides ELLs, under certain circumstances (number of "same language speakers" at particular grade levels) the right to bilingual education. The rationale for providing bilingual education, from a *statutory* perspective is to ensure that ELL students learn English (reading, writing, speaking and listening), developing native-like proficiency, and performing at or above grade level academically. Research has proven that as a group, ELL students who learn in *quality bilingual programs* out-perform their peers learning in English classroom environments, receiving ESL services.

To address the need for bilingual instruction programs in MMSD, we have offered DBE/DLI programs to serve Spanish-speaking ELLs (and English proficient students in DLI). In addition to Spanish-speaking ELLs, Hmong English language learners are also eligible (based on meeting the threshold under State law) to receive bilingual instruction in two of our four high school attendance zones- East High School and West High School. Both areas would begin programming at the elementary level.

Shift #2 allows us to begin to both provide a more effective ELL program for Hmong English language learners and provide ELL parents with a choice of services for their students. It also assists us in meeting state mandates for bilingual instruction for this group of students.



SHIFT #3 Bilingual programs (DLI/DBE) will change from a 90/10 model to a 50/50 program model.

One of the challenges that MMSD has faced when implementing DLI and DBE programs has been locating the staff with bilingual certifications and high Spanish-language proficiency. Expanding programming to meet the growing enrollment of our Spanish-speaking ELLs potentially presents a further strain on our ability to meet the growing need for bilingual teachers. Despite this challenge, we are committed to increasing access to high quality bilingual programming and hiring and supporting high quality teachers.

To provide access to our bilingual programming and instructional practices, we are recommending a gradual shift in our DLI and DBE program model from a 90/10 model to a 50/50 model. This will allow us to take advantage of many of our highly skilled English speaking staff that may choose to teach in our DLI/DBE programs by pursuing ESL certification.

50/50 DLI/DBE Program Model Staffing

| 90/10 Staffing | 50/50 Staffing |
|--|---|
| DLI 5K-3 rd grade levels, bilingual teachers (who also have ESL certification) as 60-90% of core instruction is delivered in Spanish. | DLI 5K-8 th grade levels, where core instruction is delivered 50% in Spanish (or Hmong) and 50% in English |
| DLI 4 th -8 th grade levels, where core instruction is delivered 50% in Spanish and 50% in English | Spanish or Hmong instruction provided by general education bilingual certified teachers |
| Spanish instruction provided by general education bilingual certified teachers | English Instruction provided by ESL certified general education teachers |
| English Instruction provided by ESL certified general education teachers | |

This means that the bilingual teacher (plus ESL) will teach the Spanish or Hmong instruction for both groups, and the ESL licensed general education teacher will teach the English + Content-Based ESL instruction for two groups. The benefit of this model, in terms of staffing is that it is much easier to locate English teachers with ESL certifications as compared to fluent bilingual teachers when hiring DLI/DBE staff.

We currently have Hmong bilingual teachers working as English classroom teachers in several schools. As the Hmong DBE program will require fewer Hmong bilingual staff due to the size and number of programs, we know that acquiring sufficient staff will be possible.

Shift #3 allows us to continue to provide high quality bilingual programs while addressing the growing need for higher numbers of dual certified (ESL/General Education and Bilingual/General Education) staff.



SHIFT #4 Exploration of both whole school and strand DLI programs in one or more high school attendance areas.

Over the past two months, the OMGE DLI/DBE Cross-Functional Team reviewed the following data to begin to explore the *possibility* of both whole school DLI programs as well as strand DLI and DBE programs.

- Current and projected ELL student enrollment data by language group
- ELL home language data and current service options (by school) in comparison to state and federal requirements for ELL program offerings in Wisconsin
- School capacity projections by percentage and actual seat availability
- Current DLI/DBE program placement
- Percentage of students who are eligible but do not have access to a bilingual program within their high school attendance area.
- Need for bilingual support staff (special education, psychologists, etc.)

The next step in this process is to work with staff, family, and community partners to explore the interest in and viability of different program models (whole school or strand) within each high school zone. This work will be completed in July 2015.

Shift #4 provides us with key information from parents, our community stakeholders, and staff. This information will assist us in determining a positive course of action as we collectively work to improve access to bilingual programs across the school district. This shift also serves to increase diversity of participation and establish whole school identities that focus on language and global citizenship.

SHIFT #5 Bilingual instruction will be provided via DBE and DLI programs to meet state requirements

In the past, 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 do have bilingual skills, and may use these to support students, this type of service does not qualify as bilingual instruction under the WI Bilingual/Bicultural Plan of Services, and over the next few years will no longer become a reimbursable expense.

As we are required to have a solid plan that moves our district toward providing bilingual instruction via DBE and DLI programs, within the plan we will develop a phased in program expansion which works toward meeting the bilingual instructional needs of our ELL students.



Shift #5 ensures that we provide ELL programs that produce higher achievement (research-based) while simultaneously meeting state mandates. Current BRT and ESL staffing will shift over time to bilingual programs.

SHIFT #6 ELL services will be equally accessible, regardless of the attendance area in which ELL families reside. Access to Bilingual Education including transportation to service site(s) based on ELL parent service decisions.

Currently parents of MMSD ELL students who qualify for services (ESL and/or bilingual) are provided with service options based upon the availability of such services within their home attendance area school. This has resulted in inconsistent access. To address this area of need, we will provide high quality ESL services at every school in MMSD and offer bilingual instruction programs at select schools within the high school attendance zones. ELL students whose parents select the bilingual instruction option for their students will be provided with transportation to the bilingual program school site.

This plan also requires that we improve our ELL parent communication regarding the benefits of and options for ELL services and bilingual programming. Systematic improvements in our communication methods are under review and will be improved for the 2015-16 school year.

Shift #6 ensures that all ELL students who are eligible for bilingual instruction may receive this instruction at either a) their home school – if offered, or b) a bilingual program school site within close proximity. This allows us to provide all eligible ELL students programming that produces higher achievement (research-based) while simultaneously meeting state mandates. In addition, supporting more effective parent communication with regard to service options allows for informed parent decision-making.

SHIFT #7 Professional development provided for all teachers, school principals, district staff and administrators– targeting foundational ELL/ DLI/DBE instructional practices

Though the information gathered in our cross-functional team and the DLI Feasibility Survey, as well as the academic achievement results of our ELL students, it is clear that teachers will benefit from targeted professional development with a



specific focus on foundational biliteracy, immersion instructional practices, differentiated instruction, and special education within the context of DLI and DBE. Our professional development must be focused and aligned to the needs of both our teachers and students.

To address the need for professional development, our initial PD plan includes the following components.

Level I Online Modules 2015-16

- DLI/DBE Transition to 50/50 Model
Dual Language Biliteracy in the DLI and DBE Classroom Part I
- Dual Language Assessments & Progress Monitoring
- Exploration of Dual Language Resources

Face-to-Face Training 2015-16

- Biliteracy Instruction and Team Planning Strategies – Quarterly PD Days

Level II Online Modules 2016-17

- Biliteracy in the DLI/DBE Classroom Part II
- Language Transfer

Level III Online Modules 2017-18

- Bilingual and Bicultural Teaching Language Transfer and Beyond

Leadership Professional Development

- PD for Principals and District Administrators: Serving ELLs
- PD for District staff: Serving ELLs and Bilingual Learners
- PD for Principals and District Administrators: DLI/DBE Schools
- PD for SIP Partners and School Based Leadership Teams: DLI/DBE Schools

Shift #7 provides a system-wide plan to prepare all school staff and administrators as well as district level staff and administrators to more effectively serve English language and bilingual learners. Providing this PD for *all targeted staff* will support higher learning outcomes for our DLI and DBE learners. In addition, this PD Plan will also partially meet MMSD's requirements related to our failure to meet Annual Achievement Objective (AMAO) #3.



SHIFT #8 Broaden scope of centralized support for ESL and/or Bilingual teacher certification.

As mentioned in Shift #3, 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 assists us in addressing some of this challenge by reducing the overall number of fully bilingual teachers needed to implement current programs as well as addresses our staffing needs related to expansion of bilingual programming. It also allows us to extend the opportunity to teach in a DLI 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.

To support current, or newly hired MMSD teachers interested in pursuing ESL and/or bilingual certification we are working on the development of an ESL and Bilingual-Certification Cohort- “Support Program” funded out of Title III. This program will be developed during the 2015-16 school year, to be implemented for the 2016-17 school year.

We are exploring possible partnerships with a variety of certification programs including (but not limited to):

- Milwaukee Teacher Education Center (MTEC)
- Cardinal Stritch
- Edgewood College

Shift #8 allows MMSD to more systematically develop and prepare the skilled workforce needed to teach the growing number of ELL and BL students in our schools. As well, the development of a support program honors the teachers who commit to put forth the effort needed to complete additional coursework and training as they pursue the certifications required to teach in DLI/DBE programs. This in turn, ensures that the teachers providing instruction to students in these programs are highly qualified, thus, positively impacting achievement.

SHIFT #9 Use of ELL STAT Dashboard, ACCESS Growth Database, Oasys System, DLI /DBE Program Integrity Checklist to monitor ELL progress, ELL services and DLI /DBE program integrity

Beginning with the 2014-15 school year we began using the ELL STAT dashboard in order to collect, review and monitor ELL data across the district. This resource has



provided us with a systemic tool we are using to review the extent to which our ELL students are meeting language learning and achievement proficiency benchmarks. The data we have reviewed via this tool has informed our work with the OMGE DLI/DBE Cross-Functional Team as we examined demographic, developmental and achievement data.

While an excellent resource, specific gaps in needed data were revealed as we analyzed the current status of ELLs in the district, including ELLs and BLs receiving ESL support and students in DLI and DBE programs. To address the need for specific ELL data that the ELL STAT Dashboard cannot provide, we will be using the following additional tools.

| Needed Data | Tool |
|---|-------------------------------------|
| District- and school-level patterns in English language growth collected on an annual basis. This data can be used along with other information as one source of data to help understand systems-level strengths and needs with regard to school-wide or system-wide instructional practices for ELLs and Bilingual Learners (BLs) This data is not used for Individual student progress monitoring | ACCESS Growth Database |
| Data on individual student ELL service delivery (type of service, provider, frequency, duration). Documentation of required forms, information for legal compliance and state reporting requirements. | OASYS for ELL System |
| Principal self-reported data on assessment of delivery of specific required, DLI/DBE program model components. This data will assist in the identification of programmatic strengths and needed improvement areas. | DLI/DBE Program Integrity Checklist |

Shift #9 provides MMSD a more systematic and data-based process for a) monitoring multiple components of ELL service delivery to ensure compliance with federal and state mandates, b) analyzing English proficiency growth within schools, and across the district as a tool to support the school improvement process, and c) obtaining data on the delivery of specific required, DLI/DBE program model components in support of increased student achievement and collaboration with schools.



3 –Year Overview

Year One: 2015-2016

Leadership Capacity Development:

- District-wide PD for all district and school administrators- ELLs
- PD for 2016-17 site administrators – DBE and DLI Programming Sites
- PD for district staff: Serving ELLs and Bilingual Learners
- PD for SIP Partners and School Based Leadership Teams: DLI/DBE Schools
- Continue ongoing Cross Functional Team – District level collaboration
- Continue Ongoing Cross Functional Team – District level department collaboration to support DLI/DBE programs

Preparation Site Planning:

- Establish Planning Team for DBE Hmong Program- East Attendance Area
- Establish Planning Team for DBE / DLI Spanish Program Expansion – 4 HS attendance areas

Preparation Curriculum Planning:

- *HMONG*
 - Select and order Hmong literacy materials (Grades K-2)
 - Select and order Hmong Social Studies and classroom library materials
 - Establish MTSS Guidance Hmong DBE Students
- *SPANISH*
 - Develop English Language Development and English Components of Biliteracy Scopes in preparation for transition to 50/50 Elementary DLI/ DBE instructional model
 - Develop Biliteracy Literacy notebook sections in conjunction with C&I

Preparation Thriving Workforce

- Develop Level I Online Modules 2015-16 and disseminate
- *ESL and Bilingually Certified Staff*
 - Project →ESL- and Bilingual Certification Cohort- Support Program (Title III).
 - HR- Postings to include preference for dually certified staff
- Bilingually Certified Staff
 - Collaboration Agreements- Visiting Teacher Program
- Begin DLI/DBE Staff Advisory Group

Parent Engagement

- Begin District ELL Parent Advisory Group and Establish Protocol for Developing School ELL Parent Advisory Groups
- Begin Parents of African American Immersion Students Parent Group
- Develop Parent Programmatic Outreach Materials



Year Two: 2016-2017

Continue Leadership Capacity Development

Support Site Implementation:

- East Attendance Area Elementary DBE Hmong Program
- Expansion of DBE/ DLI programs begin
- Middle school expansion begins

Preparation/ Curriculum Planning:

- *HMONG*: Refine MTSS Guidance Hmong DBE Students
- *SPANISH*
 - Create biliteracy data analysis guidance tool
 - Assist in selecting and supporting Spanish science & Social Studies curricular resource implementation

Preparation of a Thriving Workforce

- Develop Level II Online Modules and disseminate
- ESL and Bilingually Certified Staff
 - Implement Project →ESL- and Bilingual Certification Cohort
 - HR- Postings to include preference for dually certified staff
- Bilingually Certified Staff
 - Collaboration Agreements- Visiting Teacher Program
- Continue DLI/DBE Staff Advisory Group

Parent Engagement

- Continue District ELL Parent Advisory Group
- Begin School ELL Parent Advisory Groups
- Continue Parents of African American Immersion Students Parent Group

Year Three: 2017-2018

Evaluate Previous 3-Year Plan and Develop 2018-2021 Plan

- Establish cross-functional review and planning team
- Develop new plan draft

Leadership Capacity Development- Continue

Support Site Implementation- Continue

Preparation/ Curriculum Planning- Continue

Preparation of a Thriving Workforce- Continue

- Develop Level II Online Modules 2016-17 and disseminate
- ESL and Bilingually Certified Staff- Continue
- Continue DLI/DBE Staff Advisory Group

Parent Engagement- Continue



APPENDIX A



Glossary of Terms

| | |
|---|---|
| ACCESS Growth Report Database | <p>ACCESS for ELLs Growth Reports are intended to help educators identify district- and school-level patterns in language growth. They can be used along with other information as one source of data to help understand systems-level strengths and needs. These reports are available to districts and schools at an additional cost, and include:</p> <ul style="list-style-type: none"> • Growth data for students with two years of test scores for multiple two-year-spans • Growth data for every domain and composite at each grade level • District-level and school-level reports • Charts showing students' growth compared to WIDA-wide growth • Tables that show the number and percent of students with two years of scores • Downloadable CSV files of student data |
| Annual Achievement Objective (AMAO) #3 | <p>ELL Annual Measurable Objectives (AMAOs) Adequate progress for the ELL subgroup in meeting grade-level academic achievement standards in reading and mathematics, test participation, and graduation.</p> |
| Bilingual/ Bicultural Plan of Service | <p>Requirements for Districts Enrolling Concentrations of English Language Learners (ELLs): The state statute on bilingual-bicultural education requires a written plan of services when a district enrolls at least the following numbers of ELLs, from one language population, in one school, in at least one of the specified grade clusters:</p> <ul style="list-style-type: none"> ▪ 10 students in grades K-3 ▪ 20 students in grades 4-8 ▪ 20 students in grades 9-12 <p>Districts meeting the above criteria submit an annual plan of services delineating details about how the district meets each requirement under the law.</p> |
| Bilingual Learner (BL) | <p>English language learners and English proficient students learning in bilingual programs.</p> |
| Bilingual Resource Teachers (BRTs) | <p>BRTs are MMSD staff that hold bilingual certifications. They serve as ELL support staff, delivering the majority of their instruction in English.</p> |
| Biliteracy | <p>Biliteracy is the ability to read and write proficiently in two languages. A biliterate is a person who is proficient in two different languages. Fluency in both reading and writing are present in biliteracy. Usually a biliterate has knowledge and skill to read and write in one's home language and in a second language.</p> |
| Developmental Bilingual Education (DBE) | <p>An educational model in which ELL students receive instruction in both English and their home language to promote second language acquisition biliteracy, and high academic achievement, Language learning takes place primarily through content instruction. Linguistic proficiency in both languages is developed as students develop their knowledge of subject matter through performing academic tasks.</p> |
| Dual Language Immersion (DLI) | <p>It is an educational model in which both native English speakers and speakers of another language (in our case Spanish) receive instruction together in both languages to promote second language acquisition, biliteracy, high academic achievement, and cross-cultural understanding for all the students. Language learning takes place primarily through content instruction. Linguistic proficiency in both languages is developed as students develop their knowledge of subject matter through performing academic tasks.</p> |
| ELL STAT Data Dashboard | <p>The ELL STAT Data Dashboard provides centralized ELL data conveniently available online. It is designed to take many different types of ELL data and provide it to users in a consistent format, with readily available visuals and features that allow for further, specific analysis. By bringing together multiple types of ELL data into one resource, the ELL STAT Dashboard is designed to empower district users to find ELL data on demand.</p> |



Glossary of Terms

| | |
|--|--|
| English Language Learner (ELL) | English language learners are students who are acquiring English as a second language. In Wisconsin it includes students who have been identified via the ACCESS for ELLs screening assessment as having English proficiency levels between 1-5. These students are eligible for language assistance programs under federal and state law. |
| Heritage ELL Bilingual Program | An educational model in which ELL students (English Language Proficiency Levels 1-5) receive instruction in both English and their heritage and/or home language to promote heritage and second language acquisition, biliteracy, and high academic achievement, Language learning takes place primarily through content instruction. Linguistic proficiency in both languages is developed as students develop their knowledge of subject matter through performing academic tasks. |
| Multi-tiered Systems of Support (MTSS) | Multi-Tiered System of Supports (MTSS), also known as Response to Instruction and Intervention (RtI2), is a problem solving, school improvement model that addresses instruction and student response to instruction/intervention. MTSS provides the structure to ensure that all efforts of the district are coordinated and consistent. MTSS embraces the integration of evidence based instruction, interventions, and assessments to address the full range of student academic and behavioral needs present in today's classroom. |
| Oasys for ELLs System | MMSD has chosen Oasys for their new ELL management software program. Oasys LLC is a company from Franklin, WI who provides software to manage caseloads, download reports and much more. A team of MMSD Student Services and Technical Services staff selected the Oasys system and a follow-up review by OMGE staff determined its viability for use with regard to ELLs. We are currently in the process of converting our data into this new system, making customizations and developing training for all staff that will be users of this new software. We are currently projecting to train BRT, ESL staff , and school principals beginning in July, 2015. |
| Scaffolding | Scaffolding is a term used to describe the type of assistance offered by a teacher or peer to support learning. In the process of scaffolding, the teacher helps the student master a task or concept that the student is initially unable to grasp independently. The goal is to students achieve what alone might have been too difficult for them. One example of scaffolding is providing support that includes images and words that can be seen as well as heard. This type of scaffolding is an excellent way to provide comprehensible input to ELL students so that not only will they learn content but also acquisition of English or another language. |
| Title III Plan of Service | Title III, Part A - English Language Acquisition, Language Enhancement, and Academic Achievement -- This is an entitlement program, under the No Child Left Behind Act of 2001. The purpose of Title III, Part A, is to help ensure that children and youth who are limited English proficient, Native American and/or immigrants, attain English language proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic standards that all children are expected to meet. The Plan of Service is a document that is submitted annually to the state delineating details about how the district meets each requirement under the law. |