

## Proposed Amendment #1 to the Proposed FY18 Budget

<b>Sponsor:</b>	Director Báez
<b>Date:</b>	May 9, 2017

### Intent (required):

To align budget priorities and operations to the district's commitment to equity through increasing accountability of the Office of Bilingual and Multicultural Education, and to modify the reporting structure of the office so that there is a direct report to the Superintendent for:

- 1) advocacy, policy compliance, and narrative;
- 2) classrooms, schools, culture, and climate;
- 3) parents, community alignment, and collaboration; and
- 4) catalyst for growth in bilingual-certification initiatives

### Funding Source/Destination (required):

Page #	Budget Line to be Changed (To/From)	FTE Increase	Amount Increase	FTE Decrease	Amount Decrease
3C-136	ALL	N/A	N/A	N/A	N/A
<b>Revenue Adjustment</b>					
	<b>Total</b>				

### Sponsor Intent:

Page #	Budget Line to be Changed (To/From)	FTE Increase	Amount Increase	FTE Decrease	Amount Decrease
3C-136	ALL	N/A	N/A	N/A	N/A
<b>Total Expenditure Adjustments</b>					
<b>Revenue Adjustment</b>					
	<b>Net Total</b>				

### Fund:

- School Operations Fund
- Extension Fund
- Construction Fund

### Required Vote:

- Simple Majority
- Super Majority (2/3)

## Proposed Amendment #1 to the Proposed FY18 Budget

### **Administration's Recommendation:**

The Administration recommends that the Milwaukee Board of School Directors not adopt the proposed reporting structure of the Bilingual and Multicultural Education (BME) Team. The BME staff are focused on curriculum, instruction, and direct services to students. The BME Team shares information monthly with the Superintendent, chiefs, and other district leaders to ensure coordination of bilingual and multicultural services. Existing within the current system allows BME staff to collaborate with other departments to provide the highest-quality services to the whole child.

The Administration's currently proposed budget incorporates the four tenants of the proposed budget amendment. The Offices of Human Resources and Innovation & Information are working collaboratively to expand recruitment of bilingual staff. Expansion of MPS University offerings during the 2017-2018 school year will include bilingual and ESL certification pathways for existing MPS employees. Growth in bilingual-certification initiatives are not currently addressed by the BME Team and would likely pull services away from the classroom, which is why this work resides in the Offices of Human Resources and Innovation & Information.

The new Department of Black and Latino Male Achievement in its work to improve outcomes for Black and Latino male students will address bilingual priorities in the areas of (1) advocacy, policy compliance, and narrative; (2) classrooms, schools, culture, and climate; and (3) parents, community alignment, and collaboration.

### **Attachment:**

The background information attached illustrates the positive progress and district-level commitment of not only the Superintendent, but of the staff from all offices and schools.

#### **Attachment (1):**

*Summary of Key Bilingual and Multicultural Education Efforts*



**MILWAUKEE**  
PUBLIC SCHOOLS

## Superintendent's Proposed Budget

Submitted to the Milwaukee Board of School Directors on April 26, 2017

Fiscal Year: July 1, 2017 – June 30, 2018

### Summary of Key Bilingual and Multicultural Education Efforts





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## Overview

As part of the 2017-2018 budget process questions were asked about the district’s efforts to support bilingual and multicultural education. This summary document highlights ongoing efforts to support bilingualism across the district. Bilingualism enhances academic achievement, closes the achievement gap, opens the doors for global opportunities, and enhances citizenship.

## Family & Community Engagement and Policy Support

As the district increases its focus on family and community engagement, a **Bilingual Family & Community Engagement Associate** position has been created within the Department of Business, Community and Family Partnerships. This position joins the Family & Community Engagement Team within that department to support school-level parent coordinators and develop specific support materials for bilingual schools to better educate families on bilingual education and supporting student learning.

Many of our schools with bilingual programs also have **bilingual parent coordinators**. As part of the professional development for these schools, those parent coordinators at schools with bilingual programs are provided specialized support and an opportunity to network and share specific bilingual resources with each other.

MPS is continuing to meet its goal to re-envision partnerships by connecting more businesses to schools through programs such as **Adopt-A-School**. Some of the district’s bilingual schools that have strong business partnerships this year include Kagel Elementary, Lincoln Ave Elementary, Rogers Street Academy, Hayes Bilingual and Victory Immersion.

As part of the new **MPS Family Empowerment University**, three different content area institutes have been created and delivered in the 2016-2017 school year. The M3 Parent Institute, a six-week course equipping families with everything they need to know to support their student to and through post-secondary education was provided at all high schools, with five institutes provided in Spanish and three others utilizing interpreting services for needed languages. The district’s new Families as Partners Institute, a four-part training that helps families understand MPS, their role in the school and how to be leaders, was offered six times this year, three of those provided in Spanish. A Special Education Leadership

Institute, a six-week training provided in collaboration with WI-FACETS and WSPEI to train parents on how to be strong advocates for students with special needs, was provided five times this year, two of which were in Spanish.

After the passage of the MPS Safe Haven Resolution, **the Mexican Consulate in Milwaukee**, reached out to meet with Dr. Driver and members of administration to discuss their support and ability to leverage resources for the district. While many of these resources will be specific to immigration, the growing partnership will provide access to other community resources relevant to many of our families of students in bilingual programs.

**MPS C.A.R.E.S.** is a community outreach and programming initiative with multiple components aimed at improving community conditions for Milwaukee's children and young adults. This collaborative initiative is purposed to meet Milwaukee's emerging community needs. New programs created through this initiative such as Twilight Centers are intentional about providing opportunity for participation across the city – one of the most successful Twilight Centers has been the one operating within South Division High School. Additionally, the newly launched Midnight Basketball league takes place at Bradley Tech High School providing access for many different families.

The **Milwaukee Community Schools Partnership** continues to grow within MPS through strong support from United Way of Greater Milwaukee & Waukesha County. The 2016-2017 school year saw three new schools added to the initiative, two of which host bilingual programs – Lincoln Ave Elementary and South Division High School.

**DMMAC** – In response to the 2014 Resolution to Establish the Equivalent of a Region that Promotes Bilingualism, the District Multilingual Multicultural Advisory Committee was established. With subcommittee groups examining assessments, program expansion efforts, curriculum development and advocacy efforts, DMMAC continues to meet monthly and have a positive effect on the district efforts around our language development programs. The work of DMMAC and the power of this group is demonstrated in the spring conference being offered over the last 2 years. The spring conference is open to all in the city of Milwaukee who have an interest or investment in the bilingual community. The 2017 Spring DMMAC conference was highlighted by sessions presented by the Consul of Mexico, Julián Adem, on the rights of immigrant families. These sessions were attended by more than 200 community members. The DMMAC organization has become a stable and active advisory group with direct community through their leadership to the MPS school administration/senior staff.

**State Superintendent's Advisory Council to Support Linguistically Diverse Learners** – May 3, 2017, was the first meeting of the State Superintendent's Advisory Council, and MPS is fortunate to have two representatives on the council. Lorena Gueny, manager of Bilingual Multicultural Education, and a teacher from Vieau are serving on this council. In the first year, the group is advising the state on bilingual teacher hiring as well as multilingual assessments. We are pleased to have direct representation at the state level to both receive the most current information on bilingual programming but also make the voices of Milwaukee students heard in the decision-making process at this level.

**Seal of Biliteracy** – In 2017 the Bilingual Multicultural Education office will resubmit our application for the Wisconsin DPI Seal of Biliteracy. Following the example of the state of California, the Wisconsin DPI has established this recognition of students who have embraced the benefits of bilingualism and biculturalism. The Seal of Biliteracy will be awarded to graduating seniors who have demonstrated language abilities in a language or multiple languages other than English as well as cultural competence in the community. The department of Bilingual Multicultural Education is pursuing this opportunity for our students because we believe that this demonstrates our commitment to preparing students for a global community and an international workforce. Receiving the Seal of Biliteracy will make MPS only the third district in the state to receive this recognition.

A separate workgroup, the **Every Student Succeeds Act (ESSA) Leadership Learning Community (ELLC)**, with chiefs and other support staff from the Offices of Academics, Innovation & Information, School Administration, Finance and Human Resources, are working directly with the Wisconsin Department of Public Instruction, the Council of the Great City Schools, the five largest school districts in Wisconsin and the Wallace Foundation to improve teacher and school leader pipelines, resource allocation for Titles I, II and III, which supplement the BME work. The ELLC forum provides an opportunity to advocate, generate policy recommendations and have input into ESSA compliance requirements. Also included in this work is expansion of the district's MPS University certification offerings to include bilingual and ESL certification course work through Alverno College at a significantly reduced cost to our own employees. This is currently a collaborative effort being led by the superintendent.

## Central Services

The Bilingual Multicultural Education (BME) team resides in the Office of Academics within the Department of Curriculum and Instruction. BME staff serves to support and enhance learning opportunities for all languages learners including English-language learners, bilingual students and students learning another world language. Instruction is the focus of the BME team. Because of the integrated nature of the BME team work, they need to continue to be vested within the Department of Curriculum and Instruction, as it both receives and offers support from all content areas. The significance of the work being led by BME is illustrated as a line of effort in the district's strategic plan under Objective 1: Closing the Achievement Gap. This shows the critical connection this work must play with other academic improvement initiatives.

The **Teaching for Biliteracy Framework (T4B)**, which is at the center of our three-year plan developed in response to the 2014 resolution, is rooted in the instruction techniques appropriate for language development. The BME team and school staffs have shared the T4B strategies with other content areas because they represent best practices for all students. Specific reading foundation strategies being used effectively by ESL teachers is now being shared across all schools in MPS.

BME also receives support from other content areas. It is important that BME is integrated into the curriculum and instruction team to ensure that **content and instruction are aligned** for all students. The collaboration between academic departments is highlighted in three high-profile district events as noted below.

The **United Nations Schools of International Learning (UNSIL) Program**, which was funded at \$100,000, is coordinated by the social studies team. The BME team assisted with identifying schools that would benefit most from the program and suggested enhancements in the curriculum to engage our newcomer students and opportunities to connect students' cultural experiences to the content, the response to which was overwhelmingly positive.

**Cantos de las Americas** has always been a school-supported activity that serves as a key event for our bilingual schools. The Office of Academics coordinates this valuable opportunity for students and families to celebrate bilingual education and at the same time markets our BME programs to the greater Milwaukee community.

**Foro Latino** is an annual community event with a primary focus for Latino students and families on specialized services. BME presents valuable information to families through the opportunity provided at this event. This event is often times the first introduction to educational services provided through BME.

In addition to the academic implementation work being done by staff in the Office of Academics, the new **Department of Black & Latino Male Achievement** will work to align and create programs and initiatives that result in improved outcomes for Black and Latino boys and young men. The department will work to elevate positive narratives while working with practitioners to raise expectations and ensure highly rigorous and validating experiences for Black and Latino boys and young men. This department will work directly with the superintendent, chiefs and community members on advocacy, policy and fidelity of implementation of district strategic plans.

The 2017-18 budget presented many challenges and required a careful review of services for school and student needs. The Office of Academics reduced eight teacher leader positions, five mentor coach positions, reduced a secretary and 11 itinerant support teachers. To improve academic services alignment, a curriculum specialist was moved from another curriculum and instruction area to the BME team to support teacher strategies for language learning.

The BME team, in contrast with other curriculum and instruction content areas, **maintained all of their dedicated positions** as well as added a second staffed Newcomer Center at South Division High School for the 2017-18 school year. Implementation of the new world language graduation requirements is jointly supported by all content areas within the Department of Curriculum and Instruction.

The 2017-18 proposed budget gets the district closer to meeting the primary tenet of the 2014 resolution by establishing a language-focused zone supported by the Offices of Academics, Innovation & Information and School Administration. In addition to the **dedicated language zone**, the resolution speaks to the school-level staffing and professional development for bilingual programs. The resolution only addresses academic opportunities through a renewed commitment to bilingualism.

**The administration believes the current reporting structure reflects the intent of the 2014 and 2016 bilingual resolutions, the district's strategic plan and implementation of both organizational effectiveness and bilingual education best practices.** Efforts in advocacy, policy and compliance are a shared responsibility led by the superintendent for all offices and departments.

## Regional Development

Thanks to a collaborative effort involving bilingual and Montessori teachers along with school and Central Services staff, Milwaukee Public Schools will open its first Dual-Language Montessori program at J.W. Riley Elementary School in fall 2017. The program will serve K3 and K4 students in its first year, ultimately growing with the students by one grade per year to grade 8. Dual-Language Montessori team members have visited programs in Chicago and Minneapolis to identify best practices as we prepare to open this innovative, first-in-Wisconsin offering for our families. School- and district-based staff are working on teams focused on the academic program, communications, facility, staff recruitment and student recruitment to ensure a successful opening this fall and continued success in coming years.

This year, Milwaukee Public Schools opened an expansion of the high-performing Milwaukee Spanish Immersion School, increasing enrollment from 574 to 634 students in its first year. The expansion to the 88th Street site, now Milwaukee Spanish Immersion School's Lower Campus, allowed the school to serve additional students at the youngest grades and also provides the capacity for those new students to stay in the program through 5th grade. The original MSIS site on 55th Street is now the Milwaukee Spanish Immersion School's Upper Campus.

Milwaukee Public Schools has expanded to a full Italian immersion program at Victory K-8 and Milwaukee Italian Immersion School beginning with the current 2016-17 school year. The school now offers citywide transportation for its Italian immersion program and has experienced modest enrollment growth in the first year of full immersion. As with our other language immersion schools, students become proficient in both English and the target language through target-language instruction in all subject areas.

Milwaukee Public Schools has opened additional 6th grade bilingual seats at Lincoln Center of the Arts and Alexander Mitchell Integrated Arts School to accommodate potential interest beyond what we have previously been able to offer and to help ensure that families who want their students to continue in a bilingual program beyond 5th grade have that opportunity. We are continuing to assess interest in 6th grade bilingual programs to serve the interests of our families.

## School-Based Services

**World Language Graduation Requirement** – Beginning with the class of 2021 and beyond, Milwaukee Public Schools' graduates will be required to complete 2 credits of world language learning. This rigorous requirement reflects our district commitment to ensuring that all students have bilingual/bicultural experiences and to preparing our students for every opportunity after high school. We know that selective-admissions colleges and universities require a minimum of two years of world language for admissions consideration. To ensure that our students meet those requirements, the graduation requirement was brought forward for board approval in 2016. We are confident that the additional requirement will enhance the high school experience as well as guarantee that students are ready for college-level work.

**Interventions:** The Response to Intervention (RtI) process has been designed as a multi-tier system of support for all students. The RtI Academics and SLD Referral Protocol Spanish were designed to specifically meet the needs of Spanish-speaking students. We also have specific Tier 2 and 3



interventions that are available for our K-2 Spanish students in need of academic support; below is an example:

**MPS MILWAUKEE PUBLIC SCHOOLS** | **mConnect**

Departments | **Initiatives** | Toolbox | Resources | News

mConnect > Initiatives > Interventions > Spanish Interventions > First Grade Interventions (Spanish)

## First Grade Interventions (Spanish)

**Conceptos de lo impreso**  
*Demuestran comprensión de la organización y características básicas de los materiales impresos.*

**Conciencia fonológica**  
*Demuestran comprensión de las palabras habladas, las sílabas y los sonidos (fonemas).*

**Fonética y reconocimiento de palabras**  
*Conocen y aplican la fonética y las destrezas de análisis de palabras a nivel de grado, en la decodificación de palabras.*

**Fluidez**  
*Leen textos para lectores principiantes, con propósito y comprensión.*

[Interventions main page](#)  
[Spanish Interventions main page](#)

During the 2016-17 school year, an RFP was submitted to find additional computer-based interventions for Spanish students. We did not find a product that was specific for the bilingual students to help develop their acquisition of Spanish. The products available are designed to help Spanish speakers acquire English. Such a product will be purchased to support English acquisition for all ELL students in the district.

**Dashboard:** Within the MPS data dashboard, reports can be filtered by race, ethnicity and whether a student is in a bilingual program, ESL program or a combination of the two. This provides us the ability to monitor students for assessment, interventions, attendance and behavior.

**Newcomer Centers** – In response to the growing newcomer population, the Newcomer Center at MACL has served thousands of students in a specially designed transition program to provide students with both cultural support and content instruction needed to be successful in our schools. Because of the success and demand for this program, an additional Newcomer Center will be located at South Division High School in the fall of 2017. The additional Newcomer Center will be staffed through centralized funding as is the center at MACL. Both centers will serve students new to the country in a sheltered instruction environment with supported transition activities to a permanent school home.

**Interpretation Services** – Milwaukee Public Schools offers translation services through centralized funding totaling \$1.0 million annually. The centralized funding ensures that there is no financial burden to schools with a higher population of non-English-speaking families and supports parent/family engagement at all levels. Translation of all school and district materials is offered in 6 languages most commonly spoken in

our district as well as up to 35 other languages upon request. An additional support for family communication is the Language Line service. Language Line is an on-demand phone interpretation service available to all schools and district staff. Language Line is also centrally funded and coordinated through the Office of Academics. Finally, MPS offers live translation services for all Milwaukee Board of School Directors meetings as well as school-based meetings as requested.

### Assessments

Since spring of 2014, numerous actions have been taken to provide language-specific assessments for our bilingual students in their language of instruction. The district was using MAP at this time, and only some grade levels had the Spanish option.

2013-14 and for the 2014-15 school years:

Kindergarten-Grade 2 (2013-15)					
Language of Instruction – Spanish Bilingual	Fall	Winter	Spring	Purpose	Progress Monitor
Literacy Screening K4-2	PALS Español	PALS Español – Optional	PALS Español	Option to meet state statute K4-2 in Bilingual Programs	EasyCBM – K-2 Spanish Probes
Reading K5-2	EasyCBM Spanish Literacy Benchmark	EasyCBM Spanish Literacy Benchmark	EasyCBM Spanish Literacy Benchmark	Universal Screener – Reading	EasyCBM – K-2 Spanish Probes
Math	EasyCBM Math Benchmark in Spanish	EasyCBM Math Benchmark in Spanish	EasyCBM Math Benchmark in Spanish	Universal Screener – Math	EasyCBM – K-2 math in Spanish Probes
GT Universal Screening in Grade 2	CogAT (Spanish Edition)				

Grades 3-8 (2013-15)					
Language of Instruction – English	Fall	Winter	Spring	Purpose	Progress Monitor
State Accountability – Literacy and Math	WKCE – Science & Social Studies in Grades 4 & 8 (Translation available in		Smarter Balanced Assessment (Translation available in Spanish,	Mandated by state statute	EasyCBM

Grades 3-8 (2013-15)					
	Spanish, Glossaries available in Hmong & Spanish, and other ELL accommodations are available)		Glossaries available in other languages, other ELL accommodations are available)		
Reading*	MAP 2-12	MAP 2-12	MAP 2-12	Universal Screener – Reading	DIBELS Next
Math	MAP 2-5 MAP 6+	MAP 2-5 MAP 6+	MAP 2-5 MAP 6+	Universal Screener – Math	EasyCBM
Math (Language of Instruction – <b>Spanish Bilingual</b> )	EasyCBM Math Benchmark in Spanish	EasyCBM Math Benchmark in Spanish	EasyCBM Math Benchmark in Spanish	Alternate Universal Screener – Math	EasyCBM – K-2 math in Spanish Probes
Math (Language of Instruction – Immersion Program)	MAP 2-5 MAP 6+	MAP 2-5 MAP 6+	MAP 2-5 MAP 6+		
All MAP assessments include accommodations for special education and ELL students.					
*Newcomers to the US are not required to take reading tests during the 12 months/math taken with appropriate accommodations.					

An RFP was then issued to determine if there was a single assessment that could be taken by the all students in either English or Spanish. While the Renaissance STAR Spanish assessments were not fully normed, the RFP team felt it was the best option and the only one aligned to the Common Core State Standards and a consistent assessment across all grades.

K4-Grade 2 (2015-present)					
Language of Instruction – <b>Spanish Bilingual</b>	Fall	Winter	Spring	Purpose	Progress Monitor
<b>Literacy Screening K4-2</b>	PALS Español K4 in English	PALS Español – Optional	PALS Español K4 in English	Option to meet state statute K4-2 in Bilingual Programs	

<b>K4-Grade 2 (2015-present)</b>					
<b>Reading K5-2</b>	STAR Early Literacy Spanish K-2	STAR Early Literacy Spanish K-2	STAR Early Literacy Spanish K-2	Universal Screener – Reading	STAR Early Literacy Spanish K-2
<b>Math</b>	STAR Math Spanish K-2	STAR Math Spanish K-2	STAR Math Spanish K-2	Universal Screener – Math	STAR Math Spanish K-2
<b>GT Universal Screening in Grade 2</b>	CogAT (Spanish Edition)			Universal Screening and GT Identification	STAR Early Literacy Spanish, STAR Reading Spanish, STAR Math Spanish

<b>Grades 3-8 (2015-present)</b>					
	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>	<b>Purpose</b>	<b>Progress Monitor</b>
<b>State Accountability – Literacy and Math (as of July 2, 2015 a new assessment has not been identified)</b>	WKCE – Science & Social Studies in Grades 4 & 8 (Translation available in Spanish, Glossaries available in Hmong & Spanish, and other ELL accommodations are available)		Badger Exam (Translation available in Spanish, Glossaries available in other languages, other ELL accommodations are available)	Mandated by state statute	
<b>Reading in English*</b>	STAR Reading	STAR Reading	STAR Reading	Universal Screener – Reading	STAR Reading
<b>Reading in Spanish***</b>	STAR Reading Spanish	STAR Reading Spanish	STAR Reading Spanish		STAR Reading Spanish
<b>Math</b>	STAR Math	STAR Math	STAR Math	Universal Screener – Math	STAR Math
<b>Math (Language of Instruction – Spanish Bilingual or Immersion Program)</b>	STAR Math Spanish	STAR Math Spanish	STAR Math Spanish	Alternate Universal Screener – Math	STAR Math Spanish



STAR Spanish K-8 will be released with user norms this fall, and all reports currently available in English will begin being released. Grades 9-12 STAR Spanish Reading and Spanish Math were available as an early release and field test. After one year, the company realized that new items needed to be developed on the advanced level since students were outperforming the assessment. MPS and El Paso, TX, are key districts involved in the norming process with the company. During the 2017-18 school year, Spanish Reading and Math assessments will be available for grades 9-12 as either fixed form or field tests. These assessments will help in the development of user norms.

## Staffing

The Office of Human Resources has attended (or will attend) the following events for recruitment purposes in the areas of bilingual, ESL and world languages:

- Puerto Rico (recruitment at various universities) - 2/15 - 2/22
- AMI Montessori Conference (recruitment for bilingual Montessori) - 2/17 - 2/20
- National Association for Bilingual Education (NABE) conference - 2/22 - 2/24
- AMS Montessori Conference (recruitment for bilingual Montessori) - 3/9 - 3/12
- Mexico (recruitment at local university) - 3/27 - 3/30
- Illinois Resource Center (IRC) job fair - 4/8
- Spain (recruitment effort with Spanish Embassy for bilingual, ESL and world language teachers) - 4/24 - 4/30
- Wisconsin Association for Bilingual Education (WIABE) Conference - 5/19 - 5/21

In addition to attending these recruitment events, we have done the following:

- Representatives from the Office of Human Resources and the Office of Academics, BME team have gone to Cardinal Stritch University and University of Wisconsin–Milwaukee and met with students graduating with a world language certification.
- Representatives from the Office of Human Resources and the Office of Academics, BME team are scheduled to go to Mt. Mary and Marian College to meet student graduating with a world language certification.
- The Office of Human Resources is currently working to establish a partnership with the Italian consulate to recruit world language teachers and has plans to expand that partnership to include the German and French consulates.

The 2017-18 budget realigns resources with the Office of Human Resources to support expansion of recruitment efforts for all hard-to-fill positions.