

Bilingual Resolution Update

October 18, 2018



MILWAUKEE
PUBLIC SCHOOLS

MPS FIVE PRIORITIES FOR SUCCESS

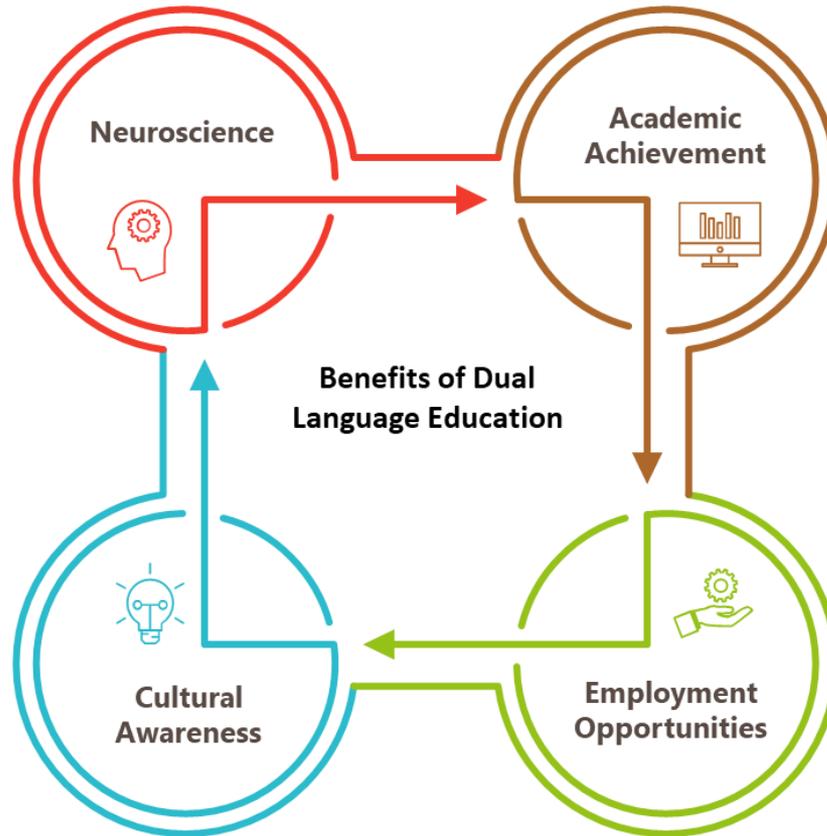


Bilingual Education Overview

- Benefits of Second Language Acquisition
- Division of Bilingual Multicultural Education(BME)
Mission and Vision
- Division of BME Overview
- Bilingual Resolution Update
- Next Steps



Benefits of Second Language Acquisition



Mission and Vision

- Mission: We are dedicated to graduating students who have acquired the linguistic and cultural knowledge, skills, and attitudes necessary to achieve significant career, educational, civic, and personal goals that will enrich our society.
- Vision: The Bilingual Multicultural Education Program holds the promise of helping to improve human relations in our community and contributing to a mutually respectful and creative society by providing:
 - Consistent, high-quality programming
 - Research-based instructional strategies
 - Shared accountability for student learning
 - Affirmation and development of student, family, and community asset



Division Overview

- Core Functions
- Who we serve
- Programs and Services



BME Core Functions



Who We Serve (2017-2018)

Programs	Students Enrolled	Languages other than English*	Students Enrolled
Bilingual	6,235	Arabic	352(.5%)
English as a Second Language (ESL)	8,603	Burmese	632 (.8%)
Immersion	1,984	Hmong	1485 (1.9%)
First Nations	389	Karen	550 (.7%)
World Language	11,822	Somali	220 (.3%)
		Spanish	8921(11.6%)

*More than 77 languages are spoken by MPS students and families



Programs

First Nations

World Language

Bilingual-Teaching for Biliteracy (T4B)

ESL

Immersion

Services

LAU Compliance

Non-Publics

Testing(W-APT, Home Language, ACCESS)

State and Federal guidelines oversight and reporting

Professional Development

Refugee Impact Grant



Overview of Bilingual Resolution

Bilingual Resolution Pillars

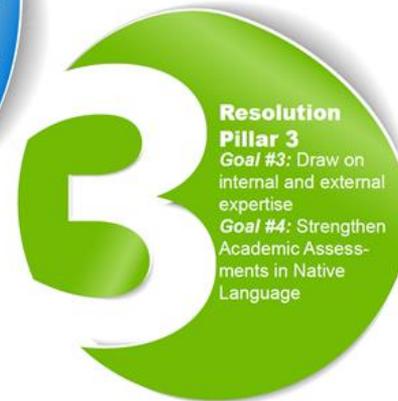
Bilingual Resolution 1415R-003 was passed by a 9-0 vote on June 19th, 2014.

A large orange circle containing a white number '1'. To the right of the circle, the text for Resolution Pillar 1 is listed.

Resolution Pillar 1
Goal #2: Engage all Stakeholders
Goal #5: Parent Engagement and Marketing
Goal #8: Establish DMMAC

A large blue circle containing a white number '2'. To the right of the circle, the text for Resolution Pillar 2 is listed.

Resolution Pillar 2
Goal #1: Bilingual Expansion
Goal #6: Grow Your own Pipeline
Goal #7: Increase hiring of bilingual staff

A large green circle containing a white number '3'. To the right of the circle, the text for Resolution Pillar 3 is listed.

Resolution Pillar 3
Goal #3: Draw on internal and external expertise
Goal #4: Strengthen Academic Assessments in Native Language

Progress on Pillar 1: Expansion

Progress to Date

- Efforts to strengthen all bilingual/immersion schools in the district
- Riley Dual Language Montessori
- Bilingual Head Start at Lincoln Ave
- Expanding bilingual middle school offerings
- Seal of Biliteracy application was approved by the Department of Public Instruction
- High School two-year World Language graduation requirement
- HR recruitment in different countries
- Recruit externally and internally for World Language staff
- M-Cubed partnerships to develop teacher pipeline
- MPS University to provide ESL certification coursework

Next Steps

- Create expansion committee
- Create expansion protocol
- Collaborate with HR on recruitment and retention strategy for bilingual staff including paraprofessionals
- Collaborate with HR in establishing a grow our own pipeline for bilingual staff
- Develop marketing plan
- Capture the journey and serve as a model

Progress on Pillar 2: Engagement

Progress to Date	Next Steps
<ul style="list-style-type: none">• District Multicultural Multilingual Advisory Council (DMMAC) meets quarterly• Partnership with Kids Land Learning Center and Rohingya Association to bridge communication with those communities• Marketing of Riley Dual Language Montessori• Canvassing and distribution of postcards regarding Bilingual Programs• Media campaign- Telemundo• Re-establish DMMAC working committees• International PD and support	<ul style="list-style-type: none">• Restructure Bilingual Resolution Workgroup (BRW)• Establish sub-committees within BRW• Restructure DMMAC• Finalize communications plan• Community engagement• Media campaign• Parent Informational and listening sessions

Progress on Pillar 3: Academics

Progress to Date

- BME works in collaboration with external expert in field of Teaching for Biliteracy
- Implementation of Teaching for Biliteracy
- Proximity Learning on boarded and implemented to fulfill staffing needs in World Language
- Collaboration with BLMA
- First Nations experts facilitate professional development
- Star reports available in Spanish
- Resources for Spanish intervention are available: Istation and Santillana

Next Steps

- On-going support of BME work
 - Collaboration with experts in the field of Bilingual Education
 - Professional Learning for BME Team
 - Implementation of T4B
 - Implementation of Seal of Biliteracy
 - Implementation of English Language Development

2016-2017 Accountability Report Cards*

2016-17 Accountability Report Cards *

	Bilingual Schools	Schools with English Learner Program	Immersion Schools	District (Not including Bilingual Schools, EL Program Schools, Immersion Schools and Alternate Accountability Schools)
Number of Schools	20	23	5	91
Significantly Exceeds Expectations	0.0%	0.0%	0.0%	4.4%
Exceeds Expectations	15.0%	30.4%	40.0%	15.4%
Meets Expectations	40.0%	21.7%	60.0%	15.4%
Meets Few Expectations	20.0%	17.4%	0.0%	27.5%
Fails to Meet Expectations	25.0%	30.4%	0.0%	37.4%

*Current Report Cards are in preliminary secure release



Thank you.

