

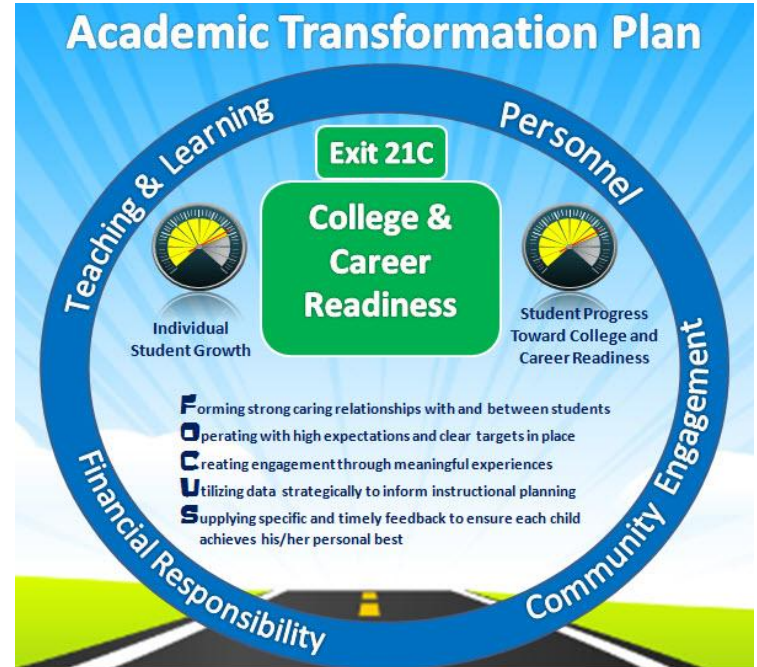
# Multilingual Services Department

2025-2026 UPDATE

# Our mission & vision

INSPIRING EDUCATION AND INNOVATION

In partnership with family and community, Woodridge School District 68 will provide a comprehensive educational foundation for all children in a safe, caring environment, preparing them to be productive, responsible, and successful members of society.





# Today's topics

- MLS program updates
- Current percentage of ELs
- ACCESS scores
- 2026-27 plans

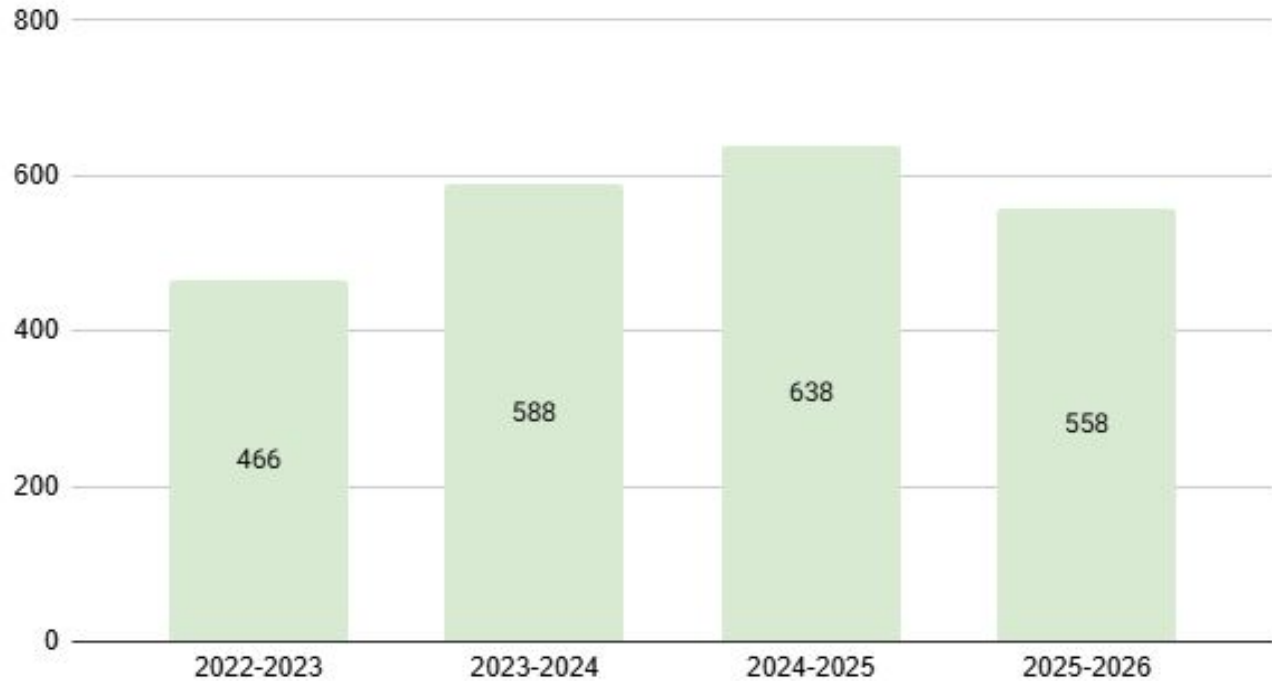
# MLS programs

- Transitional Bilingual Education (TBE)
  - Self-contained PK-2
- Transitional Bilingual Education (TBE)
  - Full time & part time
- Transitional Program of Instruction (TPI)
  - Full time & part time



# EL student population

CHANGES OVER THE YEARS



# Newcomers

DRASTIC CHANGE IN NUMBERS

**2024-25**

→ Over 94 newcomers

**2025-26**

→ 10 newcomers

→ 1 refugee

*Soon to relabel Newcomer
0
*2026-2027 relabel Newcomer
10

This represents a 89.4% decrease in one year

# Most commonly spoken languages

44 TOTAL LANGUAGES

- English
- Spanish
- Urdu
- Russian
- Ukrainian
- Arabic



# Bilingual K-2 Self-Contained Program

## UNDERSTANDING THE PROGRAM CLOSURE

- **Early Exit Bilingual (Spanish) Self-Contained Program (W68 model):** Designed to transition students to English-only general education by the end of second grade.
- **Instructional Design:** Spanish is the primary language of instruction with English Language Development embedded throughout the day.
- **Gradual Transition to English:** English instructional opportunities increase annually to support readiness for third grade.
- **Changing Student Needs:** As incoming students demonstrate higher English proficiency, the current model no longer fully supports biliteracy development.



# Bilingual K-2 Self-Contained Program

## UNDERSTANDING THE PROGRAM CLOSURE

- 49 students are transitioning back to their home schools
- Structured transition plan in place to support student success
- Staffing allocations aligned to meet student needs
- Parent communication

# English Language Development Pilot

## CURRENT CURRICULUM

### **Existing resources**

- Imagine Learning
- Reading Horizons
- Various online resources

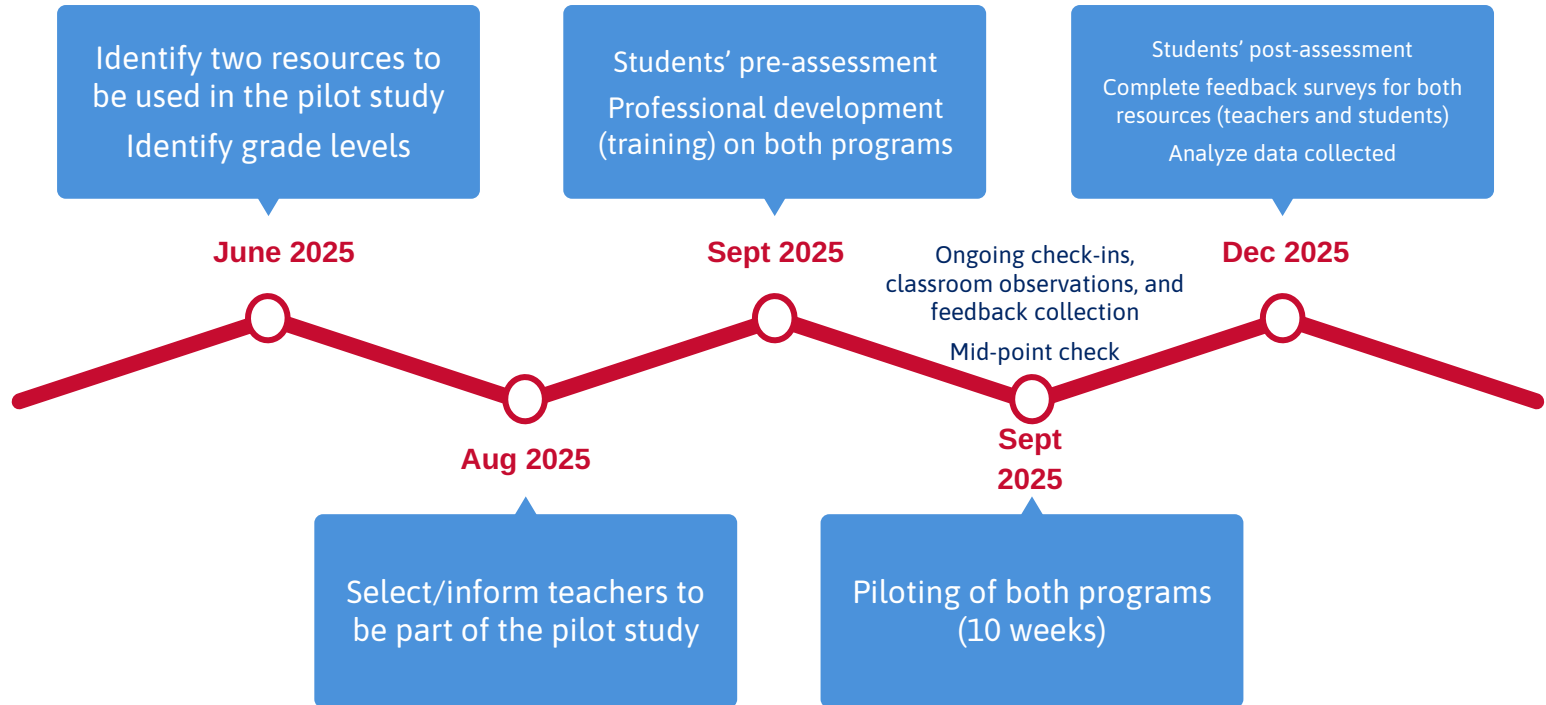
### **Opportunities for improvement**

- Inconsistent instructional practices across buildings
- Misalignment of practices and expectations
- Gaps in language skill progression
- Limited progress monitoring and accountability



# English Language Development Pilot

CLUSTER GRADES 1-2, 4-5, 7-8





# English Language Development Pilot

## TEAM MEMBERS

School	ELD program	Team members & grades
Goodrich	EL Achieve	Violeta Gamez (primary grades) Maria Gonzalez (intermediate grades)
John L Siple	EL Achieve	Mario Ortega (primary) Mona Rustom (intermediate)
William F Murphy	Language Power	Janette Galvan (primary) Maribel Ruiz (intermediate)
Willow Creek	Language Power	Roselyn Feliciano (primary) Lydia Dudenias (intermediate)
Jefferson Junior High	Language Power	Greta Cervantes (7th - 8th)



# English Language Development Pilot

RECOMMENDED & APPROVED

After careful consideration of instructional needs and program alignment, the purchase of **Language Power** was recommended to support language development for Multilingual Learners.

**Program cost**  
Approximately \$80,000 for initial implementation with subsequent yearly costs of \$6,300

## Benefits to students and staff

- **Language Power promotes access and equity for all English Learners**, valuing students' linguistic and cultural assets while supporting W68's focus on inclusive, student-centered instruction.
- **Consistent lesson routines build safety and confidence**, supporting ELs through predictable structures and gradual release aligned to district best practices.
- **Integrated listening, speaking, reading, and writing** provide daily opportunities for authentic language use aligned to WIDA language domains and uses.
- **Built-in scaffolds and synthesis opportunities** support comprehension, language growth, and academic discourse across proficiency levels.
- **Aligned to WIDA standards across content areas**, Language Power supports both academic language development and social communication for MLS students.



# Multilingual Services

## ENGLISH LANGUAGE DEVELOPMENT PILOT

- Successfully piloted Language Power across grade clusters, demonstrating strong alignment to W68 instructional priorities and WIDA standards.
- Teacher feedback indicates increased student engagement, effective scaffolding, and clearer differentiation to support language development for MLS students.
- Staff has successfully gone through one day of training



# Multilingual Services

## COACHING HIGHLIGHTS

- Conducted building visits and attended grade-level Impact meetings across schools to build relationships and strengthen collaboration with grade-level teams.
- Enhanced EL/classroom teachers collaboration sessions through the intentional use of student-focused topics and supportive tools to strengthen discussions.
- Facilitated coaching cycles to support teachers in strengthening scaffolds and access to grade-level instruction for students at varying English language proficiency levels.
- Conducted a needs assessment to identify current practices, define desired outcomes, and use the information gathered to develop a targeted plan for growth and support.

# Multilingual Services

## COACHING FOCUS

- Designated time for small-group language development instruction to provide targeted support for students on EL caseloads.
- Common weekly collaboration time for EL teams at each school to meet weekly to reflect on delivery of instruction, analyze student data and instructional practices to guide decision-making with a focus on Language Power.
- Increase opportunities for full implementation of coaching cycles to provide ongoing, sustained support for teacher growth and instructional practices.



# EL achievement

DISTRICT-WIDE BY GRADE LEVEL 2025-26

	FT	PT	Reclassified
K	53	8	8
1st	47	4	1
2nd	36	32	5
3rd	37	26	4
4th	18	38	19
5th	10	24	13
6th	17	45	9
7th	24	11	1
8th	17	12	2
<b>Total</b>	<b>259</b>	<b>200</b>	<b>62</b>

Total Students	521
Reclassified %	12%



# ACCESS

## RECLASSIFICATION

	2023	2024	2025	2026
Edgewood	11%	6%	8%	9%
Goodrich	3%	5%	10%	8%
John L Siple	14%	29%	19%	31%
Meadowview	17%	5%	7%	12%
William F Murphy	6%	8%	16%	11%
Willow Creek	1%	17%	8%	11%
Jefferson Junior High	4%	5%	3%	4%
<b>District</b>	<b>10%</b>	<b>14%</b>	<b>10%</b>	<b>12%</b>

# Bilingual Parent Advisory Committee

2025-26





# 2026-27 plans

## LOOKING AHEAD

- Full implementation of Language Power
- MLS instructional practices
  - Coaching
- Monitor/support former self-contained K-2 students



# ELD Program Implementation

2026-27

- **Fidelity of Implementation:** Daily Language Power instruction with consistent use of curriculum routines, pacing, and language objectives.
- **Comprehensive Language Development:** Focused instruction in listening, speaking, reading, and writing with structured student interaction and academic vocabulary development.
- **Data-Driven Decision Making:** Unit assessments and progress monitoring used to guide instruction, placement, and student support services.
- **Aligned Systems & Support:** Student placement aligned to WIDA/ACCESS proficiency data, supported through ongoing professional learning, coaching, and implementation monitoring aligned to Woodridge 68 priorities.

# Review of today's topics

- MLS program overview
- Current percentage of ELs
- ACCESS scores
- 2026-27 plans

# Questions?

