



Multilingual Services & Update on Strategy 2.2

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Supportive Programming for Student Success

Strategy 2.2
Part 3

Our core strategy is to establish a culture and organizational structure that fosters a positive, safe, inclusive, and supportive climate for all stakeholders.

1573 Multilingual Students
167 Newcomer Students
253 Dually Identified

Supportive
programming

Curriculum
Refinement

Instructional
Coaching

Professional
Development

Student and
Parent
Engagement



Improve Tier 1 Instruction

- Review and Revision of Curriculum and Assessment
- Newcomer Literacy: We have developed a Newcomer Literacy course update that incorporates Orientation to Human & Public Services to provide foundational literacy and orientation for recently arrived students
- Instructional Focus on Literacy Components

Strategy 2.2
Part 3

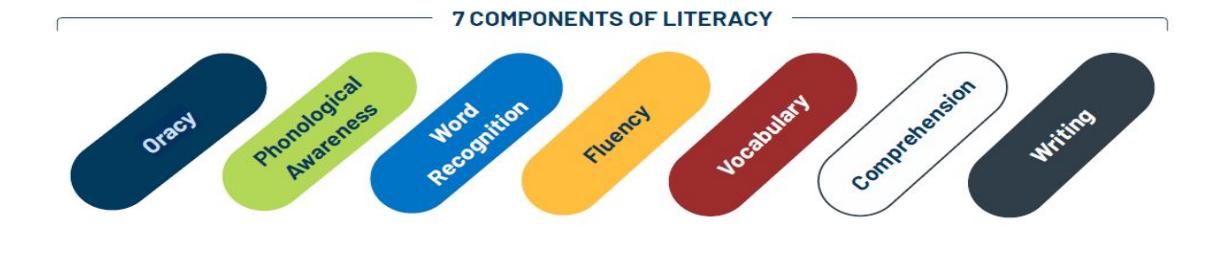
Supportive Programming

Curriculum Refinement

Instructional Coaching

Professional Development

Student and Parent engagement



Strategy 2.2 Part 4 & 6

Supportive Programming

Curriculum Refinement

Instructional Coaching

Professional Development

Student & Parent Engagement

Instructional Support

- **Multilingual Instructional Leadership Team (ILT):** We have created an ML Instructional Leadership Team, including representatives from administration, teachers, social workers, counselors, and instructional coaches, to help steer the ML program forward
- **Instructional Coaches:** Our coaches (31 teachers at West, 26 at Central) provide crucial instructional support, professional development, and coaching

Tips and Tricks

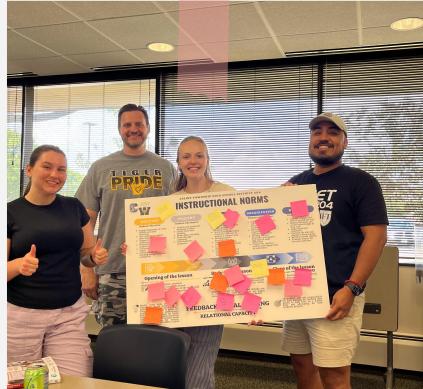
Strategies

Coaches support teachers in implementing strategies like SIOP (Sheltered Instruction Observation Protocol), Co-Teaching, use of anchor charts, visuals, word banks, and Total Physical Response (TPR) to make content comprehensible.



START!

- SIOP
- Co-Teaching
- USF-Partnership
- CTE-Cohort
- Instructional Norms



anchor charts (co-create)
visuals
annotate
highlight
sentence stems
word banks
strategies (reread, metalinguage, crossing out unimportant statements)
modeling
color-coded materials

TPR
guided questions
guide
outline
small groups
[synonyms]
Kagan structures
graphic organizers

Strategy 2.2
Part 3

→ Supportive Programming

→ Curriculum Refinement

→ Instructional Coaching

→ Professional Development

→ Student & Family Engagement

Student Profile & Placement Evaluation

- We evaluate placement on multiple data points:
 - Years in the Program
 - Test Results
 - Language Proficiency
- Articulation Process
- Credit Recovery
 - Subject.com
 - Online platform
 - School year & Summer School opportunities



Strategy 2.2
Part 3 & 4

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Social-Emotional Support

- Bilingual Social Workers
 - Carina Yanes-Central
 - Quetzalli Jacobo-West

Bilingual Social Worker: Joliet Central

Social Emotional Support

Tier 2 Groups

- STRONG (Group for Newcomers)
- Bilingual Stress & Coping
- Bilingual Young Women's
- Dreamers
- Bilingual Transitional Support Group (Support group for students transitioning from bilingual classes to regular ed classes)

Groups consist of 10 students and run for 7 weeks, except for our Dreamers group, which meets once a month and runs throughout the school year.

Family Engagement

- Newcomer Student/Parent Information Night
- Kernels Planning Committee
- Attend Parent Meetings with Triangle Team members
- Attend IEP/504 Meetings
- Complete any needed evaluations

Newcomer Night: Assisted with parent phone calls/emails to invite families

Kernels: Assisted with inviting community organizations to the event

Individual Student Support

- Student Check-ins
- IEP/504 Students with Direct Social Work Minutes
- Crisis Intervention
- Assist Deans with Student Medications
- Triangle Team Involvement

Attends 5 different Triangle Teams, working with our Bilingual Counselors, Deans, and family engagement liaisons to discuss how we can support our families & students with the current political climate

Newcomer Engagement

- Newcomer SEL Classroom Lessons
 - Every 2 weeks - periods 2 & 3
- Newcomer Student Ambassador Program

The Ambassador Program was created to pair Student Ambassadors with a newly enrolled Newcomer student to help guide them in their first 2 days of school, showing them where their classes are located and supporting them in their transition to our school.

Community & Staff Support

- Co-Facilitate JT Affinity Group
- Co-Facilitate Staff Compassion Circles
- Crisis Team
- Supporting Immigrant Families & Students Support Team
- BHT Referrals

Social Emotional Support:

- Group: Stress and Coping
 - 10 students
 - 8 weeks, meeting once a week

Newcomer Engagement:

- Newcomer Night
 - PowerPoint presentation on resources and supports
 - Parent phone calls to invite families
 - Follow-up emails for those who couldn't attend
- Push-in Newcomer classes
 - SEL presentation/lessons every 2 weeks
 - Periods 3, 4, 6

Individual Student Support:

Supporting Immigrant Families: A Group of building admin, social workers, counselors, deans, and family engagement liaisons to discuss how we can support our families & students with the current political climate

Community & Staff Support:

- BHT Referrals
 - Connecting EL/Newcomer students to community partners
- Staff compassion circles
 - Safe space for bilingual staff to process the current political climate.
- Staff Collaboration
 - Collaboration with Deans, Counselors, Admin, Academy coordinators regarding student support table, student supports and interventions.

District Committees:

- Multilingual Learners ILT
 - A member of the multilingual ILT to advocate for our EL students and their needs.



Strategy 2.2
Part 6

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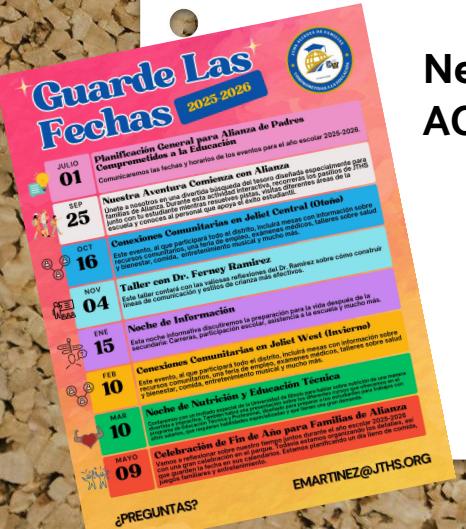
Professional
Development

Student & Family Engagement

Family Engagement 2025-26

- Alianza de Padres Comprometidos a la Educación
 - 6 new opportunities for first generation families to connect with JTHS

Newcomer Parent Night ACCESS Award Night



Strategy
2.2 Part 3

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