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Let's Talk

Find someone in the room and have a 2 minute conversation about your favorite movie **without using words that have the letters “n” and “s”**.



Today's Agenda

- ❑ Our Multilingual Learners
- ❑ Programs & Services
- ❑ ACCESS Data
- ❑ Seal of Biliteracy Data
- ❑ Family Support and Engagement



Philosophy

The philosophy of the Harlem School District is for all of our students to develop high levels of English proficiency while maintaining, and whenever possible, enhancing their linguistic diversity. We will support our students to maintain their first language as they develop skills in English. We will develop a comprehensive model to address the short and long-term academic programming goals of our Multilingual Learners (MLs). A student identified as ML is entitled to services until such student obtains a minimum Overall Composite Proficiency Level of 4.8 on ACCESS. Thus, districts must continue to provide MLs with appropriate services until they achieve these cut scores on ACCESS.

Multilingual learners

culturally and linguistically diverse students who are learning two or more languages

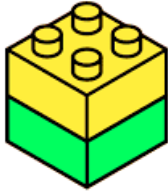
Also known as:

- English learners-ELs
- Limited English Proficient-LEP



Sequential

- ❑ First learning one language and then another
- ❑ Language introduced after 3rd birthd



Simultaneous

- ❑ Grows up with two or more languages from birth or relatively early within the infant-toddler period



Our Multilingual Learners at a Glance



We have 443 MLs in the district!

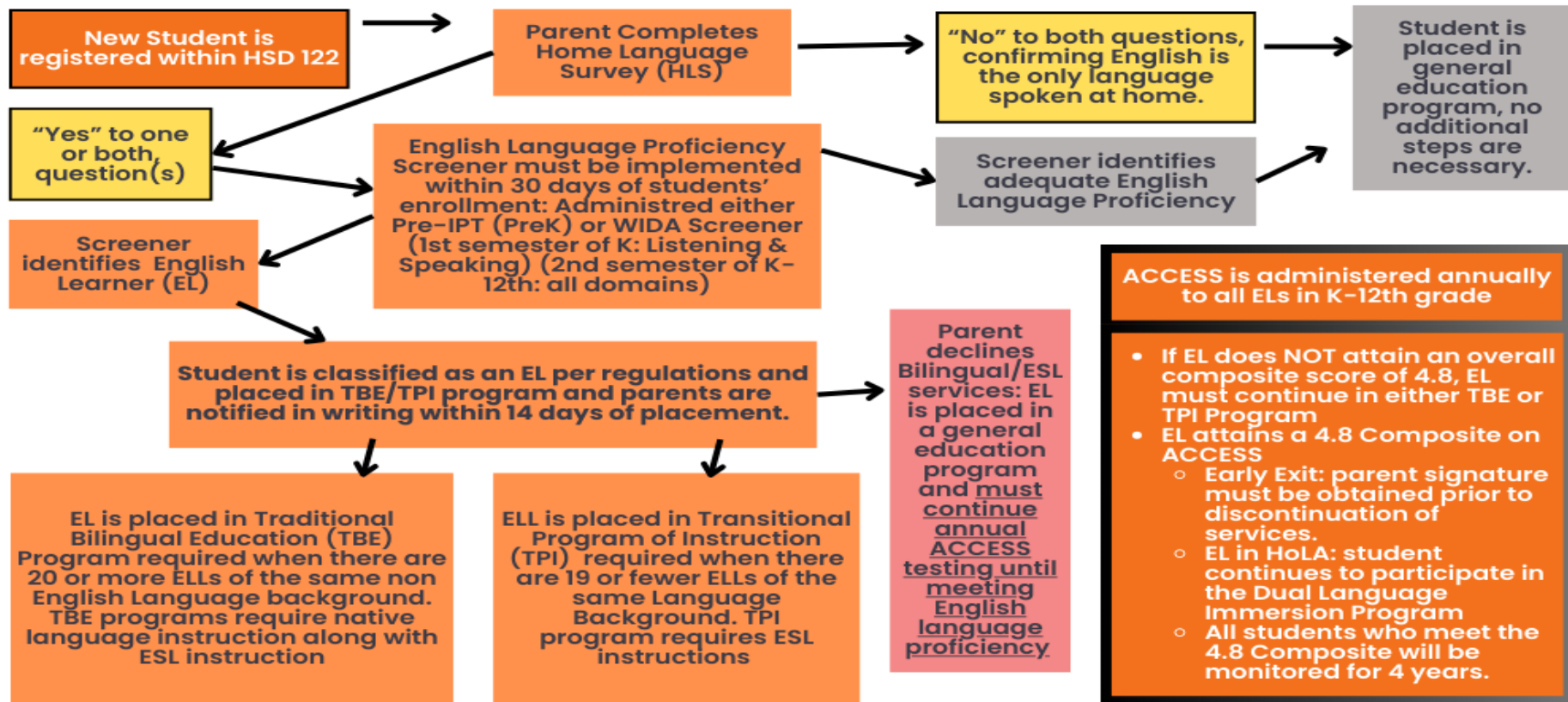
Different English
Language Proficiencies

1. Entering 17%
2. Emerging 19%
3. Developing 41%
4. Expanding 23%

Our MLs speak 37
different languages!

- Spanish
- Serbian/Swahili
- Vietnamese
- Turkish
- Arabic

BILINGUAL/ESL PROGRAM: IDENTIFICATION PROCESS CHART

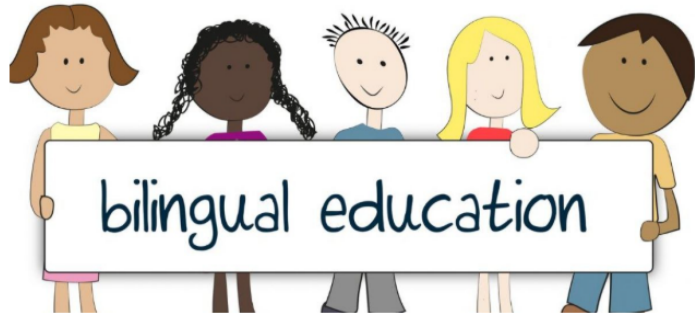


Transitional Program of Instruction





- ESL-English as a Second Language: *Core academic instruction in English with Common Core and English language development*
- 19 or fewer MLs of the same language
- Designed to assist students whose home language is other than English in attaining English language proficiency
- English Proficient while valuing the home language
- **Elementary**
 - Push in & Pull-out
- **Secondary**
 - Co-taught ELA, Science & History
 - Newcomers ELA
- **Schools:** Parker Center, Loves Park Elementary, Maple Elementary, Rock Cut Elementary, Windsor Elementary (STP), Harlem Middle School & Harlem High School

Transitional Bilingual Education



-
- Required when there are 20 or more ELs from the same language background in school (preschool is counted separately)
 - English as a Second Language (ESL)
 - Instruction in both English and native language for core academic subjects at school (language arts, math, science, and social studies)
 - Designed to assist students whose home language is other than English in attaining English language proficiency
 - **Elementary:**
 - Parker Center
 - Machesney Elementary
 - **Secondary:**
 - Harlem Middle School (*SLA & Social Studies*)
 - Harlem High School (*Spanish for Heritage Speakers*)

90/10 Program Model: Language Allocation

 Asignación instruccional del idioma en la clase Classroom Instructional Language Allocation 	K	1st	2nd	3rd	4th	5th	6th	7th	8th
	10%	10%	20%	30%	40%	50%	30%	30%	30%
			Español		Spanish		English		
	90%	90%	80%	70%	60%	50%	70%	70%	70%



The Mission of Harlem Language Academy (HoLA)



The Mission of the Harlem Language Academy (HoLA) is to help our diverse learners reach high levels of academic achievement, Biliteracy, and Bilingualism, in a safe and engaging learning environment while fostering Biculturalism.



WIDA™

ACCESS for ELLs

- ❑ Annual English proficiency assessment (January-February)
- ❑ Listening, Speaking, Reading, Writing
- ❑ Does NOT measure students' academic achievement or content knowledge
- ❑ Determines continued eligibility or exit from ESL/Bilingual services
- ❑ **Exit Criteria:** 4.8 Composite Proficiency Level



6- Reaching	<ul style="list-style-type: none"> specialized or technical language reflective of the content areas at grade level a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level oral or written communication in English comparable to proficient English peers
5- Bridging	<ul style="list-style-type: none"> specialized or technical language of the content areas a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports oral or written language approaching comparability to that of proficient English peers when presented with grade level material
4- Expanding	<ul style="list-style-type: none"> specific and some technical language of the content areas a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support
3- Developing	<ul style="list-style-type: none"> general and some specific language of the content areas expanded sentences in oral interaction or written paragraphs oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support
2- Beginning	<ul style="list-style-type: none"> general language related to the content areas phrases or short sentences oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support
1- Entering	<ul style="list-style-type: none"> pictorial or graphic representation of the language of the content areas words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with with sensory, graphic or interactive support

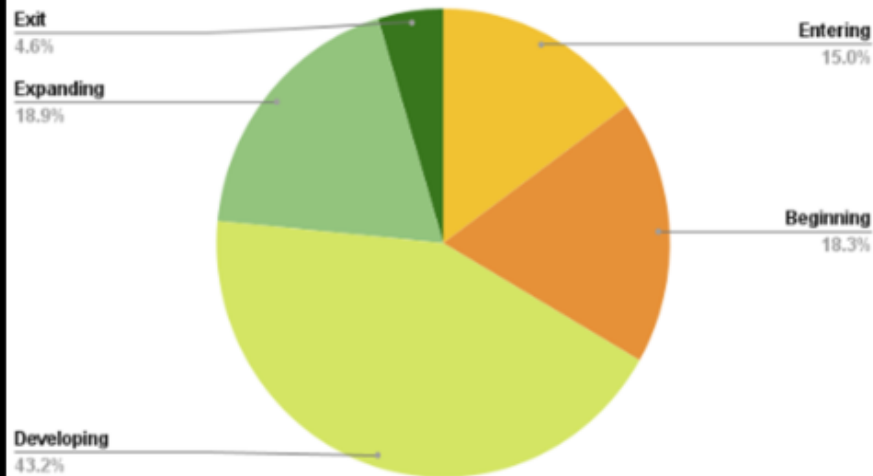
Proficiency Levels

The proficiency level score describes the student's performance in terms of the six WIDA English Language Proficiency Levels.

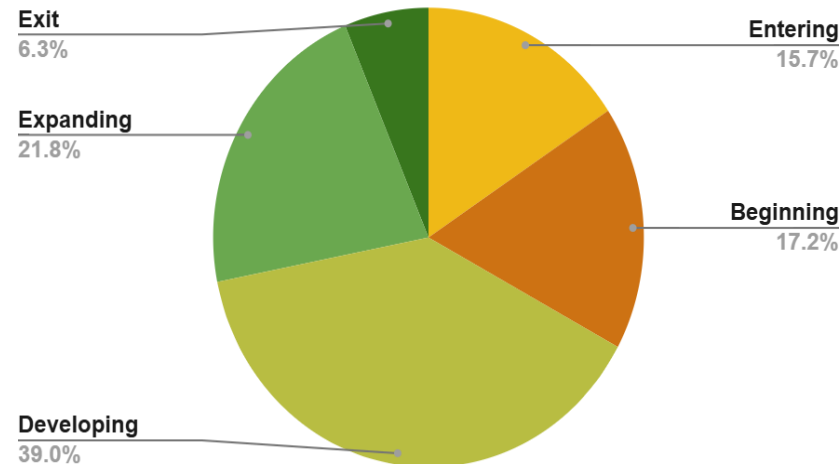
ACCESS Data



ACCESS 2024 District Results



ACCESS 2025 District Results



What is the Seal of Biliteracy?

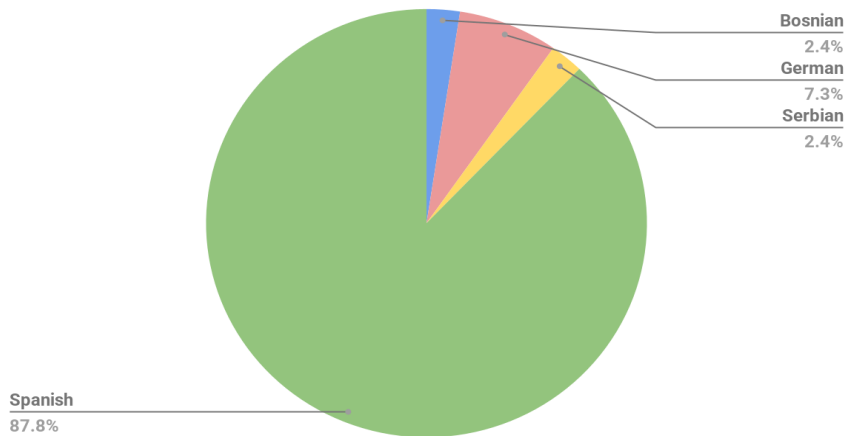
The Seal of Biliteracy is an award given by a school or district in recognition of students who have studied and attained proficiency in speaking, reading, and writing in two or more languages by high school graduation.



Pathways to the Illinois State Seal of Biliteracy



Awarded IL State Seal of Biliteracy since 2019 by Language



- English Proficiency:
 - ACT/SAT,
 - ACCESS
 - AP English
 - AAPPL
- World Language Proficiency:
 - AAPPL
 - ALTA

Celebrating Biliteracy: Tests Taken & Seals Awarded 2024-2025



- 32 Students Tested
 - 13 Seniors
 - 4 met the requirements
 - 7 Juniors
 - 2 met the requirements
 - 4 Sophomores
 - 1 met the requirements
 - 8 Franshman
 - 3 met the requirements
- 2025 IL. State Seal of Biliteracy Award
 - 4 high school seniors
 - Spanish, Serbian, and Bosnian



BPAC

**BILINGUAL PARENT
ADVISORY COMMITTEE**

- Collaborate with school district leadership regarding bilingual programs
- Provide recommendations for Bilingual/ESL programs
- Participate in the planning, operation, and evaluation of the ML programs within the district
- Plan and help implement parent education and involvement activities to support the teaching and learning of MLs
- Serve as a communication link between staff and other multilingual families
- Review the district's Bilingual Service Plan and ML portion of the Evidence-Based Spending Plan

The image features a white background on the left and an orange background on the right, separated by a diagonal line. The orange background is filled with a repeating pattern of lighter orange circles.

**Questions
or
Comments**



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