



GOAL AREA	STUDENTS
STRATEGY	Develop and implement a plan to provide and/or enhance student language offerings
RATIONALE	Developing and implementing a plan to provide and/or enhance student language offerings fosters cultural understanding, and global communication skills, supports equity and inclusive practices, and expands future educational and career opportunities
ACTION PLAN TITLE	Student Language Offerings and Multilingual Programming
ACTION PLAN STEPS	<ul style="list-style-type: none"> ● Collaborate with ESL and bilingual teachers during monthly meetings to: <ul style="list-style-type: none"> ○ Provide professional learning for EL and bilingual teachers to access all core curriculum digital platforms ○ Increase materials for low-incident languages ○ Vet current materials used to instruct ESL and bilingual students aligned to the district’s resource rigor and alignment process, and ○ Develop a resource library at each building using Title and district funds ● Partner with ESL and bilingual teachers to develop comprehensive multilingual program descriptions ● Partner with the Communications Department to increase communication with all stakeholders and improve understanding of the multilingual programs available in D95 ● Increase the number of staff trained to administer the ACCESS test. ● Convene a World Language committee to write curriculum and assessments in all language areas offered in grades 6-12 ● Study opportunities to provide World Language credit for middle school students who complete the course requirements. Bring a recommendation to the Board of Education in spring 2025
TIMELINE	The anticipated date of completion for this action plan is Spring 2025.

PROGRESS MONITORING STEPS	<ul style="list-style-type: none"> • Utilize surveys, inventory checks, and classroom observations to ensure all ESL and bilingual teachers can access and utilize core curriculum materials • Schedule monthly meetings to review current ESL and bilingual materials and assess the progress of the material enhancement process • Implement a communication tracker to document all outreach activities. Survey stakeholders annually to gauge their understanding and satisfaction with the communication efforts • Provide monthly progress reports to building administration regarding the World Language curriculum design. Create communication avenues designed to share continuous work with all staff • Continually assess the progress of the study on World Language credit opportunities. Document findings, analyze data, and share recommendations to the Board of Education by spring 2025
INDICATORS OF SUCCESS	<ul style="list-style-type: none"> • 100% of ESL and bilingual teachers report being able to access and utilize the core curriculum materials in end-of-semester surveys • Increase instructional materials for low-incident languages • Recommendation for World Language credit for middle school students presented to the Board of Education by spring 2025 • Monthly meeting minutes reflect the vetting of materials and alignment discussions • Resource libraries are established in all buildings • Stakeholder surveys indicate an increase in program understanding and satisfaction compared to the previous year • Draft curricula and assessments for identified languages as part of the 6-12 World Languages Program
POTENTIAL RESOURCES	<ul style="list-style-type: none"> • Budget for acquiring new and/or additional instructional materials • Physical space or digital platform for resource libraries
POTENTIAL COSTS	<p>Approximately \$35,000 will be spent on additional instructional materials to support ESL and bilingual students in K-12</p> <p>Substitute teachers for World Language Curriculum Work. 8-10 staff members at \$135 per day X approximately 7 days = \$9,450</p>