



# Multilingual Learners Across Our District

Who We Serve. How We Support.  
What We Achieve.

Shab Poloz, ML Program Coordinator  
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# STRATEGIC PLAN | 21-25

Our mission is to:

empower an  
inclusive, diverse  
community of  
learners to innovate  
and thrive as global  
citizens.



# OUR GOALS & STRATEGIES

This presentation falls under the:

1. Student Achievement Goal
2. Learning Environment Goal





# PRESENTATION OUTLINE

This presentation will cover:

1. Who Our Multilingual Learners Are
2. How We Support Their Learning
3. How We Measure Success

# General Information

Total number of  
MLs in D25 **584**

Languages  
represented in  
ML program **47**

Multilingual  
teachers **19**



**ARLINGTON HEIGHTS  
SCHOOL DISTRICT 25**

Early Childhood- 8 %  
Primary Grades K-2= 36 %  
Intermediate Grades 3-5= 36 %  
Middle School Grades 6-8= 20 %

Top 3 languages:

- Spanish (22%)
- Ukrainian (13%)
- Russian (11%)

Elementary= 15 teachers  
Middle School = 4 teachers

# Multilingual Learners Across D25



48  
(k-5)



31 60  
(ec) (k-5)



148  
(k-5)



22  
(k-5)



20  
(k-5)



42  
(6-8)



74  
(6-8)



54  
(k-5)



68  
(k-5)

Out Of  
District

17  
(k-8)



# Who Our Multilingual Learners Are

# Identification of MLs

## Home Language Survey

- It is a required part of registration.
- It determines if a language other than English is spoken in the home.

**STEP 1**

## English Language Screening

- Pre-IPT for EC
- WIDA Kindergarten (incoming K- 1st grade)
- WIDA Online Screener (grade 2-8)

**STEP 2**

## Notification of Placement

- ML staff send a notification letter about qualification and placement
- ML staff collaborates for class placement and scheduling

**STEP 3**

## Services Begin

- Transitional Program of Instruction (TPI)
- Transitional Bilingual Education (TBE)
- Parent Refusal

**STEP 4**

# TYPES OF MULTILINGUAL LEARNERS



## Sequential MLs

- Raised in one country with one language, and then move to the US and begin learning English.

## Simultaneous MLs

- Raised in the US and they are growing up learning and growing in two languages.

## Multilingual Learners may be identified as:

- Newcomers
- SLIFE or SIPE
- Long Term ML
- Dually Identified
- Parent Refusal
- Monitored/Former ML

# TYPES OF ML PROGRAMS



## Transitional Program of Instruction (TPI)

- If a district has fewer than 20 students of **various languages** in a school, they must provide a TPI language program.
- Services are provided through pull-out or push-in support
- District determines level of services for various proficiency levels.
- **Instruction is in English**
- Examples: ML Resource, Sheltered English Immersion

## Transitional Bilingual Education (TBE)

- School districts with 20 or more students of the **same language** in a school must provide a TBE program.
- Full-time TBE or Part-time TBE is determined by state criteria.
- District determines level of service for Full-time vs. Part-time
- **Native language component required**
- Examples: Bilingual Resource, Bilingual-self contained , Dual Language

The logo consists of a large, light gray circular border. Inside this circle is a stylized house shape. The house has a brown roof, a light blue body, and a white chimney on the left side. At the bottom of the house, the number '25' is written in white. The text 'How We Support Their Learning' is overlaid on the house shape in a bold, black, sans-serif font.

# How We Support Their Learning

# ML Instruction



## Transitional Program of Instruction (TPI)

- All D25 schools have a TPI program.
- Ivy Hill supports most K-2 ML students through sheltered English immersion.
- ML students are often clustered during class placement to provide ML resource support effectively.

ML Caseloads are reviewed annually.

## Transitional Bilingual Education (TBE)

- Ivy Hill (30) and Windsor (25) currently have a TBE-Spanish program.
- Spanish support is provided through bilingual resource instruction.
- TBE students are often supported based on native language proficiency.

Language groups are reviewed annually.

# ML Instruction



ML services are a part of Tier 1 instruction.

- ML students participate in all core content instruction.
- Elementary ML support often takes places during Structured Academic Time (SAT), independent portions of literacy instruction, or writing.
- Middle School ML support takes place during ELA block. Students may receive 1-3 periods of instruction based on language proficiency.
- ML students may receive additional support through the MTSS process (based on data and determined by team).

# WIDA Standards and Framework



## Illinois is part of the WIDA Consortium

- The WIDA Consortium is made up of 42 states, dedicated to the research, design and implementation of a high-quality, culturally and linguistically appropriate system to support multilingual learners in K-12 contexts.
- Our language screeners and annual assessments are consistent with other WIDA states.
- WIDA provides language standards, framework for instruction and assessments.
- ML teachers complete their required trainings for administering screeners and assessments through the WIDA secure portal.

# WIDA Standards and Framework



## WIDA English Language Development Standards

Table 1-1: WIDA ELD Standards Statements

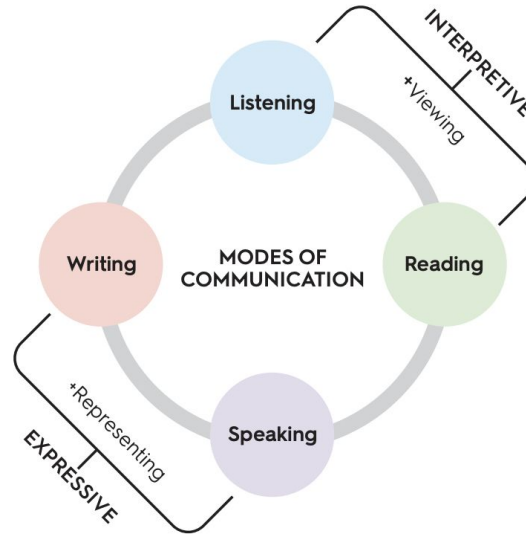
WIDA ELD Standards Statements
<b>English Language Development Standard 1:</b> English language learners communicate for <b>Social and Instructional</b> purposes within the school setting
<b>English Language Development Standard 2:</b> English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b>
<b>English Language Development Standard 3:</b> English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b>
<b>English Language Development Standard 4:</b> English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Science</b>
<b>English Language Development Standard 5:</b> English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b>

# WIDA Standards and Framework



## WIDA English Language Development Modes of Communication

Figure 2-5: Modes of Communication





# How We Measure Success

# Language and Academic Proficiency



**It is important to keep language proficiency as a key indicator for instructional planning:**










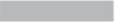


- Each year, new students to our district who have indicated another language will complete the WIDA screener to inform us of their language proficiency level (incoming kindergarten, new to country or transfer students).
- Each year, our current ML students will participate in the required state ACCESS testing for English Learners to inform us of their language proficiency level.
- ML staff use this information for student grouping, instructional planning, and collaboration with general education teachers.
- ML student data is reviewed at the same time that all school data is reviewed and monitored.
- Instructional decisions are made with teams including ML teachers.

# Language Proficiency Levels



## WIDA English Language Development Proficiency Levels

Description of Proficiency Levels	
<b>1</b>	<b>Entering</b> - Knows and uses minimal social language and minimal academic language with visual and graphic support
<b>2</b>	<b>Emerging</b> - Knows and uses some social English and general academic language with visual and graphic support
<b>3</b>	<b>Developing</b> - Knows and uses social English and some specific academic language with visual and graphic support
<b>4</b>	<b>Expanding</b> - Knows and uses social English and some technical academic language
<b>5</b>	<b>Bridging</b> - Knows and uses social English and academic language working with grade-level material
<b>6</b>	<b>Reaching</b> - Knows and uses social and academic language at the highest level measured by this test

Language Domain	Proficiency Level (Possible 1.0-6.0)					
	1	2	3	4	5	6
<b>Listening</b> 	2.8 					
<b>Speaking</b> 	3.0 					
<b>Reading</b> 	2.0 					
<b>Writing</b> 	4.4 					
<b>Oral Language</b> 50% Listening + 50% Speaking	2.9 					
<b>Literacy</b> 50% Reading + 50% Writing	3.7 					
<b>Comprehension</b> 70% Reading + 30% Listening	2.3 					
<b>Overall*</b> 35% Reading + 35% Writing + 15% Listening + 15% Speaking	3.4 					

# Accountability and Growth



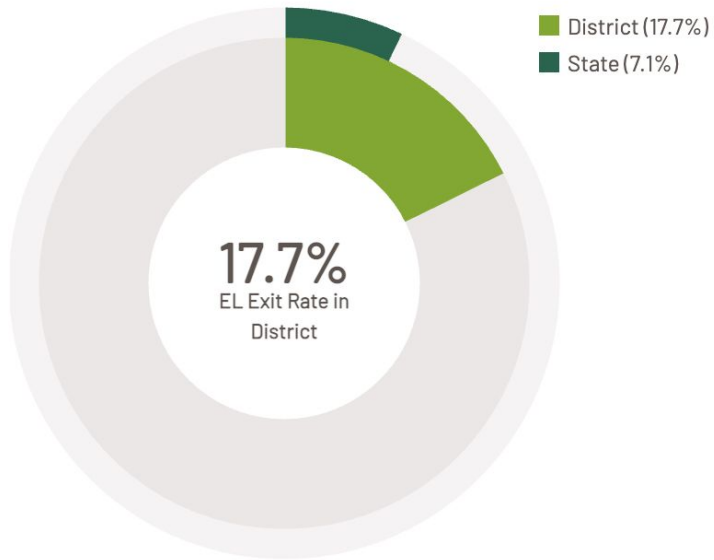
ML students participate in all local and state assessments with some consideration:

- Exempt in first year in US for local assessments
- Use of allowable accessibility features and accommodations as needed
- Focus on student growth as compared to other ML peers.

ML students are a subgroup at each school in our district:

- Illinois School Report Card > Students > English Learners
- Data is available for English Learners as a district subgroup or per school.
- We review local data sources for English Learners throughout the year.

# Accountability and Growth



## D25 Multilingual Learners Fast Facts:

- Our program exit rate is more than double of the state's exit rate.
- We have 136 students in first year in the US (23%)
- Only 17 program parent refusals across the district (3%)
- Only 18 students who are Long term English Learners (3%)



**QUESTIONS?**