

**WAUNAKEE COMMUNITY SCHOOL DISTRICT
BOARD OF EDUCATION CURRICULUM COMMITTEE**

Tuesday, January 11, 2022

8:30 AM

Waunakee Community School District
905 Bethel Circle
Waunakee, WI 53597

Members of the public may attend Board of Education meetings in-person, and will be asked to check in with District personnel when you arrive.

Public comments will be limited to 3 minutes. The Board will allow 30 Minutes for public comments.

Public comments may be sent to Rebecca McDonough

at district_administrator@waunakee.k12.wi.us up to one hour before the start of the Board meeting. All comments will be reviewed by the Board members. Emailed comments will be reviewed by the board but not read out loud. Emailed comments sent during any part of the board meeting (Board Development, Closed session, Open session) will be forwarded to the board but may or may not be reviewed by the board until after the board adjourns. Comments must include the commentator's name, address, and must identify their connection to the District (if any) and any group they are representing in order to be considered by the Board.

If you would like to address the Board in-person during the public comments section of the meeting, you will be greeted in the lobby of the building, asked to check in with District personnel when you arrive so that you can be recognized and address the Board when your name is called.

A recording of the meeting will be posted on the District webpage within 24 hours of the meeting time.

A quorum of the Board may be present

AGENDA

I. CALL TO ORDER

II. ROLL CALL

III. APPROVE AGENDA

IV. PUBLIC COMMENTS

V. ALTERNATIVE EDUCATION UPDATE

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Our Alternative Education team from the high school will be joining us to provide an update on this area of programming. It has been several years since we have brought an update to the Board and we wanted to take this opportunity to keep you informed about the elements of our Alternative Education options, the students we are serving, and opportunities to strengthen the program in our long term planning and facilities planning.

VI. ENGLISH LEARNER PROGRAMMING AND SERVICES UPDATE

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Chris Mand and Tim Schell will provide an update on our programming for English Learners and future directions for these programs and services. As has been shared previously, our student needs require us to begin work on providing a bilingual delivery model. Chris and

Tim will cover this in more detail during the presentation and more information is included in the program review CESA 2 conducted for us this past fall. Our planning process is

moving forward but we will need to apply for an implementation waiver for the 2022-2023 school year and we would welcome a motion supporting the waiver from the Committee for the February 14 Board meeting.

VII. ITEMS FOR FUTURE MEETINGS

Tim Schell

VIII. ADJOURN

“Any person who has a qualifying disability as defined by the Americans with Disabilities Act who requires assistance with access or materials should contact the Waunakee Community School District Office at 849-2000, 905 Bethel Circle Drive Waunakee, WI 53597, at least twenty-four hours prior to the commencement of the meeting so that necessary arrangements can be made to accommodate the request.”

Waunakee High School Alternative Education Department

Corey King, Pat Collins, Chris Raschick, Christy Sheppleman,
Scott Krause

Current Alternative Education Programs @ WCHS

- Active Learning I
 - 9th grade Transition Program. Soft Skills and Guided Resource emphasis
- Active Learning II
 - 10th grade Resource class for former Active Learning I students and other struggling students
- Active Biology
 - Recovery class for 10th graders who failed Bio or 9th graders on track to fail Bio due to work completion⁴
- Active English
 - Recovery class for 10th graders who failed E9 or 9th graders on track to fail E9 due to work completion
- Competency Program
 - Competency based Alt Ed. program for Juniors/Seniors who are “At-Risk” of not graduating high school
 - 2 year program
- GEDO#2
 - Test and attendance based Alt Ed. program for Seniors who are “At-Risk” of not graduating high school

Special Education students have also been supported in these programs

Special Education within the TLC

- Support students with IEPs in Competency Program and GEDO #2 Program
 - Competency Program
 - GEDO #2 Program
- Provide education for students whose needs cannot be met in traditional High School setting
 - Higher needs students with IEPs
 - Students often have mental health challenges
 - Need smaller environment, 1-on-1 instruction
 - Academic and Life Skills instruction
- Provide support for students who cannot be in High School building for disciplinary reasons
 - Provide specialized instruction required by IEP
 - Facilitate work between students and classroom teachers

GEDO #2 Entrance Requirements

Eligibility:

- Seniors who are at least one year behind their graduating class in credits.
- They should have a 9th grade reading level.
- Occasionally, students may begin at the end of their junior year.

GEDO #2 Graduation Requirements

Requirements:

- Authorized school districts utilize the battery of 4 GED tests to measure proficiency in lieu of high school credit.
- Pass 4 tests with score of 145 or above
 - RLA (Reasoning through Language Arts) 150 min
 - Mathematical Reasoning 115 min
 - Social Studies 70 min
 - Science 60 min

Tests have been traditionally taken at Madison College--Commercial Avenue. Beginning last year 2020, students have been able to use an online option.
- 90% attendance
- Pass State Civics test
- Pass Health between 7th - 12th grade
- Career exploration/employability skills

To those requirements, Waunakee has added a Personal Learning Plan, finance unit, and a future plans packet in addition to a 10 hours work/volunteer/HS class requirement per week.

Competency Entrance Requirements

- Junior standing (we currently have 1 Sophomore due to attendance as a Freshman)
- Credit deficient by one year or more
- Not having success or a connection to their education
- Must take 1 elective in the High School, have a job, or have regular volunteer placement
- Latest they can enter is the beginning of the 2nd semester of their Junior year.

Competency Graduation Requirements

- 90% Attendance based on a 3 hour in person class AND...
- Actively participating in the program (Journal, Portfolio, Discussions, Experiences)
- Showing academic growth
- Completing Yearly Competencies based on the curriculum
 - Curriculum is based on the individual needs of the student

Daily Student Schedules

GEDO#2 Program

- AM Section: 8:15-11:15
- PM Section: 12:30-3:30
- Hold a job, take a course (or 2) at the HS, or take an online course

Competency Program

- AM Section: 8:30-11:30
- PM Section: 12:00-3:00
- Hold a job or take elective course¹ at the HS

*Due to a variety of reasons, students tend to extend these hours by arriving as early as 7:45, staying over lunch, and leaving after the school day ends. (reasons include feeling safe and connected at the TLC, taking HS courses, eating lunch at the HS, waiting for rides, job schedules, etc).

Competency Weekly Schedule

Monday

- SEL
- ALEKS Math
- Inquiry Lesson
- Current Event

Tuesday

- Mastery Skills
- Inquiry Project
- Mind Over Media
- Project Inquiry Connect

Wednesday

- Advisory
- Inquiry Lesson
- Reading for the 21st Century
- Outing Time

Thursday

- Mastery Skills
- Inquiry Project
- Roundtable
- Project Inquiry Connect

Friday

- Writing for the 21st Century₁
- Health and Wellness
- Student Lead Activity
- Reflection

What does a Competency Student Look Like?

Student 1

Attendance issues since middle school

Out of school issues

Mental health issues

Creative and verbal as to expressing thoughts

Student 2

Family history of poor connection to education

Significant family trauma

Living with nonparental family

Good writer and potential as a learner

Student 3

Did not attend 7th, 8th and 9th grade

Family history of poor connection to education

100% attendance in 2021

Has shown improvement in academic rigor

Student 4

Attendance issues since middle school

Attended very few days in 2020-2021

Attendance has improved but is not responsive to verbal cues and refuses to participate

Student 5

Attendance issues

Expulsion 9th gr

Strong writing skills¹²

Very creative

Wants to pursue higher education

What does a GEDO2 Student Look Like?

Student 1	Student 2	Student 3	Student 4	Student 5
Involved in school activities	Anxiety (HS did not work)	AODA Issues	Teen Parent	Behind in credits
Social	Mental health issues	Adjudicated	Transfer student	School anxiety
Behind in Credits	Few HS connections	Behind in credits	Little home Support	Parent support 13
Virtual school struggle with Covid	Behind on Credits	Disconnected from school	Behind in credits	5th year senior
	Self-medicated due to anxiety	Lacked trust in adults	No school connection	
	Expelled	Student of color	Truant - did not attend high school	
	Significant mental health concerns		Transient	

Student Demographics- Christy Sheppleman

Ages: 15 to 21 year old students (between the two programs but majority 16 or older)

Gender: currently 60% male however, multiple students identify as non-binary

Race: 2021-22 majority white, 17% students identify as other races or more than one

Economically Disadvantaged: 37%

Diagnosed Mental Health: According to self identification: 90% of students (anxiety, depression, ADHD)

Teen Parents: (5.7%) (past years often 1 or 2)

Live with Foster Parents: (5.7%)

Trauma experience: Some of our students have endured significant trauma (parent death, sexual assault, child abuse)

AODA: Some of our students have been in treatment programs and are working on sobriety

All of our students: Want a second chance to finish high school

Graduation Rates

GEDO#2:

1st official year 2006-2007

DPI Requires programs to keep 80% graduation rate.

130/150 students have earned diploma

86.6% Overall

Students typically go into the workforce or attend Madison College

Competency Program:

2018-2020: 3

2020-2021: 2/2

*Program included 5 juniors

2021-2022- ?/4

Teacher Roles

Corey King- GEDO#2

- GEDO#2 Lead
- OdysseyWare
- E-School
- Expelled Students

Pat Collins- Competency

- Competency Program Lead
 - Develop Curriculum
 - SEL Programming
 - Parent Communication

Scott Krause- Comp/ALP

- ALP I (9th Grade)
 - Transition Program
- ALP II (10th Grade)
- Active Bio (9/10) ¹⁶
 - Alternative Bio class
- Active English (9/10)
 - Alternative English 9 class
- Competency Program
 - 9:40 am -12:30 pm
 - 2:00 pm -3:45 pm
- ALEKS Math

Teacher Roles

Chris Raschick- Special Ed

- Special Ed support
 - Competency Program
 - GED02 Program
- Students who need placement outside of high school building
 - Disciplinary reasons
 - Student whose disabilities require different environment

Christy Sheppleman- School Social Worker

- Referrals to community services and programs
- Crisis & intervention services
- Home visits: attendance support
- Mental health seminars/groups
- Individual student support
- Mentoring program
- Child abuse/neglect referrals/intervention
- Collaboration with DCHS and other services (treatment programs, etc.)

Alternative Education Barriers

- Lack of staffing
 - Daily staff schedules
 - Balance of time due to staff juggling multiple programs
- Imbalance of male to female staff
- Building space
 - Classroom space limited
 - Shared with TAHER and Transition Program
- Variability of students schedules (work, electives, etc)
- Lack of common planning time
- Consistent Student Buy-In/Attendance
 - Feel this would improve with consistent staff scheduling
- HS Disciplinary Action affects Alt Ed Program Numbers

Exciting News!

A group of TLC Students wrote and received a **\$1,000 mini grant** from the WI Department of Instruction

Project Title: **“Mental Health, Let's Talk About It!”**

- Students meet weekly with school social worker and mental health clinician to learn about mental health topics
- Students take what they have learned and mentor younger students about SEL topics



Student/Family Feedback

GEDO quotes:

“You provide a wonderful service and support network for kids like XXXX, we are very grateful for that.” 6/2020

“I just wanted to take a few moments to write you and tell you how much you impacted my life. I know it might sound silly, but throughout my life and schooling, I have had to write many reflections and papers about leaders in my life, and truthfully, you were the only one that ever came to mind....I am now 30 years old (eek), have 2 beautiful children, happily married, and have been a ²⁰ successful social worker for the last 5 years. Next month, I will be graduating with my Master’s in Social Work, and will pursue working with vulnerable children in Milwaukee County doing CPS work. I can only hope that I touch a portion of the lives you have touched.” 3/2021

Student/Family Feedback

Competency quotes:

"I feel like in the TLC you have the freedom to make school what you need it to be for you." - the one and only collins

"The competency program is an amazing way of earning a diploma because there are lots of things we are learning that we can process much easier by 'being taught more one on one with less students and more teachers.'"

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"This program has benefited me because I struggle with coming to school, family things that come up or me just physically not being able to do the work that day. It has also benefited me because I am able to go into a room that's quiet and that helps so much."

"This program helps us (the students) get the right support they need to complete work and do a good job on it. We only have 3 hours a day but when we use our time wisely we complete enough work to show that this program works for us and the way we can actually really learn. If you have an off day you need to get right back on track because the time we have here is very important."

"The TLC program has helped me a lot with my attendance because before I came to the TLC it almost felt overwhelming to go to school but now that I'm in the TLC it feels easier to come to school for many reasons and one of those reasons is that the teachers at the TLC are a lot nicer than most of the teachers at the main high school. Another reason is that there's a set group of people that come to the TLC and I'm friends with everyone in that set group so that makes it really nice when it comes to just showing up for school because I actually want to."

Student/Family Feedback

Competency quotes:

“The TLC is a very beneficial program for students who struggle more than your everyday student at your high school. For me, my whole life this is a huge benefit to me cause I wouldn't have been able to attend school properly. Having three hours and just to learn the core idea of a subject is helpful. It to the point and the TLC tries to make it more enjoyable. Don't get me wrong, the teachers have a lot to deal with because when you talk about caring for 20 students' education individually, it gets challenging. This program opens a lot of doors. I would not be able to have an opportunity to graduate without this program. This is still a developing program but this has become life changing for every student that has been here.”

“If there was no Competency Program then I would have been forced to get my GED instead of having the opportunity to work towards my high school diploma in a different way than the average student.”

“I believe that this program is beneficial to all of the students in here because not only has it brought us closer to our education in a beautiful way but it has also showed us that teachers and students are all humans and react in certain ways to certain situations and that more than likely teachers don't not like you but just have to deal with a bunch of other students, we might just be enough to push them over the edge but Mr. Collins can handle all of us and that makes us feel like there is still hope for our education.”

Student/Family Feedback

Special Education quotes:

“You are the reason that I am where I am now. From the start you have always supported me and made me laugh. You make it possible for me to come to school everyday and succeed...You are making a difference in the world and I am proof.” 12/2019

“If it weren’t for this program my son would have been a drop out! They never gave up on him, they always treated him with respect and understood the troubles and gave him a chance to succeed! ...he is a young man today because of the program! They use real life situations to help him learn math and reading and social skills that was huge! He graduated...and is now working a full time job and able to use the skills learned to deal with everyday life. I can’t thank the team enough for all they did for my son!”
1/2022

“If it wasn’t for the TLC teachers coming over to the Middle school to help my son along, my son would never have made it as far as he has today. The staff did an excellent job and I do believe they will help more students do the best they can. The TLC teachers have great knowledge of how to work with special kiddos and are very patient with them.” 1/2022

TLC ALT Ed School Schedule

8:30- 11:30

12- 3

Monday	Tuesday	Wednesday	Thursday	Friday
<i>SEL Inclusion</i>	<i>To Do List ALEKS Missing work Projects</i>	<i>To Do List ALEKS/EVERFI Journal/Article Missing work Projects</i>	<i>To Do List ALEKS Missing work Projects</i>	<i>To Do List ALEKS Journal/Article Missing work Projects</i>
<i>SEL Circle Group Discussion</i>	<i>Discussion</i>	<i>Portfolio Projects</i>	<i>Advisory 9:30-10:00 1:00-1:30</i>	<i>Portfolio Projects</i>
<i>SEL Lessons</i>	<i>Project Inquiry Connection</i>	<i>Life Skills Muddy Boot Current Event</i>	<i>Project Inquiry Connection</i>	<i>My Health Weekly Reflection and SMART Goals Social Issues</i>
<i>SEL Projects Fieldtrip</i>	<i>Project Inquiry Connection</i>	<i>Outing Time</i>	<i>Teacher/Student Check In</i>	<i>Year Long Project</i>

Volunteer/Job:

You will be expected to have a job or volunteer during your time in the Competency Program. Your teachers will assist you in finding a placement that helps you to gain experience and develop connections in your chosen career cluster. If you do not have a job, you are expected to be working on projects in the building or taking elective classes in the building. Hours for academics, jobs, volunteer work, and classes outside of the TLC building will be documented weekly.

Projects:

Projects could be a week or two weeks and flexibility as to topic is based on student interest.

1. Reading a Novel
2. My Life's Blueprint
3. Apartment Story (my future)
4. Job/career
5. History in Pictures
6. Women's Studies
7. What in the World... (Media)
8. Cooking Project
9. Community Photojournalist
10. Writing a Play
11. Lifting Your Voice
12. Social Emotional Learning
13. Marking History (Community)

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Ongoing Portfolio:

The portfolio project expectations are continuous small mini lessons and activities that will be accumulated throughout the year in a portfolio.

14. Life Skills
15. Deep Thoughts Reflective Topics
16. Weekly Reflection/SMART Goals
17. Mastery Skills (Academic testing skills)
18. Justice/Roundtable
19. Advisory

20. Health
21. Journals
22. She Blinded me with Science
23. Job/Volunteering
24. TLC Community Building (Newsletter)
25. Senior Project/Year long Project

Year Long Template: 21 - 22

Projects: 12 per year

1. Reading a Novel Year 1
2. Reading a Novel Year 2
3. Reading a Novel Year 3
4. Documentary Review Year 1
5. Documentary Review Year 2
6. Documentary Review Year 3
7. Earth Day Year 1
8. Earth Day Year 2
9. Earth Day Year 3
10. Inquiry Project Year 1
11. Inquiry Project Year 2
12. Inquiry Project Year 3
13. Writing Project Year 1
14. Writing Project Year 2
15. Writing Project Year 3
16. My Life's Blueprint - 2021/2022
17. Apartment Story (my future) - 2021/2022
18. Job/Career Study
19. History in Pictures
20. Women's Studies
21. What in the World... (Media)
22. Cooking Project
23. Community Photojournalist
24. Lifting Your Voice
25. SEL (Exploratory experiential opportunities) SEL Notes
26. Consumer and Me - 2021/2022
27. Mental Health Project - 2021/2022
28. Native American History
29. Famous Person
30. 21 Century Learning Skills
31. Make Your Own Podcasts
32. Art Show
33. Health Project
34. Life Skills Project
35. My Playlist (Album/Music Review)
36. Game Design (Game Time)

Ongoing Portfolio and Mini Lessons

1. Life Skills
2. Deep Thoughts Reflective Topics
3. Weekly Reflection/SMART Goals
4. Mastery Skills
5. Justice/Roundtable
6. Advisory
7. My Health (Health issues, Physical Education)
8. Journal
9. Muddy Boot Mini Lessons
10. 21st Century Writing
11. 21st Century Reading
12. Current Events
13. Inquiry
14. TLC Community Building
15. ALEKS
16. Everfi/Other
17. Communication Skills
18. Social Justice
19. Flipgrid
20. Podcast
21. Soft Skills
22. Social Problems
23. Restorative Justice
24. Storytelling

Yearly Projects:

1. Year Long Project
2. TLC Group Project
3. Community Projects

Waunakee Community School District

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English Learner Update

January 2022



English Learner Programming--Overview

Our current English Learner Programming and Staffing

English Learner Enrollment Trends

Bilingual-Bicultural Education Program Planning

Next Steps

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Current English Learner Programming & Staffing

- Instructional Model is English as a Second Language (ESL)
 - Content-Based (reinforce vocabulary and language based on class content)
 - Newcomer programming at secondary level to help teach basic language/content skills.
- WCSD has 6 ESL teachers and 3 EL Paraeducators
 - This is an increase from 2020-2021 school year of 4 ESL teachers and 1 EL paraeducator.
- One of our WCSD ESL teachers is also certified as a bilingual/bicultural teacher

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English Learner Funding

Title III

We are currently in a consortium with Baraboo School District (under \$10,000) but will shift to managing our own grant money once our allocation exceeds \$10,000. Title III focuses on supplemental supports for our EL student as they work to attain English proficiency. Overall Title III has minimal impact on our programming.

Transfer of Service (TOS)

Transfer of service requests allow a district to increase revenues beyond what is allowed through the revenue limit formula, for increases in staffing costs for EL students who move into the district. These students must have received EL services in ~~the~~ their prior district. Any increase in staffing related to EL can likely be attributed to students who are eligible for transfer of service requests.

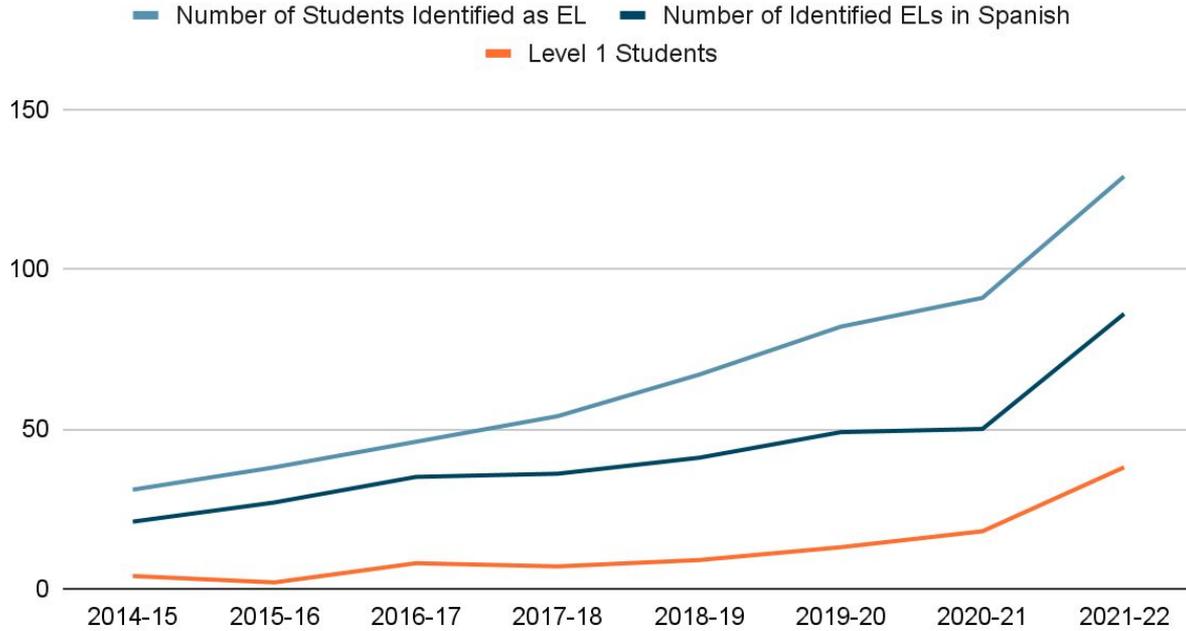
Once all requirements of WI Statute 115.95 are met for the district's bilingual-bicultural program, the district becomes eligible for reimbursement of a percentage of the cost of its bilingual bicultural program.

- The percentage of reimbursement for the 2020-21 school year was 7.9%. A plan of service must be submitted prior to the start of the school year, along with an end of the year claim report.



WCSD English Learners

WCSD English Learners (updated 11/17/21)



English Learner Programming: State Regulations

WI school districts that have the following specific numbers of EL students are required by section 115.97 of the state statutes to establish a bilingual-bicultural education program for such students:

- There are 10 or more EL students in a language group in K-3rd grade in attendance at a particular elementary school.
 - This threshold was met at Heritage Elementary in Spring 2021.
 - This threshold was met at Prairie Elementary in Fall 2021.
- There are 20 or more EL students in a language group in grades 4-8 in attendance at a particular elementary or middle school.
- There are 20 or more EL students in a language group in grades 9-12 in attendance at a particular high school.
 - We are one student away from meeting this threshold at WCHS.



English Learner Programming: State Regulations

- Bilingual-Bicultural Education Programs must be taught by a licensed bilingual teacher.
- Bilingual counselors must be made available for bilingual-bicultural education programs for EL students in grades 9-12.
- Bilingual-Bicultural Programs must include instruction in reading, writing and speaking.
- School Districts may combine students in attendance at separate schools in its bilingual-bicultural education program.
- A student is eligible for a bilingual-bicultural education program until they test out of EL services.

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English Learner Programming: Fall 2021 Update

- CESA 2 Language & Culture Center conducted an English Learner [Program Analysis](#) in Fall of 2021.
- WCSD joined the CESA 2 Language & Culture Consortium to access additional professional development, resources and support for staff.
- WCSD is dedicating time during our January and February Professional Development Days for CESA 2³⁸ trainers to present, “Getting Started with ELs” to all K-12 certified staff.
- Translation/Interpretation requests are streamlined.
- WCSD Infinite Campus and Report Cards is now accessible in Spanish.
- WCSD formed a “[bilingual program workgroup](#)” to plan for growing our bilingual program in WCSD. This work has shifted from a focus on K-4 bilingual programming to district-wide bilingual programming.



CESA 2 Program Analysis: What we Learned...

- Over 75% of English Learners who took the Forward Exam, scored basic or below basic in English Language Arts (ELA).
- Attendance rates for English Learners drops after 9th grade.
- Only 10.5% of English Learners are enrolled in at least one AP course compared to Non-ELs at 37.8%.
- 11% of English Learners have IEPs whereas 9% of non-English Learners have IEPs.
 - For English Learners with IEPs, 35.7% are identified with a learning disability compared to 14.1% of non-English Learners.



English Learner Programming: Next Steps

WCSD will apply for an additional year flexibility waiver with the WI State Superintendent for the 2022-23 school year. This will allow us time to continue planning an effective and meaningful district bilingual program. Students will continue to be served in our current ESL model as we continue to add more programming options.

WCSD will continue to work with CESA 2 in planning of a sustainable WCSD K-12 Bilingual Program⁴⁰

- Stakeholder group will review research-based EL Program Models, K-12
- Stakeholder group will review EL academic data and progress
- Stakeholder group will outline responsibilities of EL teacher and classroom teachers and identify professional development needs for staff
- District EL and Instructional Coaches will unpack English Language Development Standards (ELDS).
- Ed Services will plan for needed staffing and resources.



THANK YOU!





Waunakee Community School District
EL Program Review
Fall 2021

NOVEMBER 26, 2021

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English Learner Program Review

Program Review Process

A formative evaluation of the Waunakee Community School District English Learner (EL) program was conducted by Gretchen Lettau and Fran Veguilla CESA2 Language & Culture Center of Excellence Dual Language Acquisition Consultants, during Fall 2021. The focus of this program review was to identify areas of strength in the Waunakee Public Schools EL service program, as well as to identify opportunities for growth, and to provide recommendations to the Waunakee district on how to improve EL services. The specific areas of focus for this program included:

Education Area	Guiding Statement	Legal Reference
Access to Education	There is no equality of treatment by providing students with the same facilities, textbooks, teachers, and curriculum. Students must be provided with access to a high-quality education.	Lau v. Nicolas
Effective Education	Three prong test for EL programs ~ Is the language program... 1. based on sound educational theory? 2. implemented with personnel, resources, and instructional practices to transfer theory into reality? 3. obtaining positive academic results?	Castañeda v. Pickard
Professional Development	Embed ongoing EL professional development for staff, so teachers understand how to effectively plan for, instruct, and assess English Learners.	ESSA: Title III
Family Engagement	Title I now requires that each school district that receives a Title I subgrant implement an effective means of outreach to parents of ELs. The outreach must include holding, and sending notice of opportunities for, regular meetings in order to gather and respond to recommendations from parents. (ESEA Section 1112(e)(3)(C)). Additionally, a school district receiving a Title III formula subgrant must conduct parent, family, and community engagement. (ESEA Section 3115(c)(3)).	ESSA: Title III
Program Development	The EL Program meets the legal requirements, as determined by the WI DPI EL Policy Handbook.	DPI EL Policy Handbook

Christina Mand, the Director of Student Services, from the Waunakee Community School District initiated this program review. Waunakee is a mid-sized program with an EL population of approximately 130 students out of 4,402 students total. The number of reclassified students with a

proficiency level of 6 is 59. Currently there are 6 full time EL Teachers, 3 full time bilingual paraeducators, and 1 translator. How to support the increasing number of immigrant students at both the elementary level and the secondary level who are new to the country and have minimal proficiency in speaking English, was identified as a main concern. Also mentioned was the need for professional development on best practices for teaching ELs, as well as a need for a systems-level approach for identifying assets students bring, including but not limited to, literacy and math skills in their home language. As part of the program review Gretchen Lettau and Fran Veguilla met and interviewed EL and classroom teachers, EL students and parents, interventionists, members of the student services team, the district's translator, as well as building and central office administrators.

The vision for the Waunakee Community School District is to be a collaborative learning community that works with students, staff, families, and the community to ensure that every student is ready for college and career; through a focus on data, research-based best practices, and engagement with students to be active partners in their learning. This program review narrative looks at the levels of each for English Learners in the district.

History of English Learners in Waunakee School District

Although the Waunakee Community School District has had English Learner students for many years, the population of students has increased exponentially and their needs have shifted. In 2017-18, the school district had 60 students who qualified as ELs (students whose academic language proficiency in English is not yet fluent). In 2021-22, the number of EL students has more than doubled with a total of 130 students identified as English Learners with 21.5% identifying as Asian, 3.8% identifying as Black, 66.9% identifying as Hispanic, and 7.7% identifying as White. See appendix A for graphics. Of those students, the most recently arrived newcomers are from Nicaragua. Due to a combined political, social, and economic crisis, the United States has seen one of the largest waves of migration from Nicaragua, a country of 6.5 million inhabitants and the second-poorest in the Western Hemisphere.

The increase in Latino students in the district reflects the increasing Latino population in the state of Wisconsin.¹ Many families are recruited to live in this area through dairy farms and canneries

¹ In July 2019, the U.S. Census Bureau reported that the Hispanics/Latino made up an estimated 7.1% of Wisconsin's population; and in 2016, Pew Research reported that the Latino population in Wisconsin was the 25th largest in the nation. For more information, see the 2020 documentary on Latinos in Wisconsin from PBS. <https://latinowifilms.com/on-the-farm>

who advertise in Texas and other countries. Latino families in Waunakee represent a larger trend across the state of Wisconsin.²

Methods of Data Collection

Both quantitative and qualitative data were collected during the program review. A review of the ACCESS data, EL academic data, and demographics were examined. Additionally, time was spent shadowing ELs in their grade level and content area classrooms. Activities that occurred as part of this program review process:

Interviews with District Leaders and Personnel

The Director of Student Services scheduled individual interviews with EL teachers, classroom teachers, interventionists, members of the student services team, central office administrators, principals, students, and parents in-person on September 23rd and September 24th. The reviewers interviewed a number of EL, classroom, and content area teachers from Heritage & Prairie elementary, Waunakee Intermediate School, Waunakee Community Middle School, and Waunakee Community High School individually using formal interview questions about the EL Program. Additionally, a reviewer met with the district's Spanish-speaking translator, as well as three parents of EL students who are at multiple ages in the district. Students were also interviewed via an informal interview process with questions about their experience in school. A diverse array of educators from multiple grade levels shared their perspectives: first, second, third, fifth, secondary ELA, Algebra, and Shop. The reviewers also conducted interviews with a district administrator, an elementary principal, a high school assistant principal, two interventionists, and a social worker over the scheduled two days. The focus of the interviews was to ascertain: To what extent does the current program work; How does the program work; In what ways does the program work; For whom does the program work best; Under what conditions does the program work best?

Specific Identified Education Areas and evidence of cultural and linguistic responsiveness looked for during interviews were:

- **Effective Education:** To discern whether student needs were being met in the areas of English language development and English academic development. To gain a sense of assessment, both formative and summative, and how they were being used to inform instruction and how Waunakee curriculum and materials were adapted or modified to meet the needs of ELs.

² A [needs assessment](#) for Latino Families in Wisconsin in 2015 conducted by Dr. Armando Ibarra and Dr. Laurie Greenburg in 2015-16, contains key findings and recommendations for education goals and needs for Latino students and parents.

- Professional Development: To learn about professional development goals and plans for teachers at the building and district level and to understand what some of the professional development needs might be.
- Family Engagement: To learn about parent engagement and support services that meet the unique needs of parents and guardians of ELs as well as advocacy for the needs of EL students within the community.
- Program Development: To ascertain how much support is displayed towards the program by school and district staff and to learn about opportunities for the program and equitable distribution of resources.

II. Student Shadowing/Interviews

During the September 23rd and September 24th visits, the program reviewers made observations and had informal interviews with a number of students at the elementary, intermediate, middle, and high school levels. During the site-based visits, the reviewer looked for evidence of cultural and linguistic responsiveness, access to high-quality education through assessment, curriculum, and instruction, as well as best practices.

III. Interviews with families

At the time of the visits, the reviewers conducted interviews with three parents of EL students attending district schools. The schedule was as follows:

Thursday, September 23rd

Heritage Elementary School

- 8:00-8:30: Principal
- 8:30-9:00: EL Student Observation in 3rd-grade Classroom
- 9:00-9:30: Interventionist and EL Teacher

Waunakee Community Middle School

- 10:00-10:30: EL Student Observation Agricultural Class
- 10:30-11:00: Social Worker
- 11:45-12:10: 8th Grade ELA Teacher
- 12:10-12:45: High School Assistant Principal

Waunakee Community High School

- 1:30-2:00: Shop Teacher
- 2:30-3:00: EL Teacher
- 3:00-3:30: EL Students in Art Class
- 3:35-3:55: Algebra Teacher

Friday, September 24th

Prairie Elementary School

- 8:00-8:40: Director of Secondary C&I
- 8:40-9:05: EL Student Observation in 3rd-grade Classroom
- 9:05-9:30: EL Student Observation in Gym Class
- 9:30-10:00: Prairie and Intermediate EL Parent
- 10:10-10:40: 2nd Grade Classroom Teacher
- 10:40-11:00: Prairie, Intermediate, and Middle EL Parent (Spanish Speaking)

Waunakee Intermediate School

- 12:00-12:20: Intermediate EL Parent (via phone)
- 12:20-12:40: EL Student Observation in Art Room
- 12:40-1:10: 5th Grade Classroom Teachers

Prairie Elementary School

- 1:25-1:50: Interventionist
- 1:50-2:15: 1st Grade Teacher
- 2:15-2:45: District Interpreter/Parent
- 2:45-3:15: 3rd Grade Teacher
- 3:15-3:45: Principal

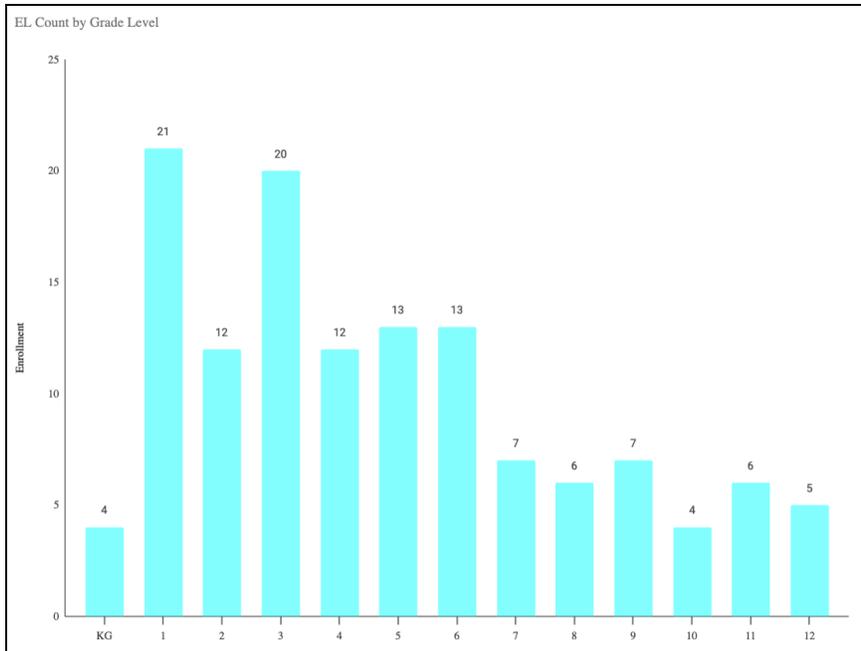
IV. Review of materials and data provided by the staff at Waunakee

The district shared access to the EL students' data. Supplementary data were obtained through open sites from DPI and Office of Civil Rights for student data focused on linguistic, academic achievement, and applicable student outcome data.

Data Review

2020-2021 School Year Enrollment of ELs

Wisedash data from 2021-22 Enrollment of English Learners showed 130 or 3.1% of the district's students were designated as English Learners. Grade distribution of ELs shows 69 English Learners in grades K-4 and 61 students in grades 5-12.



The largest group of students who are levels 1s and 2s are in the 1st grade, followed by 3rd grade, 4th grade, and 2nd grade. Additionally, the majority of ELs in the district are level 3, followed by level 1, then level 4, level 2, and lastly level 5.

For a breakdown of students who are ELs by grade level and school, see APPENDIX C--EL Enrollment by School and Grade Level.

ACCESS for ELs

As part of the program review, data from the 2020-2021 ACCESS Test and state academic assessments for literacy and math were analyzed.

According to ESSA, every student who is classified as an English Learner has a specified amount of time in years to reach proficiency in academic English. Each school is held accountable for that expected growth at 5% of the ESSA Report Card and each student exits EL status when they reach a 5.0 on the ACCESS for ELLs English language proficiency assessment administered annually. See Appendix B--DPI Title III Annual Growth Targets. If a school determines as part of its EL reclassification policy, a student may also be exited from EL status exited if a student obtains an overall composite score of 4.5 or higher by using the Multiple Indicator Protocol for reclassification which is a portfolio of authentic classroom assessments demonstrating proficiency.

Some areas of celebration and areas of concern were identified in the data. Data for linguistic attainment showed that 6 of 75 students were reclassified in SY 20-21, whereas 4 of 76 students were reclassified in SY 19-20.

Of the students who were ACCESS tested in 2020-21, 75 students had at least 2 years of ACCESS scores. 21.3% of students met their progress goals and are on track towards expected proficiency. 17.3% are in need of additional support, which means that they still have time yet till their expected proficiency but they are not on track to exit on time. 29.3% of students have further support needed to exit, meaning they are over their target year of proficiency and are not making the growth needed. Additional noticings were that few students in high school are showing high growth. The largest group of ELs in the district are at level 3 but level 3 students are not showing growth in ACCESS.

State Assessment of Growth Data

As part of the program review, data from the statewide assessments in reading/ELA and math were analyzed. There may be cause for concern within the state assessment data related to academic achievement on the reading/ELA state assessments for English Learners. On the Forward exam, of the 39 students in grades 3-8 who were assessed, 0 students were advanced in the area of ELA and 6 students were proficient (15%). 77% (30) of the students were basic or below basic. Three students were not tested. Math was slightly stronger as 2.6% (1) scored advanced, 28.2% (11) proficient, and 62% (24) basic or below, and three students were not tested. At the high school level, 2 of 5 students were administered the Aspire or DLM and 1 scored basic and the other below basic in both math and ELA, with three students not tested.

The attendance rates for ELs by grade level shows above the 90 percentile for grades K-9, with 10th grade at 81.9%, 11th at 89.3%, and 12th at 87%.

The Office of Civil Rights Data Collection website from 2017 shows that only .2% of English Learners are enrolled in at least one AP Course compared to Non-ELs at 99.8%. Additionally, IDEA Students receiving out-of-school suspensions by race and ethnicity were majority Hispanic males, and similar to non-disabled students receiving out of school suspensions, were both Hispanic males and Black males at a higher rate than other groups.

Also noteworthy is the number of English Learners identified for special education servicing. According to Wisedash, for the 2020-2021 SY, 14 of 125 ELs (11%) have IEPs whereas 391 non-ELs of 4,283 (9%) students have IEPs. The elementary numbers are comparable but the secondary percentages are different with 31% of EL students in grades 7-8 having an IEP versus 10.9% of

non-ELL students. For ELs with IEPs, 35.7% of the students are identified with a Learning Disability as compared to 14.1% of non-ELs.

Family and Community Engagement Data

Quantitative data was not available to show evidence that Waunakee is successful in providing support services for EL parents. However, qualitative data was shared during the data review indicating positive support for parents and community engagement.

The district provides interpretation and translation services to students, educators, and families in Spanish and other languages as needed. It was reported that teachers try to communicate with families in a variety of ways to keep them abreast of what is happening at school. Families appreciate all the support that they received, especially during the height of the pandemic. A Winter EL Family Event was cited as a great opportunity to meet staff and share with other EL families and that it would be nice if more planned activities, such as that one, were available for students and families to participate.

Also noted was the fact that not all information in the Infinite Campus platform is yet available in Spanish (the language most commonly spoken by EL families in Waunakee). In addition, the reviewers noticed that signs in languages other than English were not highly visible across all district schools.

Identification and Placement

The Home Language Survey (HLS) is online and part of the student enrollment process for all newly enrolled students. Answers provided on the HLS may or may not trigger further identification for EL status and services. No SOP was identified or shared outlining the timeline or procedures of this process. EL Teachers, when notified of a potential EL, contact the parents of the potential English learner for screening and intake. EL Teachers maintain a log documenting contact with English language parents. EL Teachers also conduct a new EL parent meeting at the beginning of the year. Administration participation in these meetings varies on the school site and availability of staff.

District Recommendations

The Waunakee District EL Program incorporates elements of research and best practices related to educating English Learners (ELs). The following ten key EL program components, used as an evaluative tool, are grounded in the Department of Education Office of Civil Rights' guidance for Developing Programs for English Language Learners and Understanding Language's Six Key

Principles for ELL Instruction. For each component, there is a description of what it is and Waunakee’s response to the component.

1. EL Identification Process

Ensuring English learners experience coherent, articulated, and aligned program services across contexts begins with the identification process.

- **Recommendation:** Script a Standard Operating Procedure (SOP) including who is Responsible, Accountable, who should be Consulted, and Informed (RACI) in the process. If possible, bring the ELD specialist into the process while the parent/guardian is at the site registering so that assessments and permissions may be obtained, as well as any notifications for servicing, in an expedient manner.
- **Recommendation:** Have a new [EL parent resource folder](#) available to provide parents school documents, forms, information, contacts etc. in at least Spanish and English already translated. [Colorín Colorado](#) has many parent resources available for students at multiple grade levels to print out in both English and Spanish and include in the folder recommendations on how parents and guardians can help their child adjust to their new school and culture.
- **Recommendation:** For newcomers to the country, especially students with interrupted formal education, create an intake [process](#) with a formalized procedure for learning about the student’s educational background, funds of knowledge, language abilities and educational goals. Additionally, the student should be assessed for their levels of academic ability in their first language in reading, writing, and mathematics. See the assessment [options for SIFE](#) from NYSED.
- **Recommendation:** At the high school level, determine a course progression and plan for students that is written into the ILP. This meeting should include a guidance counselor who will help the student navigate the system through high school and postsecondary.

	Current Strengths	Current Needs
EL Identification Process	<ul style="list-style-type: none"> ● Waunakee has a process in place for new students who enter the district. ● The district follows the state's guidelines for identification, 	<ul style="list-style-type: none"> ● Develop streamlined SOP for the identification and placement of potential ELs including EL Specialists (See WI DPI EL Policy Handbook) ● Documentation must reflect most-current EL Program Guidance from DPI, including asset-based language and acknowledge families as valuable educational partners.

	<p>and screening of potential ELs by EL teachers.</p>	<ul style="list-style-type: none"> ● Put into place a system to alert DPI for students who may be migrants and then provide migrant services after they qualify for the program. ● During the intake process, evaluate the students to learn as much as possible about their educational history to inform current program needs. Additionally, collect the students funds of knowledge and do an intake survey to get to know the student. ● Involve all staff working with ELs in the development of learners' ILPs and ensure they understand how to provide the support and accommodations documented. ● Set up meetings with guidance counselors to be part of the intake process for high school students and navigate the student to postsecondary opportunities.
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2. Research-Based EL Program Models

The district must involve stakeholders into the decision-making process regarding the goals and outcomes of the EL program. Will the goal be to value, promote, and educate students to maintain and develop bilingualism, biliteracy and biculturalism, or is the goal development of English-only academic language and literacy and assimilation into the dominant culture? The answer to this question will guide the district in the type of EL programming and articulation of that programming option(s) throughout the district. Effective research-based [program models for ELs](#) outline decisions and descriptions for supporting model implementation. Waunakee provides an English-only program of services using multiple models including push-in, pull out, and resource EL. The district must carefully determine and articulate how EL students are receiving grade-level access to a rigorous standards-based system of instruction and also receiving integrated language-development acquisition.

- **Recommendation:** The district meets trigger numbers for a bilingual-bicultural program in Spanish for grades K-3 at Heritage Elementary and Prairie Elementary, and is 1 student away at the high school level. See Appendix G--Trigger Numbers for Bilingual-Bicultural Education for further detailed information. Consider implementing a one-way or two-way dual language education program that honors the linguistically talented multilingual students in the district

and allows for monolingual English speakers to also learn a second language. This should be started in kindergarten and expanded in the elementary over time. As the program grows, it can extend into middle and high school programming. This should be planned and connected to Advanced Placement Spanish Courses as well as CCAP courses at the high school level regarding the awarding of Seal of Biliteracy Honors for students. Newcomer students at the high school level would benefit from a transitional bilingual program until the Dual Language program is able to expand to that grade.

- **Recommendation:** Build the sheltered ELL class at the high school into a a newcomer program at the secondary level to transition students through culture shock, acclimate them to the new system, and support them in acquiring basic English language skills, math skills, math language and tie this to grade-level content standards and ELD standards.
- **Recommendation:** Consider implementing an inclusionary co-plan, co-serve EL service delivery model for most ELs students especially at the upper grades, where students can be supported within the context of the content classroom. This may require a mindset shift for both classroom teachers and EL Teachers. Maintain a small number of short-term self-contained EL classes, for newcomers and Students with Limited or Interrupted Formal Education (SLIFE) and/or low proficiency students. In integrated co-taught classrooms, the EL Teachers may continue to provide direct linguistic instruction to ELs, but their role is broadened to support EL students indirectly by working with the content teachers to plan instruction that supports ELD within the mainstream classroom setting. At the high school level, consider an alternative programming option for students who may have interrupted education.
- **Recommendation:** Delineate the responsibilities and roles for all staff working with EL students within each school and district. There is also an over-reliance on the EL teacher and bilingual paraeducator to meet the needs of an increasing number of ELs. This will need to be more clearly defined and articulated through a carefully determined program determination.
- **Recommendation:** Map out the content standards and English language development standards for grades K-12. This should be done by a stakeholder group of general education teachers, EL teachers, coaches, and administrators.

	Current Strengths	Current Needs
Research-Based EL Programming Models	<ul style="list-style-type: none"> ● Waunakee currently exhibits an EL Model: EL-certified teachers provide explicit language instruction to students. ● Instruction focuses on 	<ul style="list-style-type: none"> ● The district meets the state’s trigger numbers for a Spanish bilingual program. Consider creating a one or two-way dual language program for Spanish-speaking ELs and non ELs starting at the elementary levels and

	<p>development of proficiency in the English language, including grammar, vocabulary and communication skills. (Pull out)</p> <ul style="list-style-type: none"> ● Newcomer orientation process for students to be oriented to the school. ● Newcomer orientation process for caregivers and district staff to intake the student and to provide families the necessary paperwork and resources. ● Waunakee currently exhibits a sheltered English Language Arts class and a resource model at the high school. Additionally, a bilingual paraeducator pushes into the content courses to provide support in L1. 	<p>building up to the secondary level. This will allow the district to build on the linguistic and cultural assets that the Latino students bring to the district and improve academic outcomes for all students.</p> <ul style="list-style-type: none"> ● Consider creating a newcomer program for secondary immigrant students, which can be a transitional-bilingual program that uses students' first language as a bridge to English. ● Consider moving to an inclusion model with co-planning, co-teaching, and co-assessing for all grade levels. ● Any teachers with ELs, including and especially general education or mainstream content teachers, need to be prepared with the specific instructional techniques necessary to best serve these students. All general education teachers should become trained in the Sheltered Instruction Observation Protocol (SIOP). ● EL students with disabilities (EL w/Ds) must have access to both ELD and special education services and all services as their peers without disabilities. ● Consider creating a pipeline in Waunakee to promote general education teachers to get their EL/bilingual licensure, as well as for paraprofessionals to become educators or for graduating students to come back and work in their alma maters.
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		<ul style="list-style-type: none"> • Instructional coaches and interventionists should be trained in best language development and literacy practices for English learners and support the district in implementing an integrated and inclusive model for students. • Consider hiring an EL instructional coach to support EL teachers and general education teachers in development of best language and literacy practices.
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3. EL Assessment

Leveraging the results of both summative and formative assessments allows for the design of appropriate programming and instruction that supports EL students' growth. Analyzing English language proficiency test results to accurately measure progress and growth is an effective use of data to drive instruction and appropriately determine EL exit status. Formative assessment is used in the classroom to monitor student learning and provide ongoing feedback that can be used by educators to determine where students are excelling and struggling. In order to use formative assessment effectively with ELs, it is important for teachers to attend simultaneously to students' strengths and needs both in learning content and in developing the language skills required to express their learning. During the program review, conversations were held regarding academic growth, linguistic growth and attainment, and parent and community engagement. While the subgroup of ELs is relatively small, it is still highly recommended that ongoing data analysis in all three areas are conducted for continual improvement. Specific areas of note were the number of ELs identified for learning disabilities within special education, the academic achievement of current and former EL students in both reading and math.

- **Recommendation:** Determine what newcomer students know and are able to do in their first language using a reliable form of assessment to determine academic content knowledge as soon as possible. Use this information to create an academic plan for the student that allows for rigorous grade-level access to instruction and academic language development connected to the grade-level content standards.
- **Recommendation:** In order to use formative assessment effectively with ELs, it is important for teachers to attend simultaneously to students' needs both in learning content and

in developing the language skills required to express their learning. Assessments should be differentiated based on a student's proficiency levels by examining the language demands of the assessment and adjusting or scaffolding as needed. Additionally, all teachers should be working together to provide access to the content standards and the language development standards.

- **Recommendation:** Ensure that EL students are allowed the appropriate accommodations and training for how to use them for summative academic content assessments as recommended by the test vendor. Document accommodations on students' ILPs.
- Recommendation: Review the Multilevel Level System of Supports to ensure that students are learning content and language with the linguistic supports and scaffolds required for each student.

	Current Strengths	Current Needs
EL Assessment	<ul style="list-style-type: none"> ● EL Teachers and translators work to make some materials available to students in their first language. 	<ul style="list-style-type: none"> ● Establish and SOP for obtaining academic data, as well as assessing newly arrived ELs, including universal academic screeners in L1. ● As a subgroup, ELs are not finding success on academic summative assessments in all grade levels. ● Differentiated formative assessment should be used in the classroom to monitor student learning and provide ongoing feedback that can be used by teachers to determine where students are excelling and struggling. ● Ensure assessment language accommodations are written into learners' ILPs.

4. Effective Instructional Approaches for ELs

Best practice for ELs involves ensuring implementation of culturally and linguistically responsive instruction. Waunakee staff must consider the strengths as well as language development needs of learners of all ELs, including SLIFE newcomers, and long-term English Learners (LTELs). All teachers are teachers of language. A comprehensive approach to instruction includes providing intellectually engaging and developmentally appropriate experiences that facilitate development of English proficiency, target language proficiency (if appropriate), and successful

academic achievement. In addition, [scheduling and grouping for ELs](#) should always account for students' diverse and complex linguistic and cultural identities.

- **Recommendation:** Instructional decisions should be made jointly with EL teachers and general education teachers so that all teachers are able to effectively teach and support multilingual learners. All teachers should be SIOP trained and then backwards map their units and lessons to understand the academic language required in the content area and explicitly plan for that growth.
- **Recommendation:** The MLSS System should be defined to account for multilingual students and Students with Interrupted Formal Education.
- **Recommendation:** English Learner Students are currently not visible in the curriculum, the schools, or in the course planning materials at the high school level. Map out the paths for students and explicitly define how courses are connected and build for language development and content knowledge. Incorporate culturally and linguistically responsive pedagogy and affirm student identity in the classrooms beyond the EL pullout classroom.

	Current Strengths	Current Needs
Effective Instructional Approaches for ELs	<ul style="list-style-type: none"> ● The district continues to add EL Teacher and EL Paraprofessional FTE as the number of EL students increase. ● EL Students are provided with grade-level academic curriculum and activities. ● Some ELs are provided with language development support by ELD specialists. 	<ul style="list-style-type: none"> ● Provide linguistic supports during grade level classes and interventions, so ELs will develop academic language in listening, speaking, reading, and writing ● Provide classroom teachers with time to discuss individual learning plans with the ELD specialist, bilingual paraprofessionals, and interventionists so that all staff supporting EL students understand how to meet the content and language needs of individual students. ● Provide specialized support for newcomers to engage them in both academic and linguistic activities during classroom instruction. ● Establish a solid Universal that meets the needs of ELs systemically.

		<ul style="list-style-type: none"> ● Integrate ELD standards within the content. Utilize language objectives alongside learning targets to support explicitly academic language development of the content area. ● Develop a plan to offer targeted interventions to accelerate learning for students with interrupted formal education. ● Strategically group students by levels and by numbers so as to not overwhelm a content teacher and throw off the balance of the class (no more than 30% of students with IEPs or ILPs in a course).
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5. Staffing and Resources

Providing for dedicated staff and resources is a crucial piece of designing successful EL services. Establishing master schedules to support EL instruction and teachers' collaborative planning time may ensure that appropriate personnel are in place to adequately support the growth of ELs. When considering your scheduling and resources, several factors should be considered including EL proficiency levels, program models, and grade levels in making staffing allocations and scheduling considerations.

Waunakee retains 6 dedicated and highly appreciated full-time EL teachers. One of the six is bilingual (Spanish-speaking). They also retain 3 full-time Spanish-speaking bilingual paraeducators, 1 Spanish-speaking bilingual translator, and have access to 6-8 additional Spanish and Mandarin-speaking translators contracted as needed. Of the 6 EL teachers, 3 work at the elementary level, and 1 each at the intermediate, middle and high school. Two of the full time paraeducators work at the elementary level, and one is split between middle and high school. The district

- **Recommendation:** Examine EL service scheduling systemically so that ELD teachers are able to co-plan, co-serve, and co-assess EL students. Allocate resources to more strategically support students at each level. Due to the high number of students who are at Level 3 on ACCESS and not seeing growth, students are not receiving enough support as they demonstrate a high level of social instructional language but still lack in the content academic language proficiency needed to demonstrate proficiency on academic achievement assessments. Increase

oracy development and production in literacy especially in the earlier grades and ensure culturally and linguistically relevant and responsive curriculum is in place.

- **Recommendation:** Hire and train teachers to be equipped to meet the needs of multilingual learners. Create a pathway for content educators to earn their ESL and/or bilingual certifications so that they are equipped and able to serve their multilingual students. When posting for any position, recruit for teachers who speak Spanish and who have an ESL license along with the content areas. Develop a grow-your-own model model for bilingual teachers from the paraprofessional ranks and the high school graduates within your community.

- **Recommendation:** EL paraeducator must be provided student support activities, guidance, and oversight from EL Teachers to maintain student’s language and academic learning continuum. Activities provided by the paraeducators for students must be rigorous yet linguistically supported based on the content instruction going on in the classroom.

- **Recommendation:** As the district embraces the co-plan co-serve model, time must be established within the ELD teacher schedules to attend team planning (grade level or content) meetings on a standard scheduled basis.

	Current Strengths	Current Needs
Staffing and Resources	<ul style="list-style-type: none"> ● The district continues to add EL Teacher and EL Paraprofessional FTE as the number of EL students increase. ● EL Specialists work to provide teachers and students with resources for educating culturally and linguistically diverse students. ● The district has a certified bilingual/EL elementary teacher fluent in Spanish. 	<ul style="list-style-type: none"> ● Consider creating a dual language program for elementary and a newcomer program for secondary. ● Consider increasing the number of ELD teachers based on student caseloads, so they can work with classroom content area teachers through coaching and co-planning, aligning ELD instruction to content academic standards being taught. ● Consider creating a pathway for general education teachers to earn their ESL and/or bilingual licenses. ● Consider recruiting and hiring Spanish-speaking teachers for all positions. ● Consider developing a grow-your-own program with bilingual paraprofessionals to support them in obtaining teaching licenses.

		<ul style="list-style-type: none"> • Strategically group students into classrooms for co-teaching and so that students are with teachers who have expertise in meeting their needs • Determine the priority areas for co-teaching and implement co-planning for other courses. • Consider creating an after-school tutoring program for students where they can access support for content and language development. You can reach out to community service organizations, the public library, local businesses, and farmers to support this effort.
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6. ELs' Access to Other Programs

Providing ELs with equitable access to the curriculum includes the ability to enroll them into programs such as [gifted and talented programs](#), Advanced Placement (AP) and honors classes, International Baccalaureate programs, and other magnet or specialized courses of study. Examining entry procedures and ensuring that multiple assessment tools free of cultural and linguistic bias are used in the identification of students for entry in specialized programs can support ELs' participation to such programs and allow them to maximize their potential for linguistic growth, achievement in the content areas, and a path toward high school graduation.

	Current Strengths	Current Needs
ELs' Access to Other Programs	<ul style="list-style-type: none"> • "Los Soñadores" student club at the high school. • There is no formal barrier for any student to access Advanced Placement (AP) courses. 	<ul style="list-style-type: none"> • Consider putting into place the Seal of Biliteracy and create a pathway for multilingual students to develop and demonstrate bilingualism and biliteracy. • Add additional opportunities in higher level courses that allow students to develop and draw on their bilingualism and multiculturalism.

		<ul style="list-style-type: none"> Determine a pathway for EL students to take higher level courses beginning in middle school.
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7. Monitoring ELs' and Former ELs' Progress

Monitoring the progress of ELs, including LTELs and reclassified students, is a collaborative effort across all levels of Waunakee, including the classroom, school, and district office. Classroom teachers are at the core of student monitoring; teachers can keep a pulse on ELs' current performance in the classroom, modifying instructional approaches as needed. Teachers, support staff, and administrators should regularly review outcomes of EL student performance relative to expected linguistic and academic progress. Co-planning opportunities which include the EL specialist would support this work. It is important to understand how students exited from EL status are performing in order to see the successes and provide ongoing support where necessary and modify approaches to educating students currently designated as ELs. Waunakee data shows that ELs are struggling in both math and reading yet are exiting ELLs using a Multiple Indicator Protocol. Continued monitoring would help to determine where the disconnect is between the lack of academic achievement as demonstrated on state standardized assessments and the decision to reclassify students prior to reaching a level 5 on the ACCESS for ELs assessment.

- **Recommendation:** Review subgroup of reclassified students to determine gaps or instructional needs for them to demonstrate proficiency in ACT, Forward, Aspire etc.

	Current Strengths	Current Needs
Monitoring ELs' and Former EL's Progress	<ul style="list-style-type: none"> General education teachers are provided with individual learner plans written by EL Teachers. 	<ul style="list-style-type: none"> Provide teachers time to write individual language plans for all ELs that are not outside of the school day. Provide classroom teachers with time to discuss individual language plans, so all staff meet the content and language needs of individual students. Further analyze EL data and set goals for improvement with a plan of action. Monitor recently reclassified ELs academic achievement and adjusted

		support services as needed. Intervention is not a replacement of ELD services.
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8. EL Family and Community Engagement

Establishing and maintaining strong, collaborative relationships with EL families and recognition of their communities is pivotal as the active involvement of family and community members alongside schools is an important component to high achievement for all students, especially ELs. Waunakee strives to identify successful strategies to use for including families of ELs in supporting their education in a meaningful way that respects their backgrounds, languages, and cultures.

- **Recommendation:** Provide counseling to high school students who are interested in furthering their education which addresses their unique needs and questions as immigrants, refugees, migrants etc. Bring in heritage speakers from the university or community that may be aware of resources available to these students and can address parents' concerns and questions.

	Current Strengths	Current Needs
EL Family and Community Engagement	<ul style="list-style-type: none"> ● Interpretation and translation is available. ● There is a translation/ interpretation flow chart process in place for translation/interpretation requests. ● District translator facilitated staff PD on best practices and the use and role of the interpreter in communications with families. ● Prior to the pandemic, the district hosted an EL family event. 	<ul style="list-style-type: none"> ● Consider hiring an additional Spanish-speaking translator/interpreter to meet the increased district's need. ● Facilitate parent Involvement in decision making. ● Map out options for newcomers and students with limited interrupted formal education (SLIFE) as part of a high school course plan. ● Train school counselors on how to best meet the needs of students who are ELs when doing career and college planning. ● Contact and communication must be a whole school responsibility. Consider tools to facilitate communication.

	<ul style="list-style-type: none"> ● Waunakee has established partnerships with community service organizations such as: Waunakee Neighborhood Connections (WNC) and Waunakee Ecumenical Board (WEB). 	<ul style="list-style-type: none"> ● Collect data to inform work with parents. ● Deliberately incorporate students' cultures and backgrounds into curriculum, school functions, and school events. ● Consider creating a Latino Parent Group for advocacy, communication, and decision making.
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9. Professional Development for All Teachers of ELs

Ensuring educators in all roles at all grade levels are engaged in ongoing professional development will better prepare them to recognize assets and meet the unique needs of Waunakee's culturally and linguistically diverse students. All students deserve equitable access to the curriculum, and as such they need teachers, administrators, and specialists who hold students' home languages and cultures in high esteem and provide an educational environment that supports equity for all students, including ELs. In Waunakee, ELs spend most of their time in grade level and content classrooms with minimal or no EL program staff support. Therefore, classroom teachers are expected to provide most linguistic and academic support to their ELs. An immediate need is in the area of EL newcomer strategies and techniques.

● **Recommendation:** Provide ongoing and embedded EL professional development. Due to the small number of ELs in Waunakee, this can be done in several ways:

- Add a "through the EL lens" tag onto current professional development so ELs are discussed within the context of the current professional development activities
- Email a weekly/biweekly tip providing a linguistic support strategy to staff
- Provide chunks of professional development on topics specific to creating academic success for ELs during in-service days or staff meetings
- Have EL and Gen Ed Teachers shadow an English Learner student for a day to walk in their shoes and see their experiences.
- Allow for learning teams to visit different grade levels, especially for elementary to see secondary and vice versa.
- Develop a set of Go To Strategies and norms for all general education teachers and coaches to know and implement in instruction and assessment (i.e. language objectives, grouping strategies, translanguaging, visuals, total physical response, oracy development.)

	Current Strengths	Current Needs
Professional Development for All teachers of ELs and administrators	<ul style="list-style-type: none"> District and staff are eager to obtain professional development on how to best support ELs. 	<ul style="list-style-type: none"> Provide teachers with professional development on asset-based mindset and how to identify, acknowledge, value, and celebrate the richness that students from diverse backgrounds bring to the classroom, school, and community. Provide teachers with professional development related to developing academic language and English proficiency especially as it pertains to newcomers at the elementary level and sheltering techniques for high school students in the content areas (possibly SIOP). Provide professional development related to cultural and linguistic pedagogy. Culture and language impacts learning. This is very important for your newcomer students! Examine current EL resources, curriculum and instruction to determine how they align with district, building, and grade level goals. Map out state content standards and ELD standards.

10. Program Evaluation

The staff in Waunakee should be commended in the professional way they opened their classrooms and schools in participating in this program review. The EL Teachers were invaluable to the process and are prepared to move the program forward. Evaluating district progress and success in serving its ELs can effectively identify areas that are meeting or exceeding expectations, as well as areas that need improvement. Sustained evaluation practices may foster internal accountability of all educators and stakeholders for implementation, outcomes, and continuous improvement of both to benefit ELs.

- **Recommendation:** Recognize the purpose and importance of the program and provide support and acknowledgements for its achievements.
- **Recommendation:** Yearly data reviews focused on EL with multiple stakeholders to inform the continuous improvement process and to support data-based judgement when adjusting program and services.
- **Recommendation:** Establish short term and long term goals, objectives and action steps for meeting the needs of the district with multiple stakeholders including community members, parents, and students.

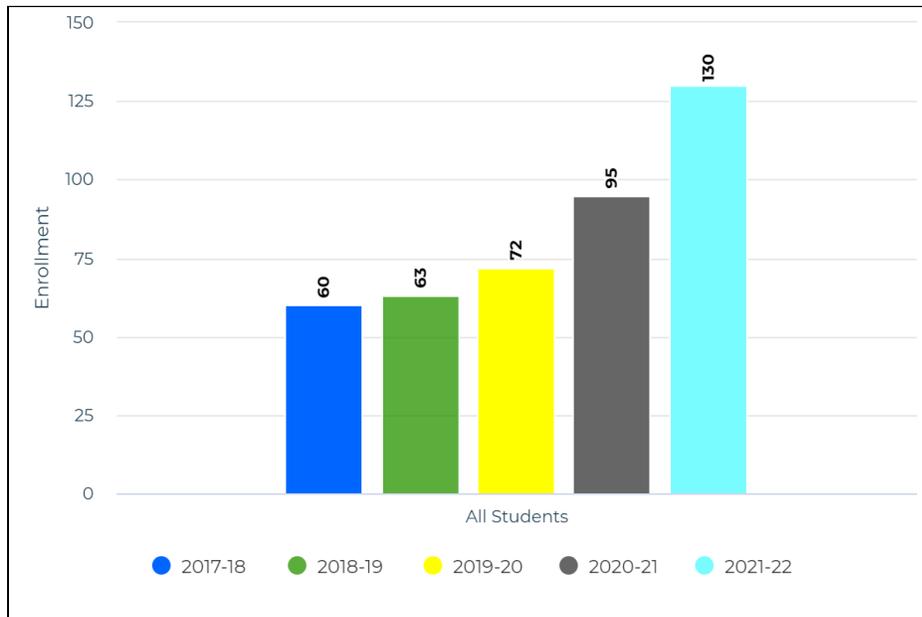
	Current Strengths	Current Needs
Program Evaluation	<ul style="list-style-type: none"> ● The district is invested in continuously improving EL programming. ● All levels of stakeholders recognize and support program review and recommendations for EL students and their families. ● Leadership are willing to take the necessary steps to move the program forward. 	<ul style="list-style-type: none"> ● Resources and a commitment to continuous program improvement.

Student Observations and Interviews

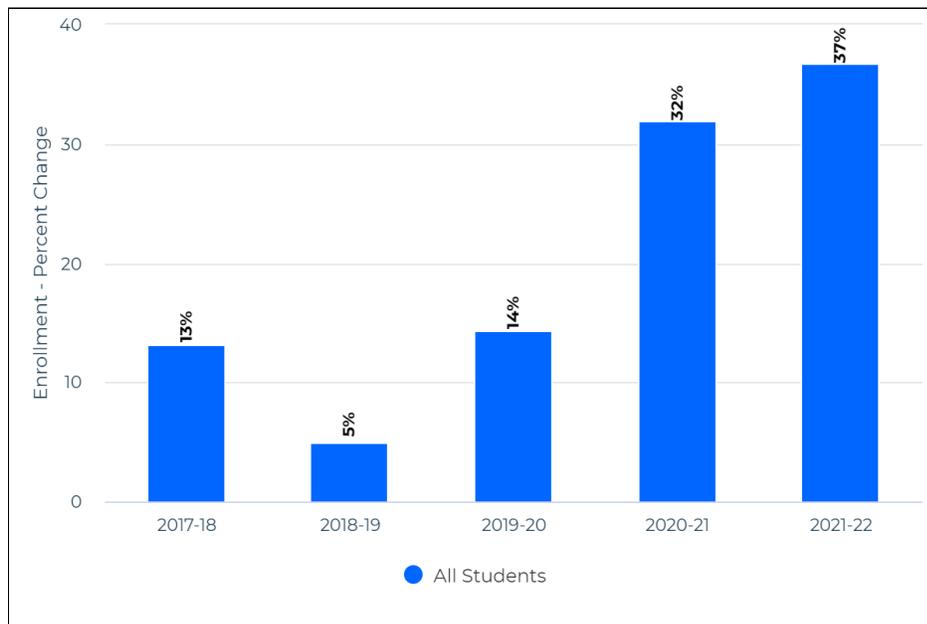
During this program review, EL students were observed and informally interviewed at the elementary, intermediate, middle and high school. The students included multiple grade levels, background languages and countries, and differing experiences. Although some EL instructional best practices (visuals, graphic organizers, modeling, repetition, use of L1, collaborative groups, etc.) were observed, these were not evident in all classrooms. Overall, students agreed that they liked school and staff, they also like the opportunities especially for art expression and sports. There were comments about difficult material and too much homework. Newcomer students talked about how difficult it was to communicate with their monolingual teachers, and how they chose to avoid communicating instead.

APPENDIX A--Increasing Population of EL Students in Waunakee

Increased Enrollment of English Learner Students



Enrollment Percent Change of English Learner Students



APPENDIX B--DPI Title III Annual Growth Targets

Students are on track if they meet or exceed their annual growth target, which is calculated as follows:

- Annual Growth Target = (Goal Score – Prior Year Score) ÷ (Years Left to Reach Proficiency)
- In the above formula:
- Years Left to Reach Proficiency = difference between years in school and Time-to-Proficiency.
- The Goal Score = Scale score required to reach proficiency in the grade that corresponds to the Time-to-Proficiency.

The [following chart](#) shows the expectations for students in the English Learner Program:

Time-to-proficiency targets for English language proficiency

Starting ELP_Level	Starting Grade											
	KG	Grade_1	Grade_2	Grade_3	Grade_4	Grade_5	Grade_6	Grade_7	Grade_8	Grade_9	Grade_10	Grade_11
1.0-1.4	6	6	7	8	8	8	8	7	7	6	6	6
1.5-1.9	5	6	7	8	8	8	8	7	7	7	6	6
2.0-2.4	4	5	5	6	7	7	7	6	6	5	5	4
2.5-2.9	4	5	4	5	6	6	6	6	5	5	4	4
3.0-3.4	4	4	4	4	5	5	6	5	5	4	4	3
3.5-3.9	4	4	3	3	3	4	5	4	4	4	3	3
4.0-4.4	3	3	2	2	2	2	4	3	3	3	2	2
4.5-4.9	3	2	2	2	1	1	2	2	2	2	2	2

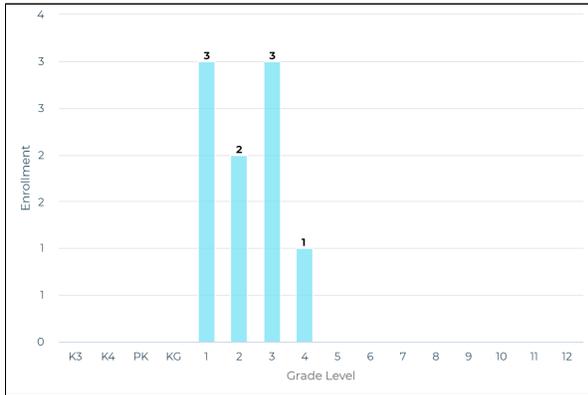
	7-8 years
	5-6 years
	3-4 years
	1-2 years

Retrieved from the WI DPI EL Handbook, Chapter 5

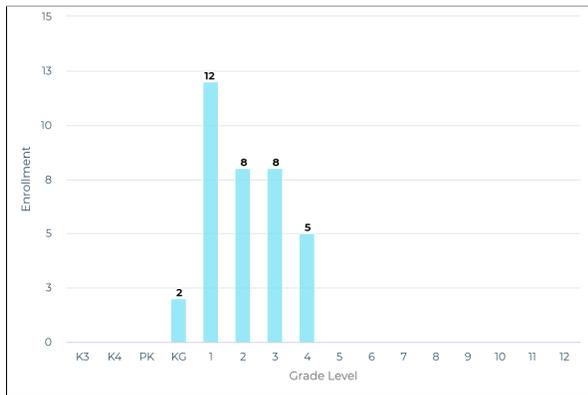
APPENDIX C--EL Enrollment by School and Grade Level

The following charts show the enrollment of EL Students by schools in 2020-2021

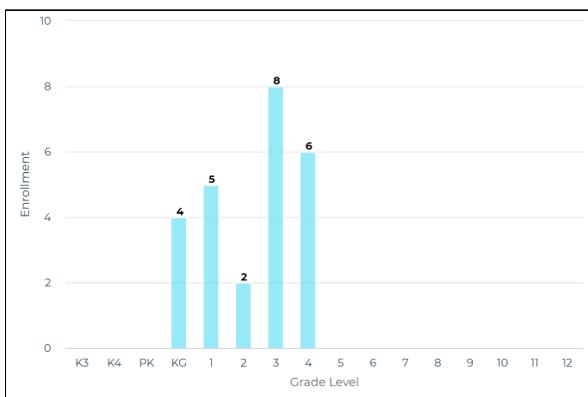
Arboretum Elementary School



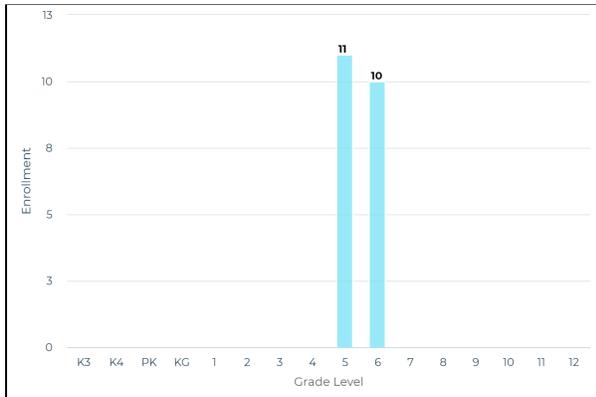
Heritage Elementary School



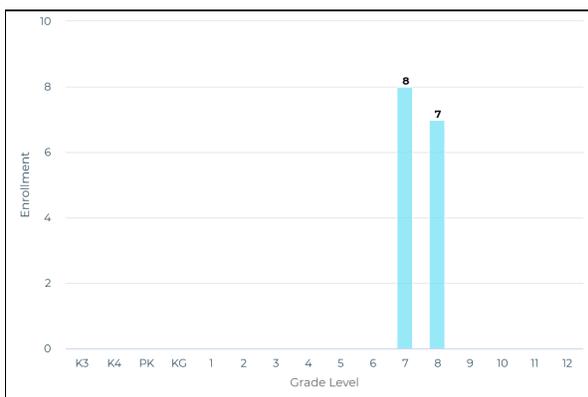
Prairie Elementary School



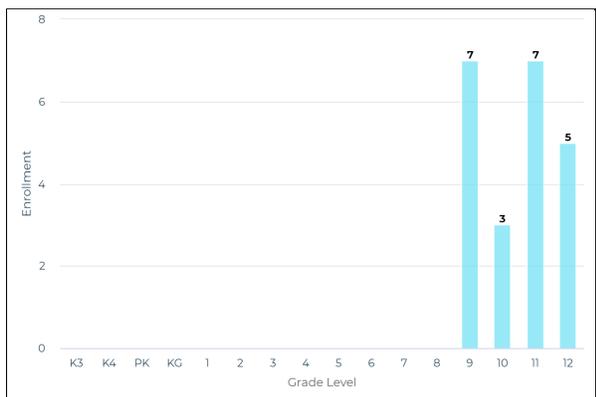
Waunakee Intermediate School



Waunakee Middle School



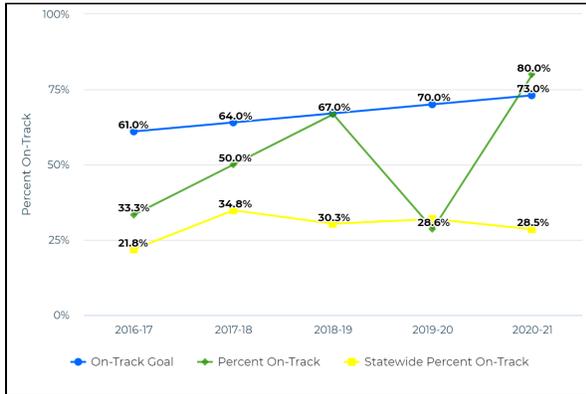
Waunakee High School



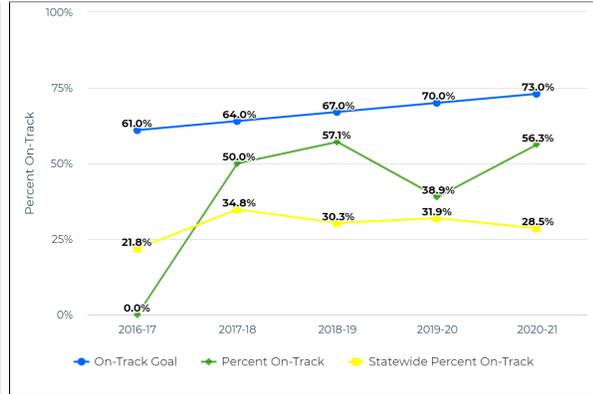
APPENDIX D--EL Student ACCESS On-Track Growth by School

On-track includes students that achieved EL proficiency as well as those that met the progress goal toward proficiency.

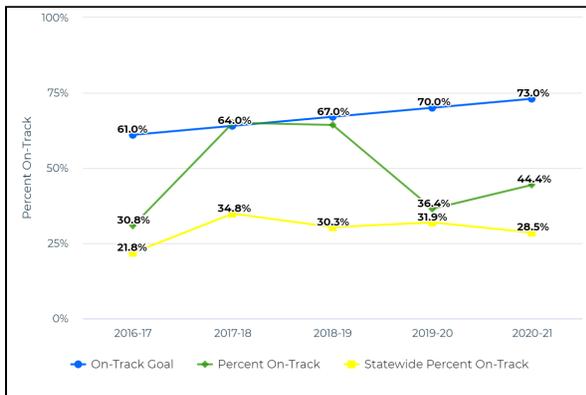
Arboretum Elementary School



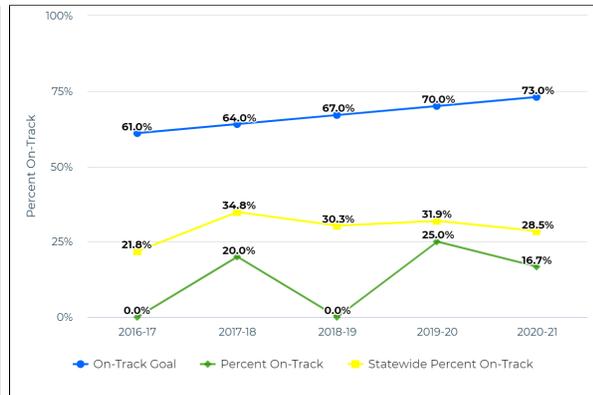
Heritage Elementary School



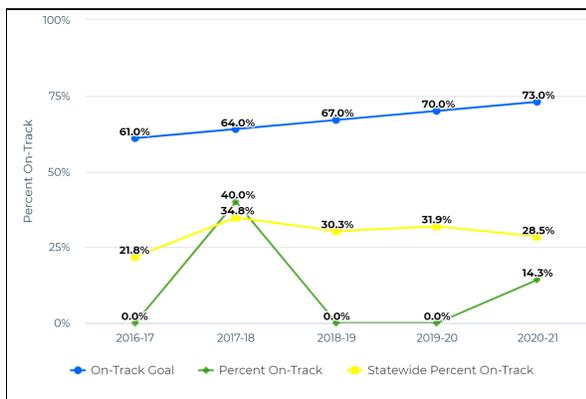
Prairie Elementary School



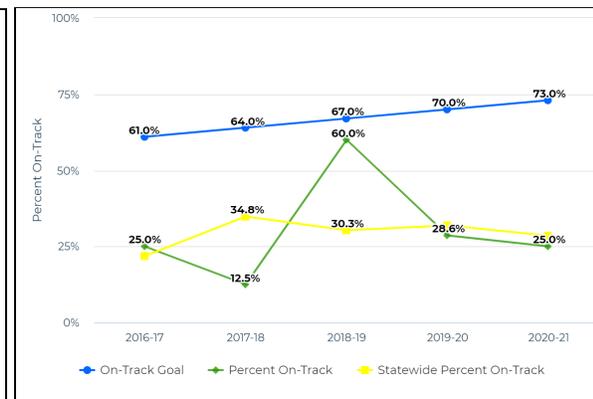
Waukeek Intermediate School



Waukeek Middle School



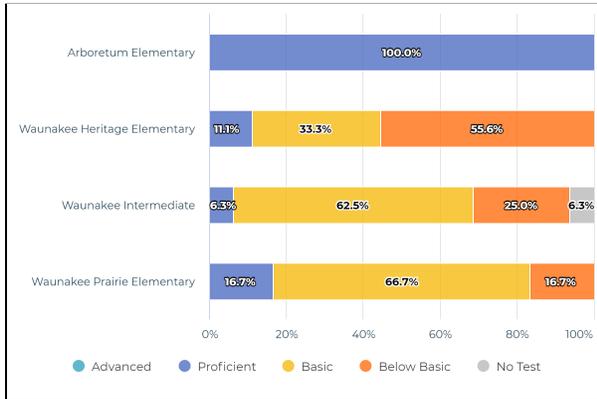
Waukeek High School



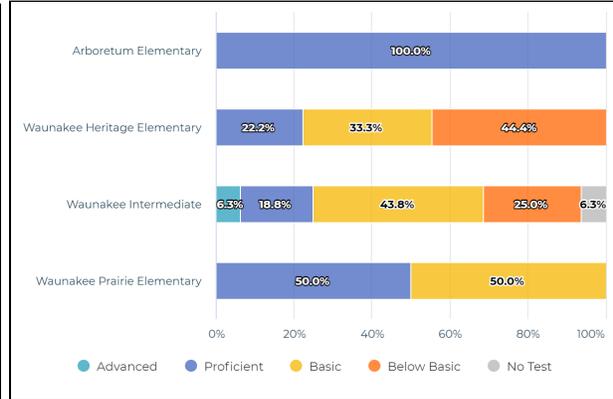
APPENDIX E--EL Student Academic Assessment Data by School

Waunakee Elementary Schools Forward and DLM

ELA

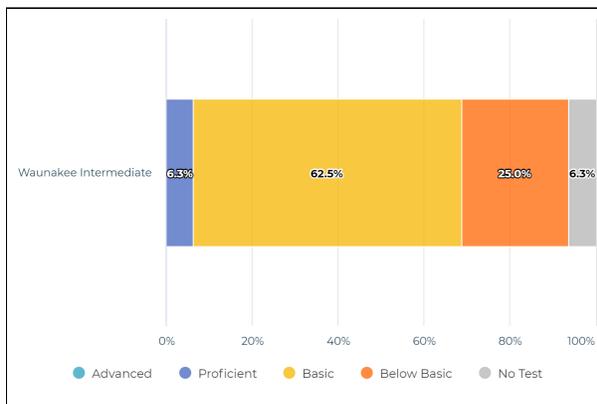


Math

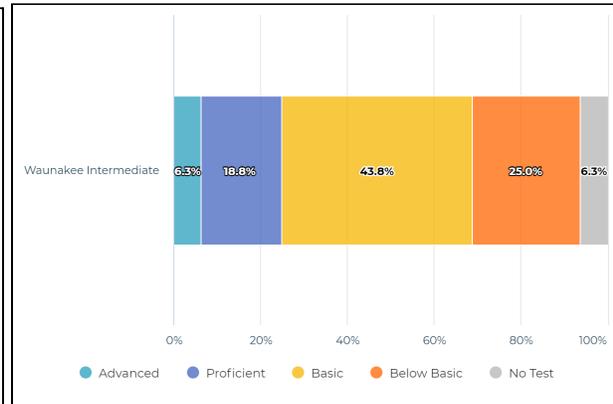


Waunakee Intermediate School Forward and DLM

ELA

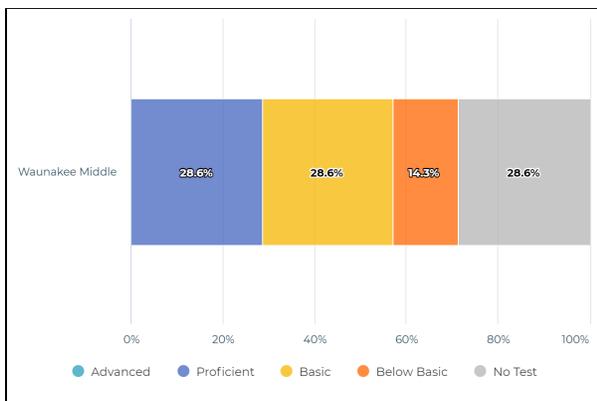


Math

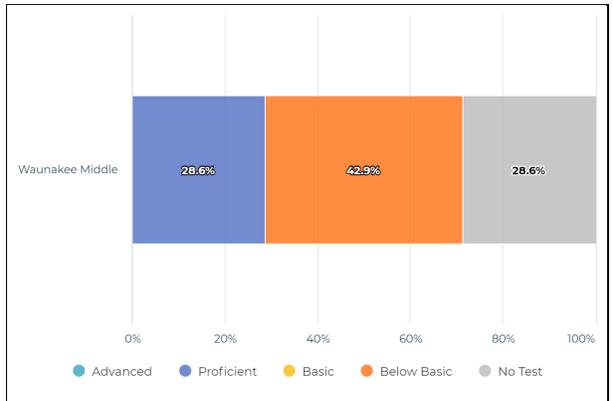


Waunakee Middle School Forward and DLM

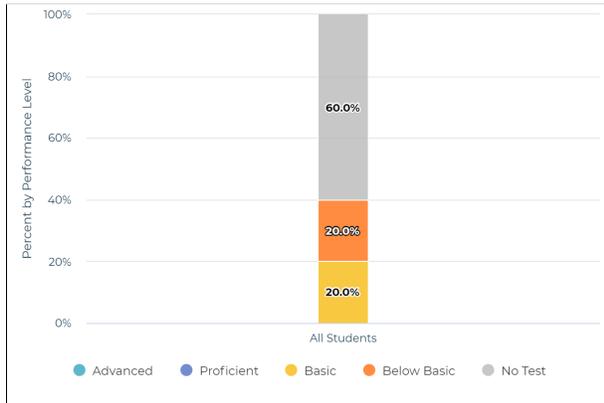
ELA



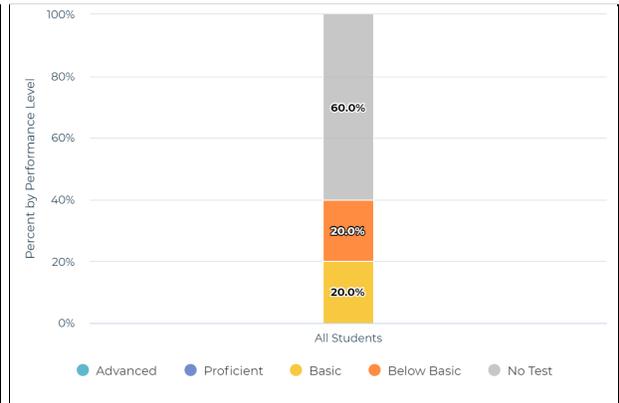
Math



Waunakee High School ACT Aspire and DLM
ELA



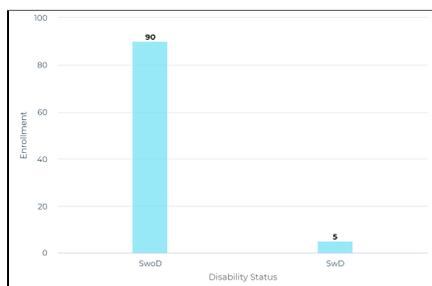
Math



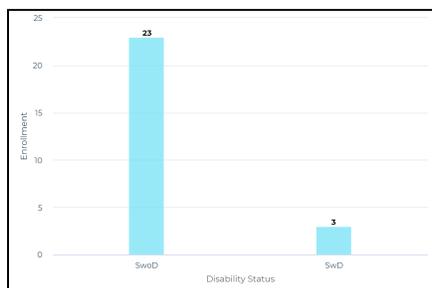
APPENDIX F--Disability Codes

Of note was the percentage of students who are ELs with disabilities compared to the nonEL group of students with disabilities. The numbers are not comparable and further investigation is needed into this discrepancy.

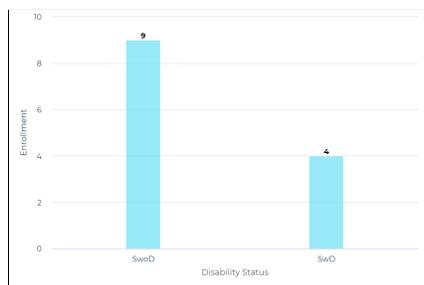
At the K-5 Level, 5% of ELs have an IEP versus 10% of non EL students.



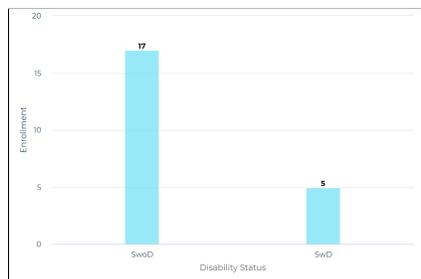
At the 5-6 Level, 11.5% of ELs have an IEP versus 12.3% of nonEL students.



At the 7-8 Level, 31% of ELs have an IEP versus 10.9% of nonEL students.



At the high school level, 23% of ELs have an IEP versus 9.6% of nonEL students.



APPENDIX G--Trigger Numbers for Bilingual-Bicultural Education

Wisconsin Bilingual Education Requirement

According to the DPI, “Wisconsin Statute 115.95 gives guidance to school districts who have enrolled a concentration of students who are English learners from the same language group.” When a school within the district has enrolled students who are ELs with the same language background at the following numbers, the district is required to create a bilingual-bicultural program. That plan must be communicated to parents in the district. The number of students which trigger this requirement differs by grade level:

- 10 students in grades K-3
- 20 students in grades 4-8
- 20 students in grades 9-12

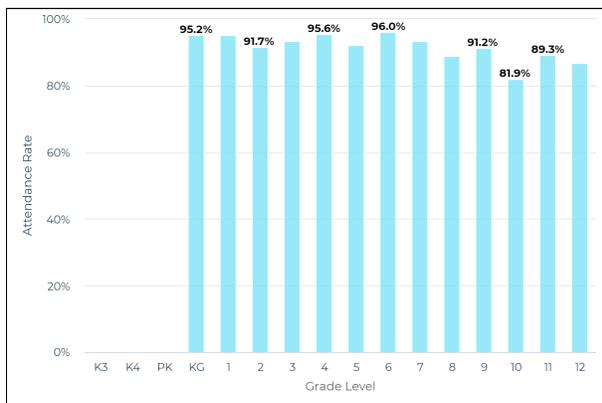
EL Spanish-Speaking students in Waunakee

10 students in grades K-3	20 students in grades 4-5	20 students in grades 6-8	20 students in grades 9-12
Heritage Elementary--25	Heritage Elementary--3	Waunakee Middle School--12	High School-19
Prairie Elementary--13	Prairie Elementary--5		
Arboretum Elementary-4	Arboretum Elementary-1		
	Intermediate School--10 5th graders	Intermediate School--6 6th graders	

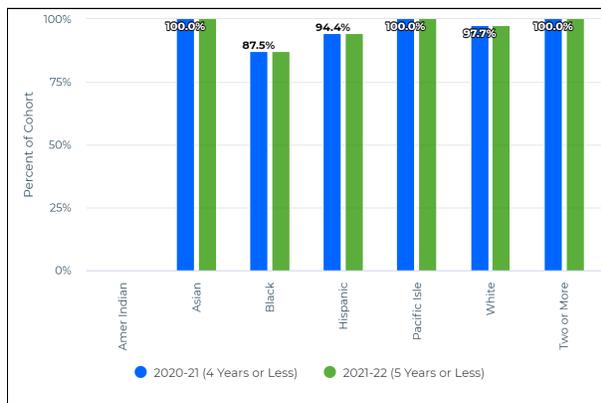
Retrieved from Wisedash Enrollment data for 2021-22 school year.

APPENDIX H--EL Student Office of Civil Rights Data

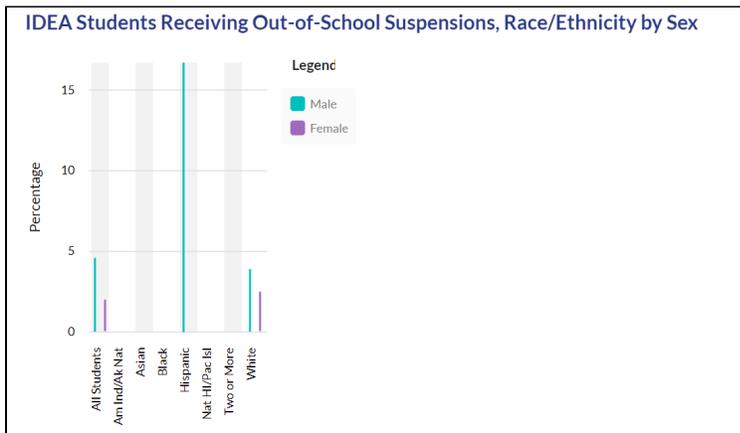
Attendance Rates for ELs by Grade Level



Graduation Rates by Demographic Groups



2017 Office of Civil Rights IDEA Students Receiving Out of School Suspensions



2017 Office of Civil Rights Non-Disabled Students Receiving Out of School Suspensions

