



School District U-46 ELL Department Dual Language Middle School Implementation

“ We learn by doing if we reflect on what we do”

BOE C&I Committee
September 21, 2015
Dr. Annette Acevedo and Wilma Valero

J. Dewey



ONE WAY

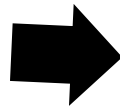
Dual Language Programs in U-46

One-Way Dual Language

One-Way Dual Language Programs are implemented in demographic contexts where only one language group is available.

Spanish-speaking English Language Learners that are entitled to services are represented

1



One-Way Dual Language Program

One-Way 80:20 Dual Language Program



Implementation Timeline

SY 2011-2012	SY 2012-2013	SY 2013-2014	SY 2014-2015	SY 2015-2016	SY 2016-2017	SY 2017-2018
Pre-Kdg	Pre-Kdg	Pre-Kdg	Pre-Kdg	Pre-Kdg	Pre-Kdg	Pre-Kdg
Kindergarten	Kindergarten	Kindergarten	Kindergarten	Kindergarten	Kindergarten	Kindergarten
1 st Grade	1 st Grade	1 st Grade	1 st Grade	1 st Grade	1 st Grade	1 st Grade
2 nd Grade	2 nd Grade	2 nd Grade	2 nd Grade	2 nd Grade	2 nd Grade	2 nd Grade
	3 rd Grade	3 rd Grade	3 rd Grade	3 rd Grade	3 rd Grade	3 rd Grade
		4 th Grade	4 th Grade	4 th Grade	4 th Grade	4 th Grade
			5 th Grade	5 th Grade	5 th Grade	5 th Grade
				6 th Grade	6 th Grade	6 th Grade
					7 th Grade	7 th Grade
						8 th Grade

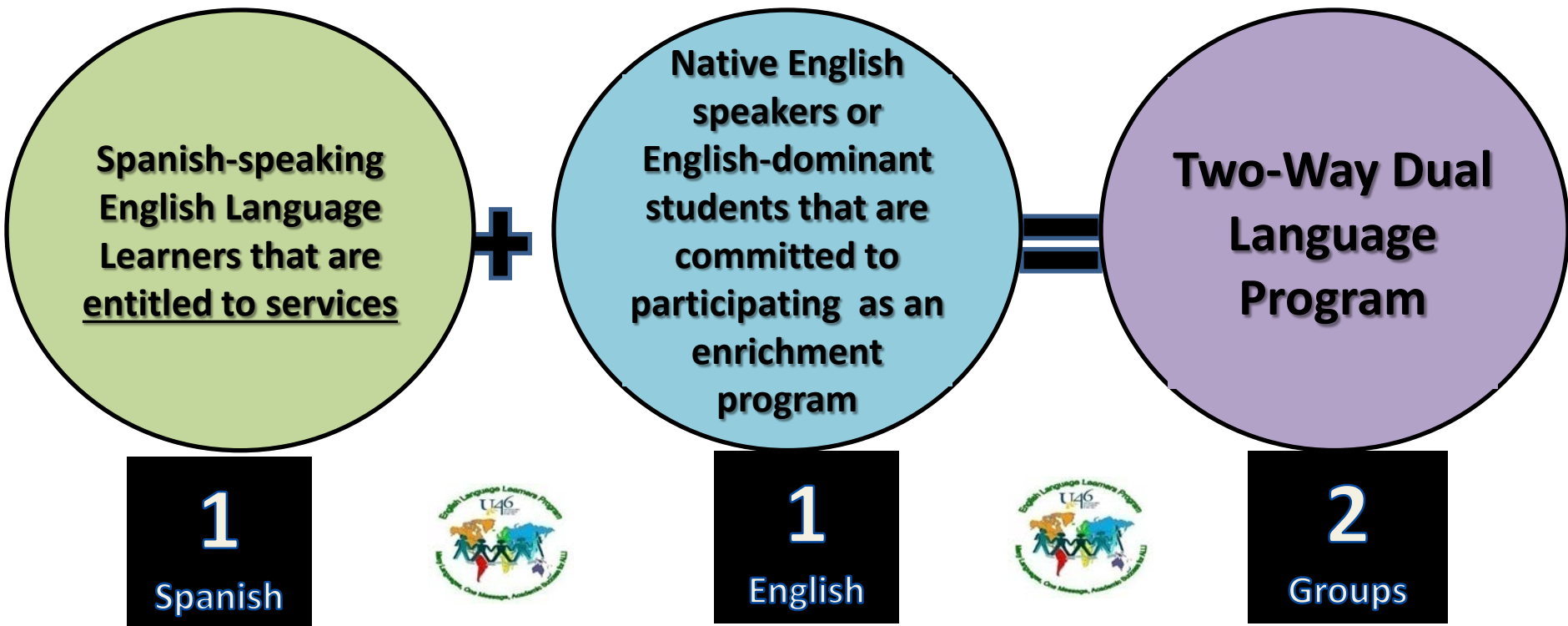




Dual Language Programs in U-46

Two-Way Dual Language

Two-Way Dual Language programs have the demographics to invite English-dominant students to join their ELL peers in a dual language classroom. There should be an approximate balance of students of each language background.



Two Way 80:20 Dual Language Program



Implementation Timeline

SY 2011-2012	SY 2012-2013	SY 2013-2014	SY 2014-2015	SY 2015-2016	SY 2016-2017	SY 2017-2018	SY 2018-2019
Kindergarten	Kindergarten	Kindergarten	Kindergarten	Kindergarten	Kindergarten	Kindergarten	Kindergarten
1st Grade	1st Grade	1st Grade	1st Grade	1st Grade	1st Grade	1st Grade	1st Grade
	2nd Grade	2nd Grade	2nd Grade	2nd Grade	2nd Grade	2nd Grade	2nd Grade
		3rd Grade	3rd Grade	3rd Grade	3rd Grade	3rd Grade	3rd Grade
			4th Grade	4th Grade	4th Grade	4th Grade	4th Grade
				5th Grade	5th Grade	5th Grade	5th Grade
					6th grade	6th Grade	6th Grade
						7th Grade	7th Grade
							8th Grade



80:20 Dual Language Program Parent Compact

School District U-46 ELL Program 80:20 Dual Language Program Parent Compact

School District U-46 recognizes the important role active parent involvement plays in the education of their children in order for them to be academically successful. In the same way we recognize that students who count on the support and the motivation of their parents are successful in the 80:20 Dual Language program. Our District firmly believes in the collaborative effort and work between parents, teachers, and students in developing and mastering the required skills at each grade level. These skills address the academic and social high expectations for both languages in our program, so that students will be able to compete in the **global society and become multilingual and multicultural citizens**. This program is committed to develop, motivate, and celebrate the differences that make us unique and also unites us in a multilingual and multicultural learning community. As a result of participating in this program, students will develop positive self-esteem and be proud of their cultural identity and language in the community and global environment. This positive sense of themselves and other classmates, will allow today's students to become adults that accept, celebrate, and recognize the richness of our multilingual and multicultural diversity.

PARENT COMPACT

As a parent or legal guardian I understand that: (Please check the boxes below)

- The objectives of 80:20 Dual Language are the development of bilingualism and the reading and writing in English and Spanish. This is accomplished within the framework of the development of the skills towards a positive cultural and linguistic diversity necessary for a happy and productive citizen in the global society of today and tomorrow.
- Learning a second language can be a challenge and sometimes students may seem frustrated when they do not understand all that the teacher is saying. However, research shows that these students are capable of learning the academic and language skills required at each grade level.
- There are five stages of second language acquisition and all students go through a silent period when learning a second language.
- Research has shown that it takes approximately 5 to 7 years for a child to acquire academic language proficiency in a second language.
- As a parent I know the importance of actively participating in the education of my son/daughter. The goal is for parents and teachers to work together in order to develop students that are **bilingual and bi-literate, citizens of a global society**.
- I understand the importance of motivating my son/daughter to read or to be read aloud daily in my home language. I know that by having them read or to reading to them in their first language will help them develop literacy skills in their second language.
- I understand the importance of motivating my son/daughter doing homework. I commit to providing a quiet space where my child can study and practice skills that were learned at school.
- It is important for my son/daughter to attend school daily to acquire the academic, social, and language skills required for the grade level. I commit to having my son/daughter in school ready to learn.

By signing this compact as a parent I acknowledge the academic and social objectives for the development of a second language established in the 80:20 Dual Language Program model in School District U-46.

I, _____ parent/legal guardian of _____ confirm that I have read this compact and that by signing it I am stating my support and commitment for my son/daughter to have the opportunity to successfully participate in the 80:20 Dual Language Program until eighth grade.

School District U-46 is committed to offering the **80:20 Dual Language Program in grades Pre-K through 8th grade**. By doing so, District U-46 accomplishes the goal of continuing to develop the students' academic and linguistic skills in both languages. It is highly recommended that students remain in the Dual Language Program until they have finished middle school where they will have become bilingual and bi-literate.

Parent/Legal Guardian signature: _____

Student's name _____
Last name

Principal's signature: _____

* The 80:20 Dual Language Program is designed for students eligible for the program according to district administrative code. The Dual Language Program 80:20 serves as an enrichment program designed for English dominant students.

Distrito Escolar U-46 Programa de los Estudiantes que Aprenden Inglés Compromiso de los Padres del Programa del Lenguaje Dual 80:20*

El Distrito U-46 reconoce que es imprescindible la participación activa de los padres en la educación de sus hijos/as para asegurar el éxito académico de nuestros estudiantes. De igual manera conocemos que los estudiantes que cuentan con el apoyo y la motivación de los padres son exitosos en el Programa de Lenguaje Dual 80:20. Nuestro distrito cree firmemente en el trabajo en colaboración de los padres, maestros y estudiantes para lograr el desarrollo y dominio de las destrezas requeridas para el grado. Estas destrezas responden a las altas expectativas académicas y sociales en ambos idiomas del Programa de ELL, para que así nuestros estudiantes, puedan competir en una **sociedad global: multilingüe y multicultural**. El programa está comprometido a desarrollar, motivar y celebrar las diferencias que nos hacen únicos así como también, que nos unen en una comunidad de aprendizaje multilingüe y multicultural. Como resultado de la participación en este programa, los estudiantes desarrollarán una autoestima positiva orgullosos de su identidad cultural y lingüística dentro de su entorno comunitario y global. Este sentido positivo de sí mismos y de sus otros compañeros, permite que los estudiantes del hoy se conviertan en adultos que aceptan, celebran y reconocen la riqueza de nuestra diversidad multilingüe y multicultural.

COMPROMISO DE LOS PADRES

Como padre o tutor legal yo tengo conocimiento y estoy de acuerdo de que: (Favor de marcar con una X)

- Los objetivos del Programa del Lenguaje Dual 80:20 son el desarrollo del bilingüismo y la lecto-escritura en inglés y en español dentro de un marco del desarrollo integral de las destrezas positivas del estudiante hacia la diversidad cultural y lingüística necesarias para un ciudadano/a eficaz en la sociedad global del hoy y del mañana.
- Aunque a veces los niños pueden frustrarse cuando están aprendiendo un segundo idioma al no entender todo lo que dice el maestro/a; ellos son capaces de aprender las destrezas académicas y de lenguaje requeridas para el grado.
- Hay cinco etapas en la adquisición de un segundo idioma y todos los estudiantes al principio por un período silencioso al aprender un segundo idioma.
- Los estudios de investigación revelan que aproximadamente toma de 5 a 7 años para que un niño adquiera el dominio del lenguaje académico en el segundo idioma.
- Como padre sé de la importancia de participar activamente en la educación de mi hijo/a. Padres y maestros trabajando juntos con el objetivo de desarrollar estudiantes bilingües y bi-letrados, ciudadanos de una sociedad global.
- Conozco de la importancia de motivar a mi hijo/a a leer o a leerle todos los días en el idioma que se habla en mi casa. Sé que al leer o leerle en su primer idioma le ayudará a desarrollar la lectura en el segundo idioma.
- Conozco de la importancia de motivar a mi hijo/a para hacer sus tareas. Me comprometo a proveer un espacio tranquilo donde el niño/a pueda estudiar y practicar las destrezas aprendidas en la escuela.
- La asistencia diaria a clases es muy importante para que mi hijo/a logre adquirir las destrezas académicas, sociales y de lenguaje requeridas. Me comprometo a que mi hijo/a asista a la escuela listo para aprender.

Como padre al firmar este contrato afirmo que conozco los objetivos académicos y sociales del desarrollo de un segundo idioma establecidos en el modelo del Programa de Lenguaje Dual 80:20 del Distrito Escolar U-46.

Yo, _____ padre/madre/tutor legal de _____ afirmo que he leído este contrato y firmo el mismo para que así conste mi apoyo y compromiso para que mi hijo(a) tenga la oportunidad de participar exitosamente en el Programa de Lenguaje Dual 80:20 hasta el sexto grado.

Sin embargo, el estudiante podrá continuar participando, ya que el Distrito Escolar U-46 se compromete a ofrecer el Programa de Lenguaje Dual 80:20 de Pre-K hasta el 8vo grado. De esta manera el Distrito U-46 cumple el propósito de los estudiantes. Es altamente recomendado que los estudiantes permanezcan en el programa de Lenguaje Dual 80:20 hasta que termine la escuela intermedia y

Fecha _____
Grado _____

Firma del Principal: _____

Fecha _____

School District U-46 is committed to offering the 80:20 Dual Language Program in grades Pre-K through 8th grade.

DL 7th Grade Implementation
PROJECTION for SY 2016-2017

SCHOOLS	DL 5th GRADE SY 14-15	PROJECTED DL 6th GRADE SY 15-16	PROJECTED DL 7th GRADE SY16- 17
CENTURY OAKS	18	18	18
CHANNING	74	74	74
COLEMAN	41	41	41
CREEKSIDE	9	9	9
GARFIELD	24	24	24
GLENBROOK	20	20	20
HANOVER CTYSD	11-4/5-9	9	9
H. GIFFORD	38	38	38
HERITAGE	16	16	16
HIGHLAND	27	27	27
HILLCREST	55	55	55
HILLTOP	18	18	18
HUFF	46	46	46
LAUREL HILL	45	45	45
LINCOLN	33	33	33
LORDS PARK	53	53	53
LOWRIE	28	28	28
MCKINLEY	37	37	37
NATURE RIDGE	18	18	18
OAKHILL	21	21	21
ONTARIOVILLE	67	67	67
OTTER CREEK	24	24	24
PARKWOOD	27	27	27
RIDGE CIRCLE	12	12	12
RONALD D. O'NEAL	25	25	25
SUNNYDALE	20	20	20
TIMBER TRAILS	10	10	10
WASHINGTON	28	28	28
Grand Total	843	843	843

Multi-grade 5/6 classrooms

Data as of May 2015

Preliminary numbers subject to change

DL 7th Grade Implementation PROJECTION for SY 2017-2018

SCHOOLS	4TH GRADE SY14-15			7TH GRADE SY16-17	SY 17-18		
	OWDL	TWDL	TOTAL DL		7TH GRADE SY 17-18	8TH GRADE SY 17-18	INCREASED PROJECTION From SY16-17 to SY17-18
CENTURY OAKS	34	0	34	18	34	18	16
CHANNING	23	45	68	74	68	74	-6
COLEMAN	48	0	48	41	48	41	7
CREEKSIDE	18	0	18	9	18	9	9
GARFIELD	47	0	47	24	47	24	23
GLENBROOK	13	0	13	20	13	20	-7
HANOVER CTYSD	11	3	14	9	14	9	5
H. GIFFORD	21	23	44	38	44	38	6
HERITAGE	17	23	40	16	40	16	24
HIGHLAND	29	4	33	27	33	27	6
HILLCREST	38	0	38	55	38	55	-17
HILLTOP	21	0	21	18	21	18	3
HUFF	22	21	43	46	43	46	-3
LAUREL HILL	51	0	51	45	51	45	6
LINCOLN	32	0	32	33	32	33	-1
LORDS PARK	60	0	60	53	60	53	7
LOWRIE	35	0	35	28	35	28	7
MCKINLEY	33	0	33	37	33	37	-4
NATURE RIDGE	20	20	40	18	40	18	22
OAKHILL	21	0	21	21	21	21	0
ONTARIOVILLE	77	0	77	67	77	67	10
OTTER CREEK	0	40	40	24	40	24	16
PARKWOOD	36	0	36	27	36	27	9
RIDGE CIRCLE	15	0	15	12	15	12	3
RONALD D. O'NEAL	50	0	50	25	50	25	25
SUNNYDALE	13	0	13	20	13	20	-7
TIMBER TRAILS	24	0	24	10	24	10	14
WASHINGTON	33	0	33	28	33	28	5
TOTAL	842	179	1021	843	1021	843	178

Preliminary numbers subject to change

DRAFT

Scenario: Dual Language at Each Middle School

Increases access to neighborhood schools

School	SY 2014-2015 Current 7 th Grade Enrollment	SY 2016-2017 Projected DL 7 th Grade Enrollment	Projected DL Increase from SY14-15 to SY16-17	SY 2017-2018 Projected DL 7 th Grade Enrollment	SY 2017-2018 Projected DL 8 th Grade Enrollment	Projected DL Increase from SY16-17 to SY17-18
Abbott MS	0	151	151	161	151	10
Canton MS	45	63	18	71	63	8
Eastview MS	0	8	8	12	8	4
Ellis MS	64	173	109	183	173	10
Kenyon Woods MS	0	49	49	99	49	50
Kimball MS	59	78	19	113	78	35
Larsen MS	30	145	115	164	145	19
Tefft MS	0	176	176	218	176	42
Totals	198	843	645	1,021	843	178

Transitional Bilingual Education (TBE) Full/Part Time ISBE Placement Criteria

1. Minimum English Language Proficiency Score

A student may be in a part-time TBE placement if an assessment of the student's English language skills has been performed and the assessment results indicate that the student has sufficient proficiency in English to benefit from a part-time program as specified below:

TBE Part-time Placement Criteria for Kindergarten and Grades 1-12	
The student's English language proficiency (ELP) level on either the screener or the ACCESS for ELLs® falls within the following range:	
Grade Level	Part-time English Language Proficiency Range
Kindergarten - First semester	4.0 and above oral language composite proficiency level on the MODEL™, but not English proficient*
Kindergarten - Second semester through 1 st Grade – First semester	3.5 and above literacy composite proficiency level on the MODEL™ or the ACCESS for ELLs® but not English proficient*
First Grade – Second semester through 12 th Grade	3.5 and above literacy composite proficiency level on the W-APT™ or the ACCESS for ELLs® but not English proficient*

Effective January 1, 2014:
*A student who has not met the [state English proficiency definition](http://www.isbe.net/bilingual) (available at www.isbe.net/bilingual) is an English learner (EL).

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ELIGIBLE ELLs -TBE
Below 3.50
Literacy Composite
(TBE Full-Time)
DL Middle School
7th Grade

ELIGIBLE ELLs -TBE
3.50 or Above
Literacy
Composite
(TBE Part-Time)
DL Middle School
7th Grade

RECLASSIFIED
ELLs
ACCESS 5.00 Overall
Composite AND
4.2 Reading AND
4.2 Writing
7th Grade

Transitional
Program of
Instruction
ESL
7th Grade

Bilingual Licensed Teacher

Bilingual Licensed Teacher

Bilingual Licensed Teacher

ESL Licensed Teacher

Sheltered Spanish Instruction
Spanish Language
Arts
Social Studies

Sheltered Spanish Instruction
Spanish Language
Arts
Social Studies

Spanish Language
Arts
Social Studies

Sheltered English Instruction

- **Social Studies**
- **Math**
- **Science**
- **ESL/Reading**
 - Listening
 - Speaking
 - Reading
 - Writing


Bilingual Licensed Teacher

Bilingual and/or
ESL Licensed Teacher

Bilingual and/or
ESL and/or General Ed
Licensed Teacher

Sheltered English Instruction
• **Math**
• **Science**
• **ESL/ Reading**
(1 period)

Sheltered English Instruction
• **Math**
• **Science**
• **ESL/ Reading**
(1 period)

• **Math**
• **Science**
• **English LA**
• **Reading** 
(based on MAP data -District's criteria)

General Ed Licensed Teacher

General Ed Licensed Teacher

General Ed Licensed Teacher

General Ed Licensed Teacher

• **Physical Education**
• **Rotation / Elective**

• **Physical Education**
• **Rotation /Elective**

• **Physical Education**
• **Rotation /Elective**

• **Physical Education**
• **Rotation / Elective**

Dual Language Students Instructional Day Possible Scenarios

Block Schedule	Traditional Schedule	Courses to be offered to dual language students using Spanish as the language of instruction
<ul style="list-style-type: none"> • Number of periods: 8 • Required Courses • Electives 	<ul style="list-style-type: none"> • Number of periods: 8 • Required Courses • Electives 	<p>Option 1 –Recommended by the ELL Department*</p> <ul style="list-style-type: none"> <input type="checkbox"/> Spanish Language Arts -ISBE Compliance - Full-Time TBE Placement Criteria <input type="checkbox"/> Social Studies <p>Option 2</p> <ul style="list-style-type: none"> <input type="checkbox"/> Literacy-Based Social Studies <input type="checkbox"/> Math –Pre-algebra <p>Option 3</p> <ul style="list-style-type: none"> <input type="checkbox"/> Literacy-Based Social Studies <input type="checkbox"/> Science <p>*The intentional and strategic use of the academic language of Spanish within the framework of Language Arts provides a deep understanding of the linguistic features of Spanish on a broader spectrum. This is conducive to increasing the number of dual language students who will be college and career ready, fully bilingual, bi-literate and with more opportunities of obtaining the Illinois Bi-literacy Seal and DELE*. In addition, newcomer and ESL level 1 and 2 students will have the opportunity to participate in a program that addresses their language proficiency levels.</p> <p>*DELE – Diploma de Español como Lengua Extranjera – International Recognition -Sponsored by the Spain Consulate</p>

¡Por favor,
MARQUEN SUS
CALENDARIOS!



Please MARK
YOUR
CALENDARS!!!



"Be the change you want to see in the world."

Gandhi



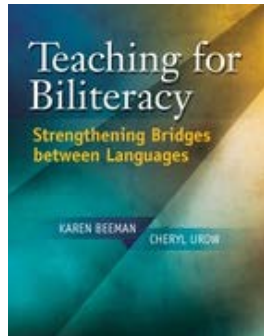
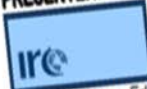
School District U-46
ELL DEPARTMENT

ELL GRADES 7-12 PROFESSIONAL DEVELOPMENT 2013-2014

Target Audience:
Secondary Level Professional Development
ELL 7th - 12th grade

ENDURING UNDERSTANDING:
Bilingual and Bi-literacy Development

PRESENTER:



Karen Beeman, Education Specialist
Specialty: Spanish literacy, Dual language, Instructional strategies, Parental Involvement, Program development kbeeman@cntrmail.org
Born and raised in Mexico City, Karen first came to live in U.S. as a freshman in college. Prior to working at the IRC, Karen was a bilingual teacher in Chicago and later became the principal of a dual language Catholic school in Chicago where she served for seven years. Karen also worked at the University of Illinois at Chicago where she supervised and taught practicing bilingual teachers and managed a federal grant promoting collaboration among bilingual and monolingual teachers. Karen has a Masters' Degree in Instructional Leadership from the University of Illinois at Chicago.

Target Audience	Date/Place/Time 8:30 am - 2:30 pm	Enduring Understanding
7-12 ELL Teachers	2 Days	Bilingual and Bi-literacy Development
	Wednesday, April 16, 2014 Streamwood Police Department Training Center ^a Thursday, April 17, 2014 Streamwood Police Department Training Center ^a	

School District U-46
ELL DEPARTMENT

ELL GRADES 7TH - 8TH PROFESSIONAL DEVELOPMENT 2014-2015

Target Audience:
Secondary Level Professional Development
ELL 7th - 8th grade Teachers

ENDURING UNDERSTANDING:
Foundations of Dual Language

PRESENTER:



Edward Tabet-Cubero is a veteran bilingual educator who currently serves as the Deputy Director of Dual Language Education of New Mexico. With a BA and MA Ed from New Mexico State University, Edward has promoted bilingual education as a classroom teacher, award winning site administrator at the elementary and secondary levels, district office administrator, and university instructor. His work has allowed him to support schools and districts across the country in their efforts to effectively implement instructional programs for linguistically and culturally diverse students. His current focus is on the convergence of best practices in ELL education, instructional leadership, and public policy. He resides in Santa Fe, NM with his four daughters, all of whom are dual language learners.

Dual Language Education of New Mexico



Dual Language Education of New Mexico

The Education All Children Deserve



Target Audience	Date/Place/Time 8:30 am - 2:30 pm	Enduring Understanding
7-8 ELL Teachers 	2 DAYS	Foundations of DL
	Day 1 Tuesday, October 7, 2014 National Louis University - Elgin Campus Day 2 Wednesday, October 8, 2014 National Louis University - Elgin Campus	



7th – 8th Grade Dual Language ELL PROFESSIONAL DEVELOPMENT 2015-2016

TARGET AUDIENCE

TBE 7th and 8th Grade (ELL Middle School Teachers)

ENDURING UNDERSTANDING

U-46 Dual Language 7th and 8th grade professional development is intended to support an effective implementation of the dual language program model that started in 2011-2012 through the development of the following areas:

- Research in the field of Second Language Acquisition
- Strategies to support academic and language development for ELLs
- Instructional Program Design for ELLs
- Instructional Practices for ELLs
- Language Development Proficiency / Classroom Profile
- Curriculum Alignment Plan
- Bi-literacy Development

7th grade DL Implementation will take place SY 2016-2017 and 8th grade DL Implementation will take place SY 2017-2018. Both grade level teachers will be receiving PD at the same time.

The professional development is designed to be intensive, on going, and specific to the district's Dual Language Program Design

- 80:20 One Way Dual Language
- 80:20 Two Way Dual Language

PRESENTER:



Dual Language Education of New Mexico
The Education All Children Deserve



Dual Language Implementation 7th Grade Implementation 2016-2017

Target Audience	Dates/Place/Time 8:30am-2:30pm	Enduring Understanding
Dual Language Implementation 2016-2017 ELL 7 th and 8 th Grade Teachers *ELL MS Principals *Special Ed ELL Diagnosticians *Coaches	3 DAYS Day 1 Wednesday, April 13, 2016 Location: National Louis University Day 2 Thursday, April 14, 2016 Location: National Louis University Day 3 Wednesday, May 4, 2016	DL Implementation 2016-2017 Sheltering Workshop Basic components of ELL instruction, including techniques and strategies for making content area comprehensible to the second language learner, as well as maximizing language development through content. In addition, specific needs will be addressed based on the schools' and district's profile.

Informing Stakeholders

- **Informational Letter**

- Target Audience:

- DL 5th and 6th grade parents

- Target Message:

- DL Middle Schools
 - DL Instructional Program / Language allocation

- **Meeting with stakeholders**

- Bilingual Parent Advisory Committee (BPAC)
 - DL 5th and 6th Grade Parents
 - DL Advisory Committee
 - DL Committee
 - ELL Lead Teachers
 - ELL Middle School Teachers
 - ELL Website www.u-46.org/ell
 - Instructional Cabinet
 - Principals

- **ELL Quarterly Newsletters**

- **DL Informational Posters and Flyers**

- Libraries
 - Churches
 - Childcare Centers
 - Park Districts
 - Recreational Centers
 - Elgin Hispanic Network

- **Connect-Ed messages**

- **Schools' Websites**

- **Hispanic TV Channel -*Univision***

- **Soleado DLeNM**

- **ELL Parent Handbook**



Informing Stakeholders

Location	Date	Time
Independence	Monday	6pm – 7pm
Huff Elementary	Tuesday	6pm – 7pm
Highland Elementary	Wednesday	5:30pm – 6:30pm
Oakhill Elementary	Wednesday	6pm – 7pm
Creskide Elementary	Thursday	6pm – 7pm
Garfield Elementary	Tuesday	6pm – 7pm
Lowrie Elementary	Tuesday	6pm – 7pm
Hilltop Elementary	Thursday	6pm – 7pm
Washington Elementary	Thursday	6pm – 7pm
Glenbrook Elementary	Monday	6pm – 7pm
Otter Creek Elementary	Tuesday	6:15pm – 7:15pm
Sunnydale Elementary	Tuesday	6pm – 7pm
Coleman Elementary	Wednesday	6pm – 7pm
Sheridan Elementary	Wednesday	6pm – 7pm
ESC	Wednesday	6pm – 7pm
Century Oaks Elementary	Thursday	6pm – 7pm
Illinois Park	Thursday	6pm – 7pm
Lincoln Elementary	Monday	6pm – 7pm
Lords Park Elementary	Tuesday	6pm – 7pm
Parkwood Elementary	Monday	6pm – 7pm
Ridge Circle Elementary	Tuesday	6pm – 7pm
Laurel Hill Elementary	Thursday	6pm – 7pm
Hanover Countryside Elem.	Monday	6pm – 7pm
Hillcrest Elementary	Monday	6pm – 7pm
Nature Ridge Elementary	Wednesday	6pm – 7pm
Heritage Elementary	Thursday	6pm – 7pm
McKinley Elementary	Thursday	6pm – 7pm
Channing Elementary	Tuesday	5:30pm – 6:30pm
Ontarioville Elementary	Wednesday	6pm – 7pm
Harriet Gifford Elementary	Thursday	6pm – 7pm
Timber Trails Elementary	Monday	6:30pm – 7:30pm
ESC	Tuesday	5:30pm – 6:30pm

- **64 Dual Language Informational Meetings in English and Spanish will continue to be conducted in 31 Locations and ESC!**
- **ELL Quarterly Newsletter**
- **U-46 Radio Station**
- **CAMTASIA –DL Informational presentation**
- **Elementary Principals Meetings**
- **4 ELL Monthly Informational Meetings**
- **African American Advisory Meeting**
- **Bilingual Parent Advisory Committee**





**Many languages, one message:
ACADEMIC SUCCESS FOR ALL!**