

Menasha Joint School District
Two- Way Immersion Action Plan
April 21, 2015 – Updated April 22, 2016

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Guiding Principle/Strand: Assessment and Accountability

Tasks / Action Steps	Resources / Materials Needed	Timeline		Person Responsible	Evidence of Success
Refine our data management system (K-12) to track progress in Spanish and English over time Develop a team to: - Determine which data would be collected and how it will be managed/housed/accessed (including WIDA information). - The team should review which tests we should continue to administer in each language. - Collect & share data with stakeholders (create template for annual report) - Institute a process for tracking data on students that leave the program	- Alpine - Infinite Campus - Funds for testing materials and training for new staff	Start - In progress - Decisions on the assessment calendar need to be made in the next couple weeks. - Annually at the end of each school year - Annually at the end of each school year - Year 2-end of 2015-2016 school year	End - September 1, 2015 - August 15, 2015 - Template created by March, 2016 so that it is in place for May. - September 1, 2016	- Elementary Teacher - Middle School Teacher - High School Teacher - Bilingual principal/coordinator or - District technology representative - Consult with Director of Special Services - Assessment Coordinator - ELL Coordinator	Completion of the following: - Bilingual assessment calendar - Annual data report - System for tracking longitudinal data Note to go home with 2nd graders letting them know that the content allocation plan will change and what this will mean for the student. To also let them know that classroom sizes increase

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Use data to drive professional development sessions 1. Data meetings to determine professional development goals 2. Data meetings to determine individual student needs 3. Develop professional development sessions and opportunities around identified topic	• Time for data analysis • Alpine	1. Develop a timeline annually in fall 2. Develop a timeline Annually in fall 3. Annually in early summer as a result of a data retreat	1. Develop a timeline annually in fall 2. Develop a timeline Annually in fall 3. Annually in early summer as a result of a data retreat	• Coaches • Bilingual teachers • Bilingual principal/coordinator or • Director of Special Services • Assessment Coordinator • Director of Curriculum and Instruction • RtI Coordinator • ELL Coordinator	• Professional development plan is written • Annual meeting is held
Identify/establish formative assessments in both languages that are intended to guide instruction.	• Time • Allocation of funding for test materials if a need is determined • Professional Development	Year 2	Year 3	• Coaches • RtI Coordinator • Bilingual teachers • Bilingual principal/coordinator or • Consult with Director of Special Services • Assessment Coordinator • Director of Curriculum and Instruction • ELL Coordinator	

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Collect and use formative assessment data in Spanish and English to drive instructional planning and decision making (K-12) 1. Grade level meetings should focus on examining and discussing student work to guide instructional decisions and small group interventions. 2. Interventions and Progress monitoring plans should be developed in conjunction with data from formative and summative assessment	• Time • Alpine • Progress monitoring tools (particularly in Spanish)	1. Year 2 2. Year 3	1. Year 2 2. Year 3	• Coaches • Bilingual teachers • Bilingual principal/coordinator or • RtI Coordinator	• Student progress on assessments • Documented RtI plans • Agendas and minutes from meetings
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Guiding Principle/Strand: Curriculum

Tasks / Action Steps	Resources / Materials Needed	Timeline		Person Responsible	Evidence of Success
		Start	End		
1. Create mandatory schedule for - K 1-2 3-5	-Sample schedules from IRC (see shared drive) -District Instruction Allocation Minutes -Schedule Template -Bilingual Elementary 50/50 plan	April 2015	May 2015	Literacy Coach Bilingual Elementary Teacher Principals ELL coordinator Bilingual Coordinator	All schedules created and followed to fidelity monitored by principal via walk-throughs
2. Create two exemplar BUF (1st and 4th) for ELA, One for K-2 SLA, and one for Math --update exemplar for next year	District Wide BUF Template	March 2015	June 2015	Literacy Coach Bilingual/ELL Coordinator Literacy Coordinator Math Coach	Both BUFs will be reviewed by Melody Wharton and Karen Beeman
3. Create Bilingual Curriculum Year Long Map in English Language Arts integrated block 3-5 and Spanish integrated block in K-2 Review Scope & Sequence to include speaking and listening standards	Templates of Sample Year Long Plan (Get from Karen)	June 2015	June 2015	Math Coach Literacy Coach Teacher Representatives ELL District Coordinator Bilingual District Coordinator Include Literacy coach, Language Arts coordinator & bilingual principal, ELL Coordinator	- Completed Map for each grade level - Updated yearly
4. Create a scope and sequence/pacing guide for Math with Big Ideas for K-5	Math ELL Scaffolds and Supports Folder Resources from Karen	May 2015	June 2015	Math Coordinator Math Coach ELL/Bilingual Coach	- Completed Document - Share out with staff

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Identify the language based strategies to use during math					update with new curriculum
5. Create Bilingual Curriculum Year Long Map in Spanish Language Arts integrated block 3-5 and English Language Arts integrated block K-2	Templates of Sample Year Long Plan (Get from Karen)	June 2016	June 2016	Math Coach Literacy Coach Teacher Representatives ELL District Coordinator Bilingual District Coordinator	Completed Map for teach grade level
6. Send Representatives to Dual Language Institute (Chicago)	Funds	June 2015	June 2015	Bilingual principal ELL coordinator Bilingual teachers (K-12)	Teachers reflect on agenda from the Institute submit to Bilingual Principal Teachers share their knowledge from Institute at a Building Late Start
7. Send Representatives to BUF Writing Institute with Karen	Funds	July 2015	August 2015	ELL Coordinator Classroom Teachers Literacy Coordinator Literacy Coach	Teachers share their knowledge from Institute at a Building Late Start
8. Complete 2 BUFs for SLA in K-2 and 2 BUFs for 3-5 ELA each grade level. Develop a plan for how to write additional units. (Chicago)	Time District Template for BUFs	July 2015	July 2015	Classroom Teachers ELL Coordinator Literacy Coordinator Literacy Coaches Social Studies Coordinator Dr. Kathy	BUFs will be used first quarter to fidelity
9. Required Menasha Bilingual Institute for all K-5 Bilingual Teachers (Menasha)	New Documents created Funds	August 2015	August 2015	ELL Coordinator Bilingual Principal Literacy and Math Coaches	Exit tickets/survey for all staff.

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10. New bilingual teacher summer training Days	-modeling an unpacking of the BUF --Literacy and Math Coaches	August 2016 and each year	August and each year	ELL Coordinator Bilingual Principal Literacy and Math Coaches	Exit tickets/survey for all staff.
11. Send representatives to the Dual Language Institute in West Chicago	Funds	August 2016	August 2016	Bilingual Principal ELL Coordinator	Teachers send their knowledge at the Professional Development days at the beginning of the year.
12.- Teachers refine BUFs as they work with Melody Wharton this summer. Teachers work with Heather Brookerson in selecting Spanish authentic literature that aligns with their BUFs.	Funds	June 2016	August 2016	Bilingual Principal ELL Coordinator Math Coaches Literacy Coach	- Completed Document - Share out with staff - update with new curriculum

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Guiding Principle/Strand: Instruction and Professional Development

Tasks / Action Steps	Resources / Materials Needed	Timeline		Person Responsible	Evidence of Success
All instruction takes place within the context of: - Guided Release of Responsibility - Big Ideas - Comprehensible Input - Bridge and Extension	Training on how to do GRR throughout the day Late Starts (K-5 Bilingual) Training on Big Ideas and Comprehensible Input	September 2015	June 2016	ELL Coordinator Literacy Coordinator Math Coordinator Coaches Bilingual Principal	walk through form September and May Growth shared with staff MAPs, DRA2 and State Assessment will show 20% increase within the same cohort of students
Throughout the day differentiation occurs for language learners based on their language levels	Training on Can Dos and differentiation by levels support	June 2015	June 2017	ELL Coordinator Literacy Coordinator Math Coordinator Coaches Bilingual Principal	Can Dos are used daily to plan for instruction and assessment. Updated quarterly Analyzed quarterly in grade level teams Differentiated support seen embedded in all lessons- walk through form on Year 3- 80% of our students will have moved 2 levels on the Can Dos
1. Language Objectives for Content Objectives embedded in BUFS 2. Language Targets in	Training Time	1. June 2015	1. June 2017	ELL Coordinator Literacy Coordinator Math Coordinator Coaches Bilingual Principal	Access scores will increase by a minimum of .4

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daily lessons		2. June 2016	3. June 2017		
Define instructional and assessment differences between monolingual vs. bilingual (K-5) Define instructional and assessment differences between monolingual vs. bilingual (6-12)	-Units of Study -District Assessment Calendar -Bilingual District Assessment	June 2015	June 2016	Bilingual Elementary Teacher(s) Bilingual Principal Literacy Coordinator Director of Curriculum ELL Coordinator Literacy Coach Math Coordinator Coach	Creation of a bilingual assessment calendar Define instructional and assessment differences between bilingual and monolingual
Develop a Look-For document for 6-12 observations	Time	June 2015	August 2015	6-12 bilingual staff Bilingual Principal ELL Coordinator Building Principals 6-12 Literacy Coordinator	Completed document With Google form used for walk throughs
Evaluate prospects of teaching 50/50 in middle school and high school.		June 2015	June 2017	6-12 bilingual teachers Bilingual Coordinator Building Principals	See Secondary 6-12 Planning section of document

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Guiding Principle/Strand: Program Structure

Tasks / Action Steps	Resources / Materials Needed	Timeline		Person Responsible	Evidence of Success
Articulate the 50/50 Content Area Plan in K-5: Define the structure of each content blocks Create Non-negotiables for K-5	Buy Spanish materials for math for grades 3-5 Time	Start: June 2015 May 2015	End July 2015 August 2015	Math coordinator ELL Coordinator Math and Literacy Coaches Bilingual Principal Literacy Coordinator	we will have math materials and articulated math Bilingual pacing guide Review content allocation plan and consider moving to a 90/10 graduated model at K-2 Completed BUFs in August
Define Secondary Programming See Secondary Action Plan		May 2015	June 2016	Bilingual Principal ELL Coordinator Secondary Bilingual Teacher	Defined plan
Seal of Biliteracy					- Map out path for Seal of Biliteracy in Menasha - Determine the testing requirements

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Guiding Principle/Strand: Staff Quality

Tasks / Action Steps	Resources / Materials Needed	Timeline		Person Responsible	Evidence of Success
		Start	End		
Recruitment of Bilingual Teachers: Growing our own through UWO outreach	Time in MHS to speak with students	April 2015	ongoing	Dr. Kathy Henn-Reinke Bilingual Principal	MHS students entering bilingual education program at UWO
When hiring any position, include ELL/Bilingual or Spanish preferred instead of required	WECAN postings	April 2015	ongoing	Director of Curriculum Bilingual Principal	Hiring of teachers with bilingual potential
Recruitment University Partnership- Present at Bilingual and Elementary methods classes on Menasha Bilingual program		September 2015	May 2015	Dr. Kathy Mary Beth Petesch (UW Oshkosh) Bilingual Principal	maintain a pool of exemplary teaching candidates
Recruitment Present/Display at workshops and conferences WIABE Language institutes	Display materials	Ongoing	Ongoing	Teachers Bilingual Principal	maintain a pool of exemplary teaching candidates
Retention	Sub time for Spanish assessments such as LAS and EDL2	ongoing	ongoing	Bilingual Principal	Teachers receive 1 sub day per assessment to administer and score
Extra Pay (Stipend) for bilingual licensure	Graduated bonuses based on years of service	ongoing	ongoing	Human Resources Director	payment plan
Continue to ensure parity for student to teacher ratios in TWI grades 3-5	committee and time	November 2015	January 2016	Director of Curriculum Bilingual Principal Classroom Teacher	Recommendations for ELT

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				Coach	
Explore expanding bilingual program for 4K-5	committee and time	November 2015	ongoing	Director of Curriculum Bilingual Principal Director of Special Services ELL Coordinator Classroom Teacher Coach	More students enrolled in bilingual

Guiding Principle/Strand: Family and Community

Tasks / Action Steps	Resources / Materials Needed	Timeline		Person Responsible	Evidence of Success
Develop Parent Guide -Define key concepts i.e. Bridge/BUF -Example lesson plan/BUF -Assessments -specific assessments -why Daily Schedules Parent Role -Ways to support Child-web sites, tips, etc. • Explanation TWI • FAQ	Obtain teacher handbook developed by Program Structure/Curriculum for bi-lingual program and use Obtain grading/homework policy from teacher handbook Obtain lesson plan from instruction/curriculum Obtain assessment list for bi-lingual program	Start July 2016	End June 2016 Update or Overview annual	Bilingual Principal Parent Volunteer Bi-lingual Teacher	Completed handbook-K-12(?)

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	Develop expectations				
Cultural Awareness Activities (2-3 per year) *El Dia del Nino *Cinco de Mayo Same time of year annually	Food/Beverage Information on specific holiday-why, how, etc. Supplies/Games specific to the holiday	school year 2015-16	annual events	Bilingual Principal PTO Principal (?)	Participation/attendance by staff, parents, students
Community Service (6th-12th) *Provide opportunities for those in 6-12 to complete community service hours through various means focused on development, education, and avocation of bi-lingual program i.e.: Service once a month to the bilingual elementary school Lunch Buddy-Bi-lingual high school/middle school student connect with elementary student during lunch period-eat lunch with/games Connect with non-profit services in the community (Casa Hispana, Menasha library?)	Busing (?)	school year 2016-17	annual events	Bilingual Principal Community Service Director (?) Student Input	Keep track of community service hours specific to those in the bi-lingual program
Establish PTO (Current K-2) Include 3-5th grade for 2015-16 school year		already started	annual	Principal Parents	Established Meetings Parent Involvement Active PTO
Classroom observing/participation Days for	Time	2015-16 school year	annual	Bilingual Principal Principal	Established Days Parent Involvement

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parents/siblings/grandparents/etc.					
Website-current/centralized for all grade levels-easily accessed Enrollment Info Event/Meeting Information Google Class, Moodle, Blog	Time, Network/Internet resources	Year 2	update often	Technology Director Bilingual Principal Bi-Lingual Instructors	Gather Data on visit/clicks/resources used, etc.

Guiding Principle/Strand: Support and Resources

Marketing plan					
		Start	End		
Create a parent advisory group to create the talking points	Bilingual student parents Bilingual coordinator Teachers	Year 2			A group of parents that have met to discuss points
Develop talking points to promote and celebrate the dual language program to community and families	Data Focus Group including someone with knowledge of curriculum Family views of what is important or value	Year 2			List of points that promote the program
Create a brochure/promotional information to promote the bilingual program	Technology/Media Printing People to create document Talking points to promote the program	Year 2			Brochure is available to give to families/community

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Create a focus group of the hispanic community / parents to gather information	Casa hispana Father Bill St Therese Community Partnership	Year 2			Meeting with focus group
Develop an outreach program (including dates and locations) of ways to promote the program	Administration Community Members Families/PTO	Year 2			Schedule of opportunities is available to view
Inventory of resources					
Take an inventory of bilingual resources within the district	Math coaches Reading coaches ELL coaches Technology Administration			Bilingual coordinator Representative from each building	Report of the inventory by location
Develop a “must have” list for each grade level.	Coach Teachers Administrators			Bilingual coordinator Representative from each building	List available
Verify that each class has the “must have” resources available	Teachers Coaches Adminsitration			Bilingual coordinator Representative from each building	List available
Take an inventory of bilingual resources within the community.	Focus group Library (Ana)				Report of resources
Leadership development					

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Develop a leadership group to continue over site of bilingual program	Administrators Teachers Parents				
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Guiding Principle/Strand: Secondary (6-12) Planning

Tasks / Action Steps	Resources / Materials Needed	Timeline		Person Responsible	Evidence of Success
Establish the goals and focus population of the program at the secondary level	Written goals of the elementary (K-5) bilingual program Input from stakeholders (parents, students, teachers, administrators, bilingual coordinator)	ASAP	June 2015	Bilingual principal/ Secondary bilingual staff	Keep the goal as is, continue with the vision, adjust our 6-12 structure to fit.
Schedule a meeting with administration to discuss program goals and future direction of program at secondary level.	Assessment data for dual language students - LAS - ACCESS - MAP/Aspire	2015-2016 school year	June 2016	Director of Curriculum and Instruction Bilingual Principal Secondary Bilingual Staff Secondary Principals ELL Coordinator Student representatives 6-12 Literacy coach	For 2016-2017 school year, programming reflects change in structure.
Observe secondary bilingual program in Woodstock, IL Video conference with Woodstock scheduled in early May	Funds	during 2016-2017 school year	June 2016	Secondary bilingual staff Building principals Bilingual principal	Secondary staff creates action plan and list of suggestions for changes to goals and structure for secondary program.
Conversations about integrating social studies content with language arts at	Input from central administrators, principals, ELL coordinator, teachers,	May 2016	August 2016	Secondary bilingual staff bilingual principal middle school principal	schedule and plan for 16/17 school year

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6-8 grade level to reflect effective language learning practices.	bilingual principal				
Roll out of UOS for writing instruction in the TWI Spanish Language Arts classes at the Middle school	Training for UOS Attendance to BUF PD in June	June 2016	June 2017	Literacy Coaches ELL coordinator Bilingual Principal	Walkthrough indicating successful implementation of UOS and best practice of Spanish literacy in the TWI classrooms.
Training on Spanish literacy and how to align with writing UOS, for MS TWI teachers	Attendance to BUF PD in June	June 2016	June 2107	Literacy Coaches ELL coordinator Bilingual principal	Walkthrough indicating implementation of UOS within the biliteracy model
Plan 3 hour Spanish block for the Middle School to include: 2 hours of Spanish Language Arts/Intervention & Social Studies	Funds Staffing	September 2016	December 2016	Middle School Principal ELL coordinator Bilingual Principal	Course booklet for the MS offers 2 hours of Spanish Language Arts and 1 hour of social studies for each grade level at the middle school
Plan new staffing plan for the TWI program at the MS	Funds	December 2016	January 2017	Director of Curriculum Director of Special Services Middle School Principal ELL Coordinator Bilingual Principal	Positions posted in WECA in January
Brainstorm & create pathway options at the HS to increase courses in Spanish for the 2018-2019 school year. Ideas include to have Spanish language arts offered in Spanish in addition to Social Studies	Input from stakeholders: central admin, secondary principals, ELL coordinator, TWI & Spanish teachers, Bilingual principal	December 2016	December 2017	HS principal ELL Coordinator TWI teacher Spanish teachers Bilingual principal	Updated Content Allocation plan for the HS to roll out on the 2017-2018 school year
Establish protocol for collaboration of teachers at	Collaboration Calendar	May 2016	August 2016	secondary bilingual staff Bilingual Principal	replace not add meetings

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the secondary level.				Middle School Principal ELL Coordinator Director of Curriculum Director of Special Services	
Fill out and submit district application for the Seal of Biliteracy		June 2016	August 2016	Bilingual Principal ELL coordinator HS principal TWI HS Teacher	Seal of Biliteracy approved by the DPI
Observe each other at the K-12 levels	Substitutes Funds	September 2016	June 2017	bilingual staff	• 1-2 visits per year at elementary level • monthly meetings with 6-12 TWI
Curricular materials for TWI classrooms in Spanish	Funds	June 2016	August 2016	Bilingual Principal ELL/Bilingual Coordinator Literacy Coaches	Classroom libraries Mentor texts
Bilingual PD opportunities, more development on strategies during school year	Collaboration Calendar	August 2016	June 2017	Bilingual Principal ELL/Bilingual Coordinator Literacy Coaches	work with Karen and other secondary TWI programs
Elevating the status of Spanish language		Ongoing	Ongoing	District staff	Building leaders have a plan developed for how to disseminate information in Spanish and TWI program

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