

Multilingual Department

October 1, 2026 Strategic Planning

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What is a Multilingual Learner?



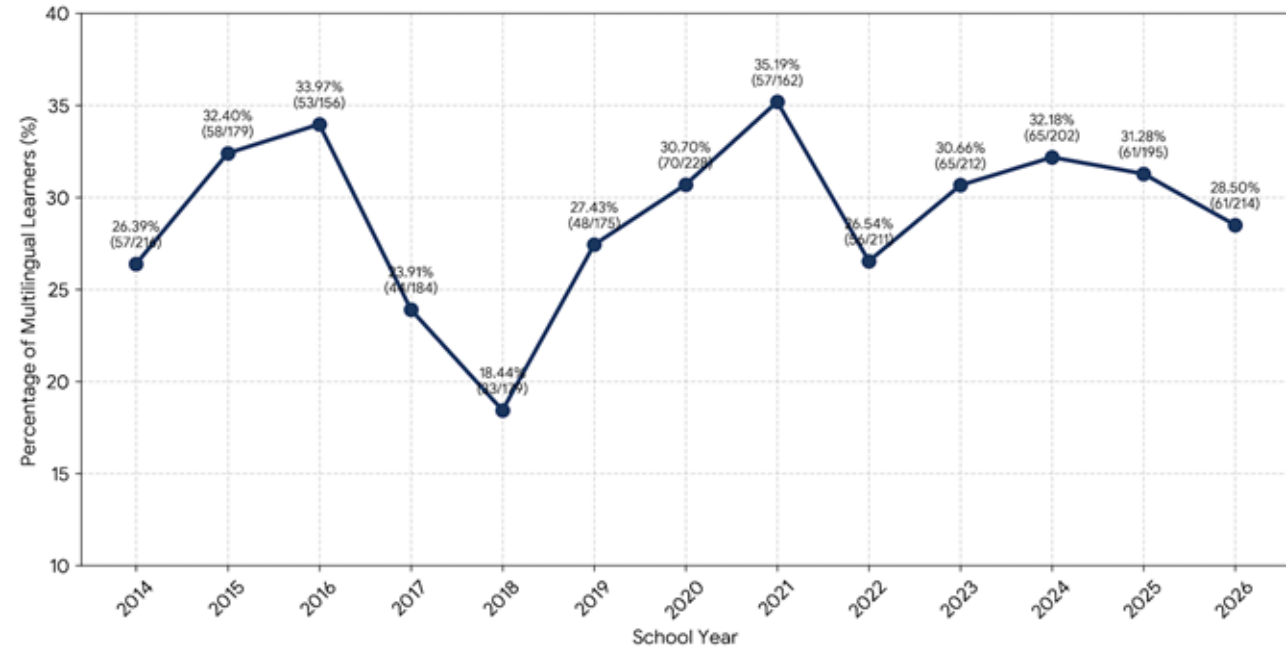
Languages Spoken

Languages Spoken in CCSD 46 (Total Enrollment 2023–2026)



Preschool Multilingual Enrollment Trends

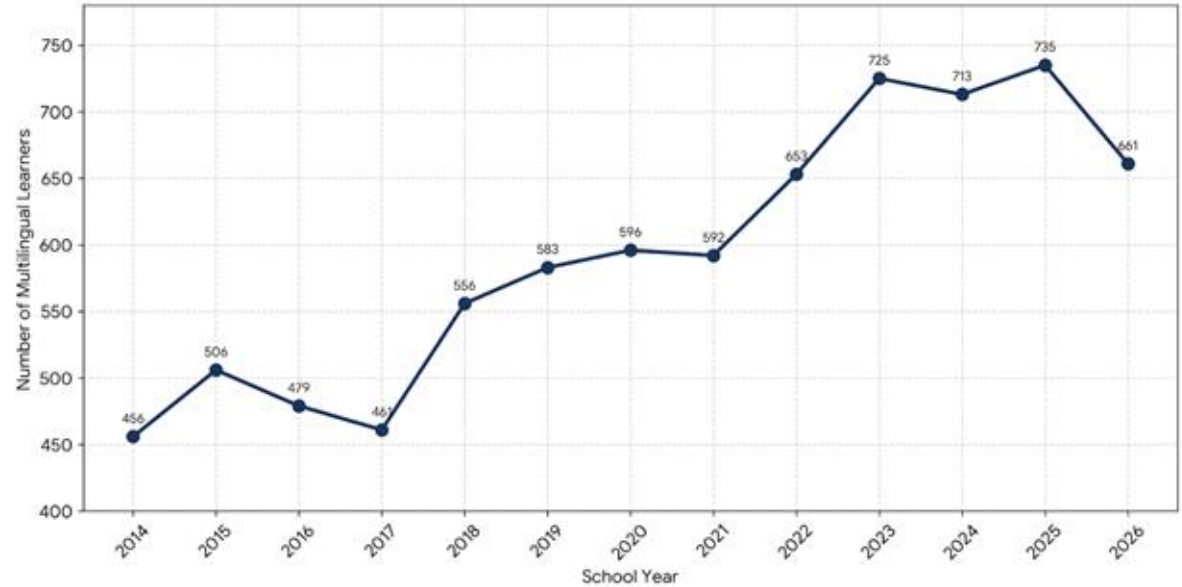
Multilingual Learners % of Overall Early Childhood Enrollment (2014–2026)



Grades K - 8 Enrollment Trends

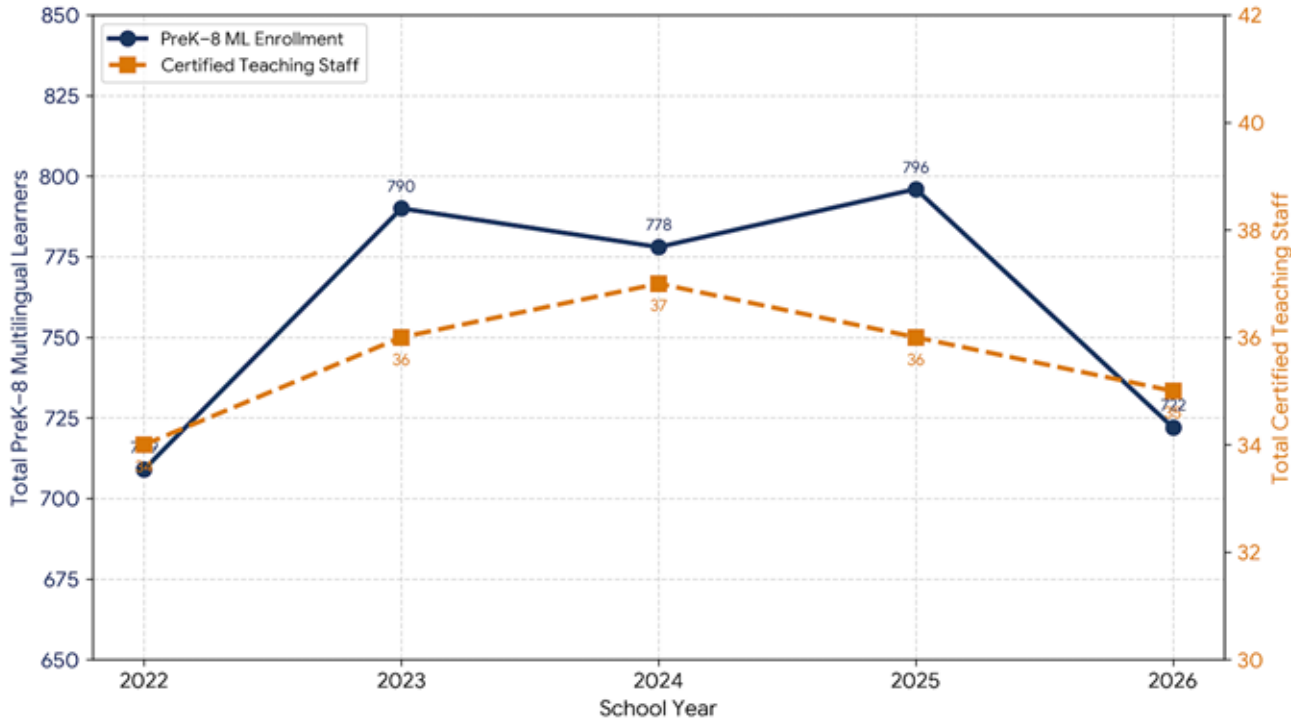


CCSD 46 Multilingual Learners: Grades K-8 (2014-2026)



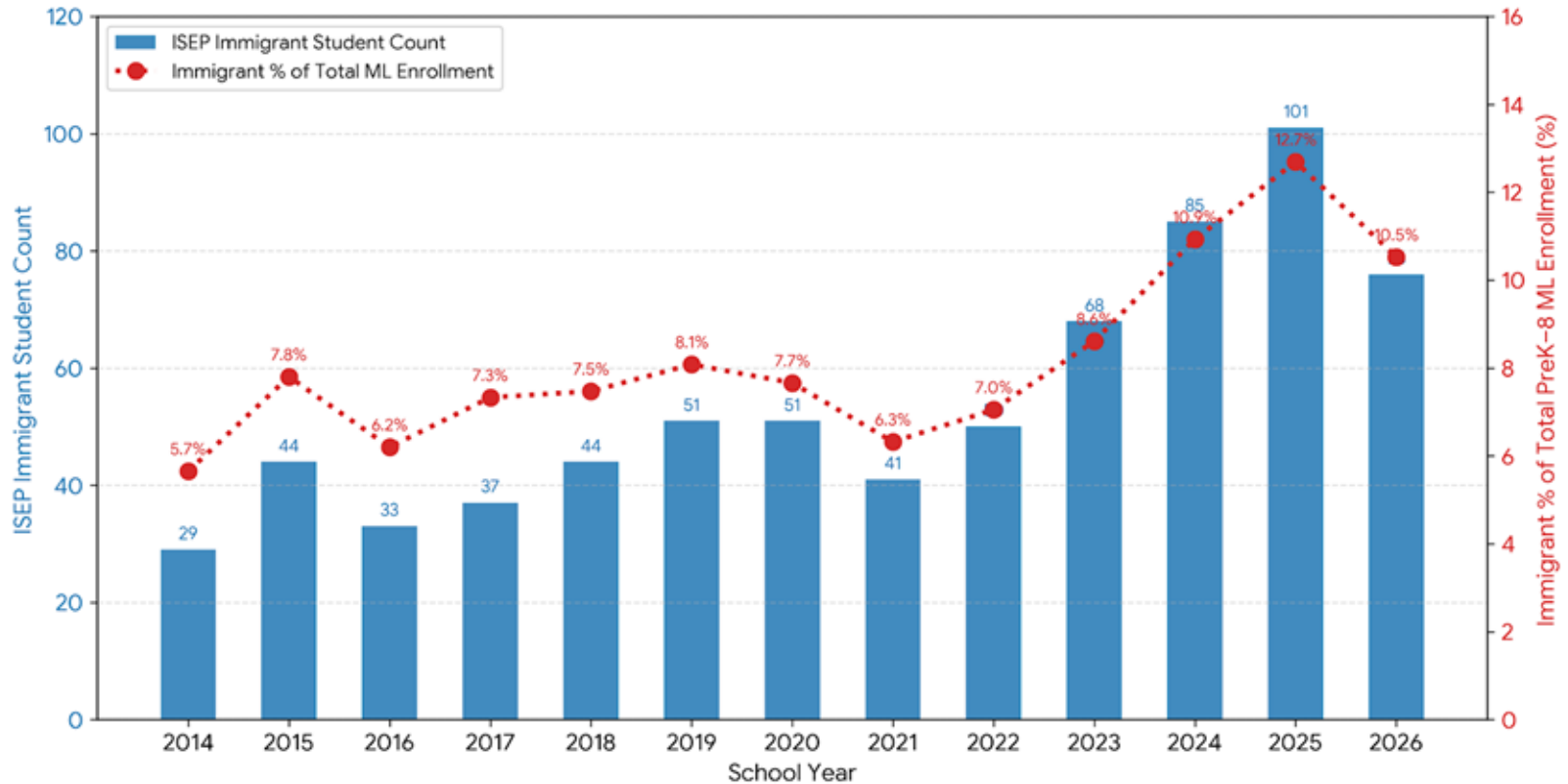
Certified Multilingual Staffing

Comparison: PreK-8 ML Enrollment vs. Certified Teaching Staff (2022-2026)

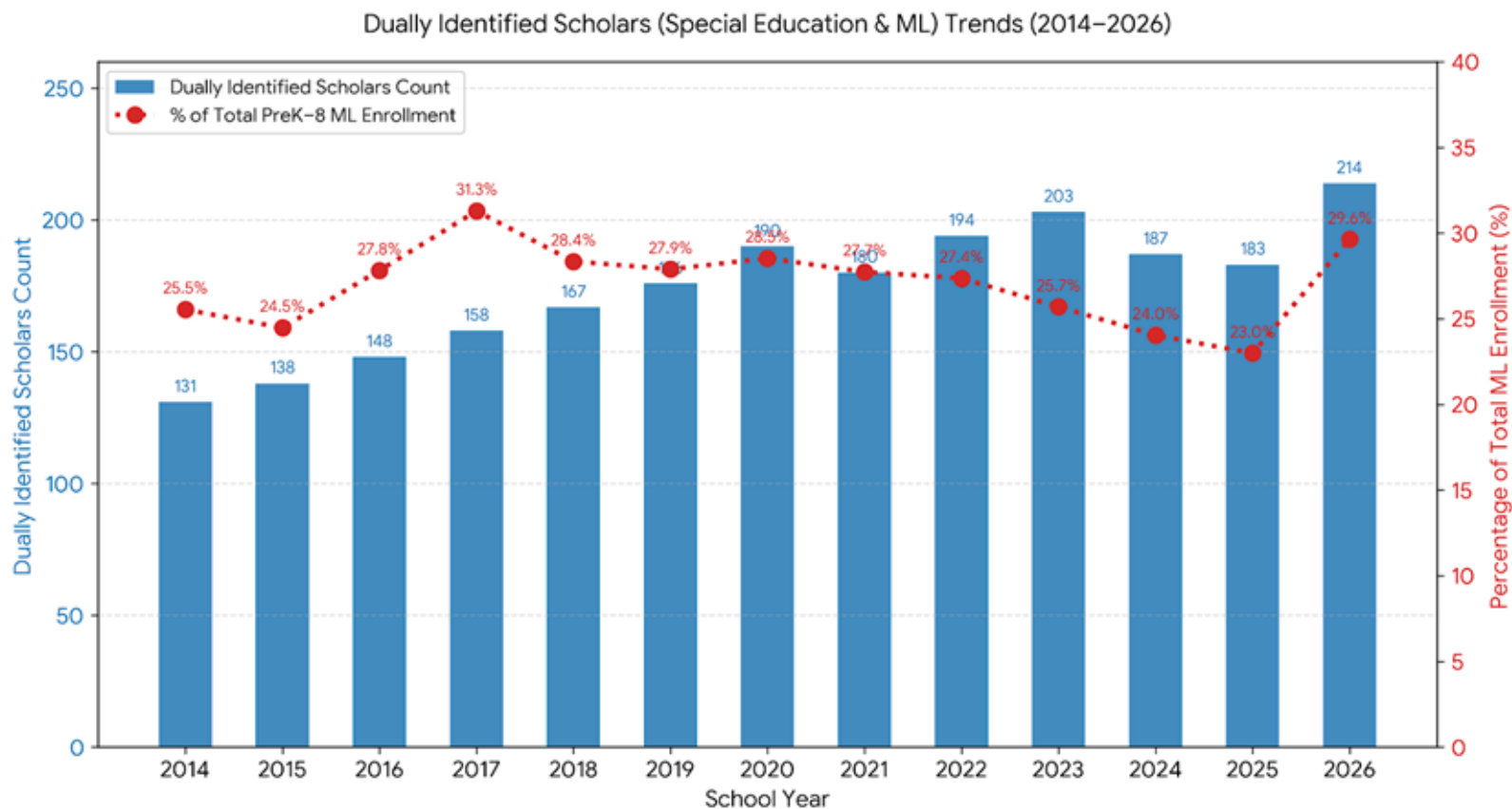


Immigrant Student Education Program

ISEP Immigrant Students vs. Immigrant Share of Total ML Enrollment (2014–2026)



Dually Identified Scholars - Special Education



Dual Language Programming:

“Our vision is to support all dual language students to become bilingual, biliterate, bicultural, and to obtain the academic competency necessary to meet the demands of career and college readiness in two languages.”

English Language Development Programming:

“Our vision is to support all scholars acquiring English as an additional language by ensuring the integration of content and language in the least restrictive environment while increasing collective teacher efficacy.”

Multilingual Departmental Goal

Our goal is to ensure that all multilingual scholars *reclassify* (pass the test) within their 5 year timeline.



Accomplishments

- Implemented the Collaborative Instructional Model district wide replacing the Sheltered Literacy Model
- Implemented Two-Way Dual Language in Kindergarten
- Updated the District's Content and Language Allocation Plan for Dual Language programming
- Reclassified 94 scholars during the 2026 ACCESS administration resulting in an anticipated reclassification rate to 14.3% from 10.5% just three years ago
- IAR 2025 results noted that CCSD 46 MLs ELA proficiency at 30.4% outperforms the State ML average at 20% proficiency

- Limited time for customized Professional Development
- Lack of high quality resources for dual language programming including the development of curricular scope and sequence in alignment with the Content and Language Allocation Plan
- Insufficient certified bilingual staff to support the needs of dually identified scholars

To Achieve our Targets, we should...



1. Expand efficacy of all staff to support language acquisition of multilingual learners
1. Invest in resources developed for two-way dual language programming and equitable variety of authentic Spanish resources
1. Increase the number of certified Bilingual Interventionists and Bilingual Special Educators

Noticings and Wonderings