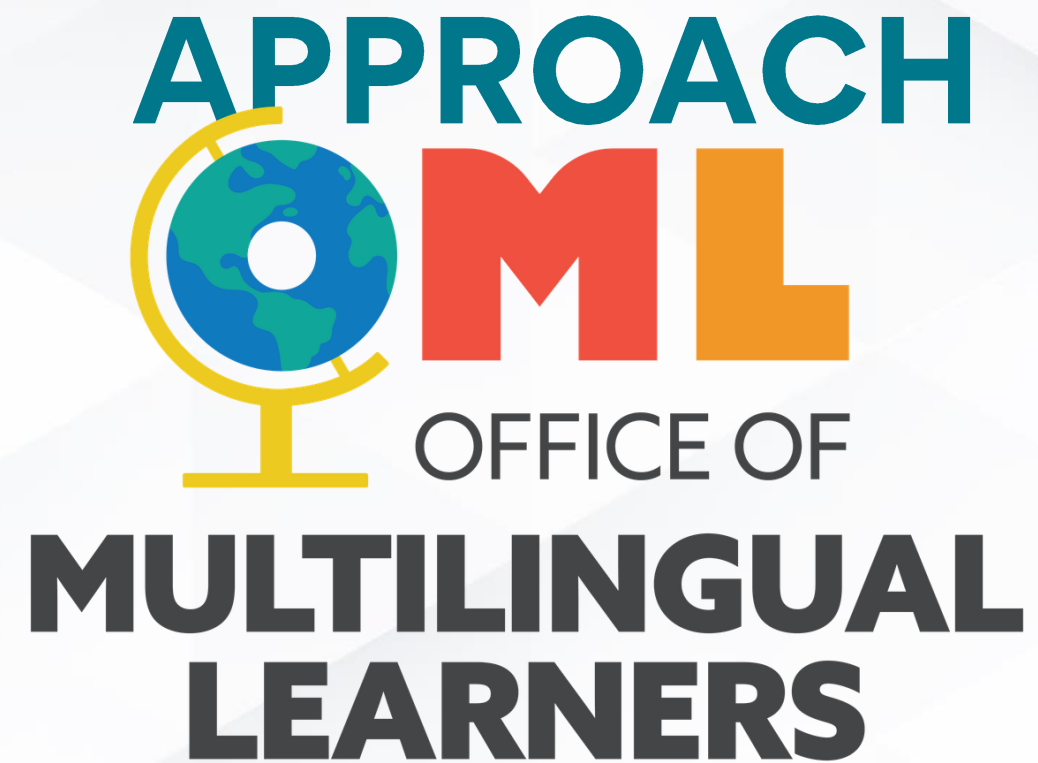


BUILDING CAPACITY FOR ALL THROUGH AN ASSET-BASED

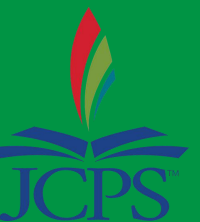


Dr. Jill Handley
Assistant Superintendent of MLs

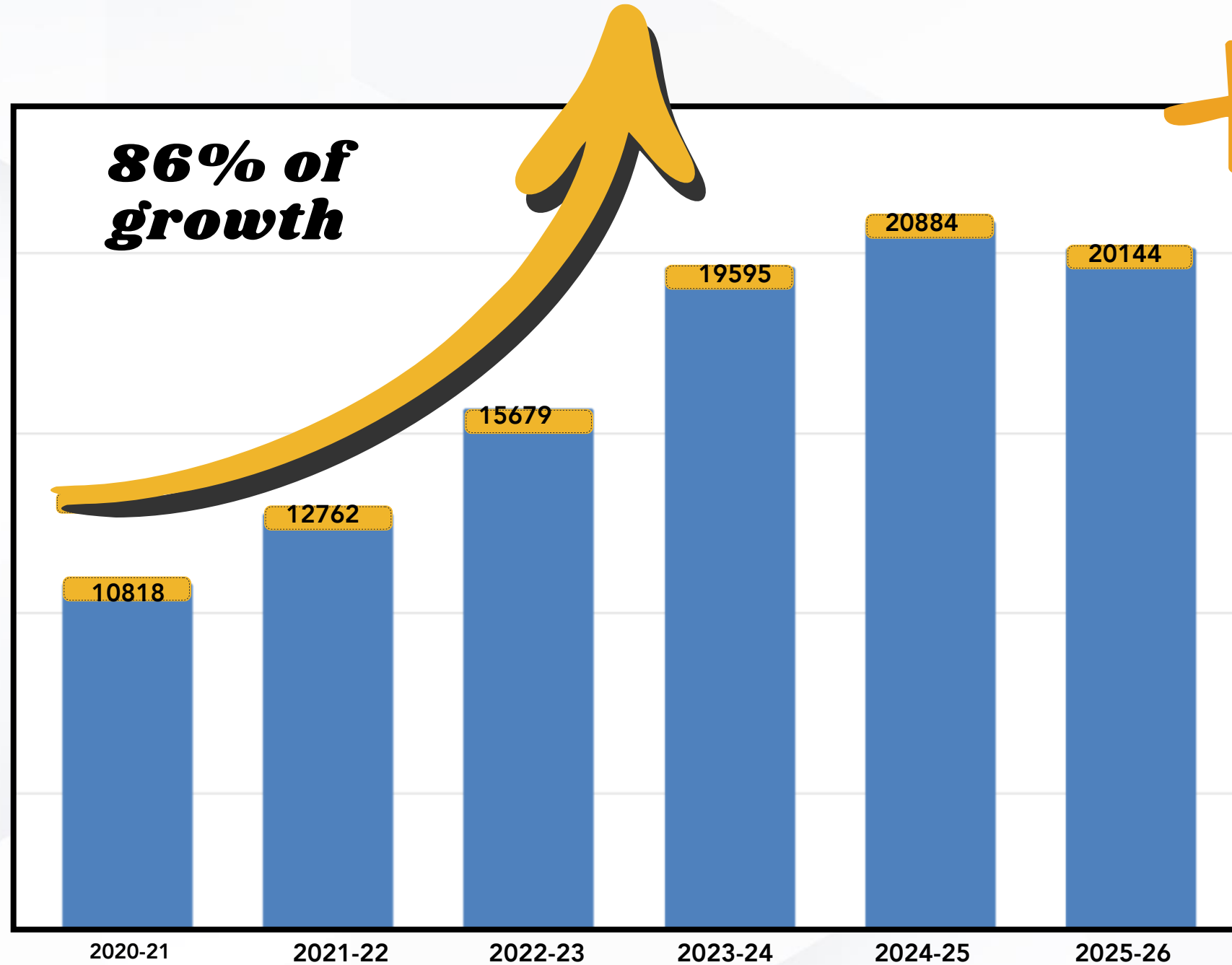
Justin Matson
Executive Director of MLs

Vongmany Edmonds
Manager of Instruction of MLs

March 25, 2026



21% of the total district enrollment



4427
Monitored

498
Initially
Fluent

38
Potential

58% Elementary

18% Middle

24% High

Over 130 Different Countries

46% of MLs born in the U.S.

Cuba 17.8%

Honduras 3.2%

Mexico 4.1%

Rwanda 2.9%

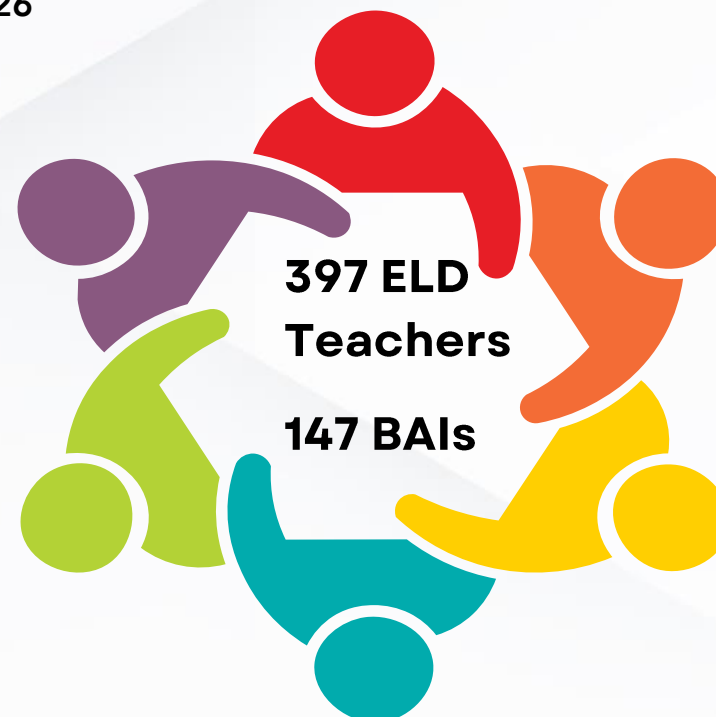
Guatemala 3.9%

Tanzania 2.7%



88 Elementary
27 Middle
23 High

**English Language Development (ELD)
teacher position in every school**



**397 ELD
Teachers**
147 BAIs



Spanish
Kinyarwanda
Swahili
Arabic
Nepali



OML Divisions



Dr. Jill Handley
Assistant Superintendent of MLs

Justin Matson
Executive Director of MLs

Instructional



Instructional Division

About Us
The instructional division assists and provides support and consultation in ML instructional programming and best practices in ELD instruction.

Programmatic
Supports teachers with developing inclusive classroom environments and implementing effective instructional strategies to support MLs

- Scheduling
- EL Cohort for MLs
- ELD Companion Guide
- ELD scaffolds and strategies

Data Analysis
Supports all stakeholders in PLCs with interpreting data related to MLs and how it helps inform instruction and service types.

- ACCESS and/or WIDA Screener
- MAP
- Formative & Summative

Professional Learning
Available per school request and need.

Suggested topics:

- WIDA Standards
- Co-Teaching
- Best Practices: PWIM, Translanguaging, Newcomers

Who We Are
Manager of Instruction
ML Instructional Specialists
ML Instructional Leads
JCPS.OML-Academics@jefferson.kyschools.us

Data & Assessment



WELCOME CENTER

About Us
The Welcome Center provides wrap-around services for families, including Multilingual Learner identification, school registration assistance, and application support.

School Screener Support Team
Supports Elementary and High Density schools with school based ML identification process. This includes managing test session rights, data entry and technical support.

Assessment Team
Supports families with registration, applications, and English language proficiency assessment to determine if they qualify for ELD services.

Intake Data Team
Recommends grade placement and academic services for Multilingual Learners (MLs). Maintains ML data entry standards as governed by KDE and local Registrar guidelines.

Who We Are
OML Welcome Center Manager and Team
OML Welcome Center Specialist and Team
Assessment Coordinator and Team
Intake Data Coordinator and Team
JCPS.OML-WelcomeCenter@jefferson.kyschools.us

Community



WELCOME CENTER

About Us
The Community Support Team provides wrap-around services for multilingual students and families and the organizations that serve them, through case consultation, professional development, and targeted support.

Resettlement Agency Support
Supports local refugee resettlement agencies with specialized registrations, technical assistance, summer programming, OST support, and monthly school-based meetings.

Community Partners
Liaises with immigrant and refugee-facing community organizations to provide case consultations, resource support, and monthly virtual meetings.

School Support
Partners with school-based staff on community events, family engagement, summer programming, and student and family support.

Who We Are
Robin Bush, Bilingual Community Liaison
robin.bush@jefferson.kyschools.us
Ash McCoy, Resettlement Specialist
ada.mccoy@jefferson.kyschools.us
JCPS.OML-WelcomeCenter@jefferson.kyschools.us

Counseling



WELCOME CENTER

About Us
The Counseling and Support Services division provides consultation and guidance to central office and school staff in addressing the academic, behavioral, and social-emotional needs of MLs.

Student & Family Support
Supports Elementary and High Density schools with school based ML identification process. This includes managing test session rights, data entry and technical support.

School Support
Provides academic/social-emotional support to school counselors and Mental Health Practitioners (MHPs) through:


- Case Consultation
- Professional Development
- Resources and Materials
- Evaluation of HS International Transcripts
- Progress Monitoring of Exited MLs

Central Office Support
Collaborates with central office staff to address the needs of MLs and to build capacity within and across departments to include:

- District Counselor and High School Office
- Culture and Climate
- DEP
- ECE and 504

Who We Are
Kim Fitzgerald, School Counselor
kimberly.fitzgerald@jefferson.kyschools.us
Tovah H. Mitchell, School Support Specialist
tovah.heggsmitchell@jefferson.kyschools.us

Language Services



Language Services


About Us
Our division facilitates certified interpretation and document translation. We enhance district communications with JCPS international populations in their native languages.

Our Services
To meet demand in our district, we facilitate:

- In-Person Interpretation
- Scheduled Virtual Interpretation
- Telephone Interpretation
- Video Remote Interpretation
- Document Translation

Our Professionals
We partner with several language support providers. All our interpreters and translators are properly trained and assessed for professional skills.

Who We Are
We are a team of 7:
4 Language Support Facilitators
1 Data Technician
1 Office Coordinator
1 School & Comm. Supp. Specialist
We are committed to success!!



Our Day Includes

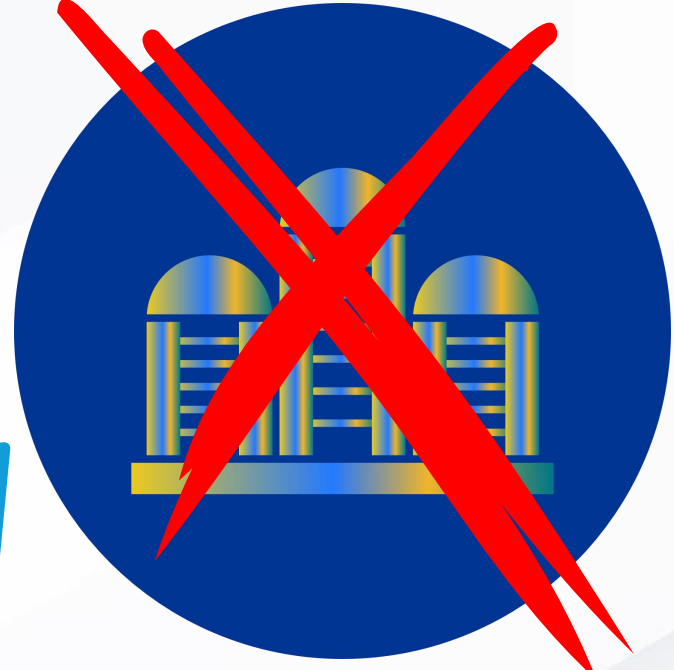
- Educating employees & families on how to access our services & resources
- Identifying district interpretation & translation needs
- Updating & troubleshooting our services & systems

Prior to Covid

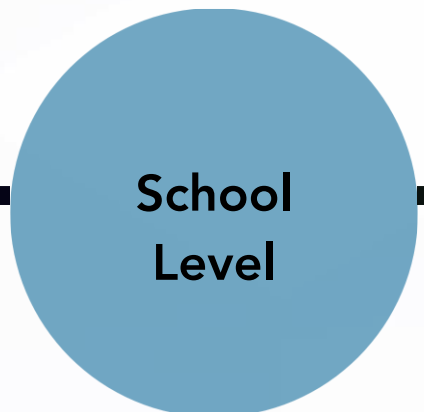


Compliance

More Reach



School Support



Our Reach...



The Board
Mayor's Office
Community Partners
Resettlement Agencies

ECE
Culture & Climate
Academics
High School Office
Middle School Office
Elem School Office

School Psychologists
ECE Implementation Coaches
Academic Instructional Coaches
Speech Pathologists
New Teachers
FRYSCs
Mental Health Pract.
ELD Teachers
BAIs

Principals
Asst. Principals
School Counselors
Mental Health Pract.
Content Teachers
Academic Instructional Coaches

***Over 100 Presentations
2023-2024***



Year 2: Implementation (2024-2025)

Elementary

Master Scheduling Considerations

MASTER SCHEDULE Considerations

- Intentionally roster ML students in classrooms before assigning other students.
- Assign students according to their ELD service type (co-teaching or pull-out).
- Avoid assigning all MLs in one classroom if you are a school with a high number of MLs.
- Structure master schedule to support school-wide collaboration among ELD, ECE, Speech, Intervention, or other services.
- Ensure that ELD teachers and grade-level teachers have common planning to facilitate PLCs and co-planning.
- Remember these considerations when enrolling new students throughout the year.

Know your students.

- Sort and categorize students based on multiple data points, needs, and programs.
- Generate class lists: look at availability in classes, think about teachers who work best in co-teaching and who work well with ML students.
- Plug in support in master schedule: think about the role ELD teachers, their grade-level assignments, and content areas for co-teaching.
- Stagger schedule to ensure supports are placed accordingly.

Equitable Access to Tier 1 instruction



Foundations for Successful Co-teaching

Collaborative Instructional Cycle

- Co-plan**: Both teachers reflect on student progress. Goal of the reflection is to improve student learning. Analyze the students' response to strategies, teaching approaches, and materials.
- Co-teach**: Collaboratively design instruction together. Content teacher defines content-specific skills and knowledge. Language specialist scaffolds the language demands.
- Co-assess**: Both teachers co-design the assessment and rubric. Content teacher can provide content-specific assessment materials (videos, articles). Language specialist can scaffold the assessment materials.
- Co-reflect**: Both educators share teaching responsibilities. Content teacher can teach the content. Language specialist can teach the content-specific language.

@TankHuynh Adapted from Horngfeld & Dove, 2019

Build Capacity with All Role Groups



Screening



Secondary: Middle and High

Master Scheduling Considerations

ELD Services in Secondary

- CO-TEACHING**: The co-teaching model requires extensive collaboration between the ELD and content teachers. Administrative support involves creating the structure for a successful co-teaching model, including dedicated time for collaborative planning, intentional rostering, role expectations, and professional development. The ELD teacher offers expertise in language acquisition, WIDA frameworks and standards, strategies and scaffolds to support MLs, and academic language development to bring language learning opportunities in whole-group and small-group lessons.
- ELD COURSES**: ELD courses are a direct service provided by the ELD teacher to address the individual language needs of their MLs. The ELD courses address the language needs of our newcomer students and our long-term English learners (LTELs). ELD teachers may also use this time to pre-teach and reteach content concepts students may need to be successful in their core content classes. The two ELD courses offered are **Foundational English Language Development (FELD)** and **English Language Development (ELD)**. FELD is designed for students who are between ACCESS scores 1.0-2.5 and have less than two years in the U.S. ELD is designed for students who are between ACCESS scores 3.0-4.4 and have more than two years in the U.S.
- SHELTERED COURSES**: Sheltered courses offer ML students English language through sheltered content courses where they develop language skills through rigorous content as students work towards Kentucky Academic Standards and WIDA language proficiency standards. Sheltered courses are appropriate for ML students who score between a 1.0-2.5 on ACCESS and are enrolled less than two years in the U.S. These courses are provided by certified content teachers.

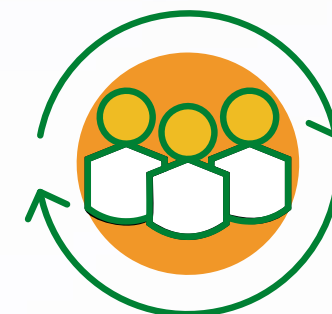
Equitable Access to Tier 1 instruction



Implementation of ELD and FELD Course Resources



Build Capacity with All Role Groups





The total number of MLs



The ratio of MLs to the total school population



The ratio of newcomer students to the total ML population

21 Elementary

8 High Schools

5 Middle Schools

HIGH DENSITY SCHOOLS

We acknowledge that things can take longer, be a little slower, and the lift can be a little heavier.



Elementary

Secondary



High-Density Handbook EOY Expectations - Elementary

Goal / Expected Outcome: High-Density schools were selected for additional support based on the number of ML students enrolled, the percentage of ML students to the school population, and the percentage of newcomers to ML students in their buildings. Below is a chart that outlines expected end-of-year look-fors for Elementary Schools.

	EOY Expectations Year 1	EOY Expectations Year 2	EOY Expectations Year 3 & Beyond
Inclusive Environment: Welcome Center for Families & Welcome Strand for New Students OML Support: Screening Handbook OML Welcome Center ML Supplemental Funds	Principal <ul style="list-style-type: none"> Completes Key Practice 1: Creating an Inclusive Environment and develops a plan to progress towards initial, growing, and embedded Works toward creating a Welcome Center for families Creates a Welcome Strand Protocol for MLs by EOY that includes a location, team, and screening plan Ensures staff training for the on-demand interpretation services 	Principal <ul style="list-style-type: none"> Continues to reflect on Key Practice 1: Creating an Inclusive Environment in progress towards initial, growing, and embedded Implements the Welcome protocol with identified team members and staff training on the on-demand interpretation services Identifies student peer mentor(s) to help onboard new MLs Acts as an exemplar for other schools for the screening process 	Principal <ul style="list-style-type: none"> Creates systems to move towards growing and embedded in with Key Practice 1: Creating an Inclusive Environment Maintains Welcome Center protocol and staff training on the on-demand interpretation services Continues to serve as an exemplar for other schools for the Welcome Center, Welcome Strand, and the screening process
Programmatic Infrastructure OML Support: Consultation	Principal <ul style="list-style-type: none"> Consults with OML on a draft of master schedule shared by June 1st Intentionally rosters using 	Principal <ul style="list-style-type: none"> Continues consultation with OML to support master schedule draft by June 1st. Consults with OML in October 	Principal <ul style="list-style-type: none"> Continues consultation with OML and draft a master schedule shared by June 1st Continues to refine



High-Density EOY Expectations Secondary

Goal / Expected Outcome: High-Density Schools were selected for additional support based on the number of ML students enrolled, the percentage of ML students to the school population, and the percentage of newcomer to ML students in their buildings. Below is a chart of the end-of-year expectations for Secondary HD schools.

	Year One Expectations	Year Two Expectations	Year Three & Beyond Expectations
Inclusive Environment: School Welcome Center Welcome Strand for New Students OML Support: Manager of Student and Family Services Welcome Center Specialist School Support Specialist	Principal		
	<ul style="list-style-type: none"> Identify space and establish a dedicated Welcome Center Team who will help facilitate a smooth transition for new students and families during the enrollment process Invite a community partner(s) to the Welcome Center to provide input and suggestions Identify the components of a Comprehensive ML Welcome Strand that is designed to help students feel welcomed, supported, and integrated into the educational environment Pilot the Welcome Strand and identify best practices and opportunities for improvement 	<ul style="list-style-type: none"> The Welcome Center is fully established and functioning A written Welcome Center protocol will be developed to ensure systems are in place in the event of absences All staff members will tour the Welcome Center one-time during the school year At the beginning of the school year, all staff members will understand the components and processes of the Welcome Strand The Welcome Strand is fully established and functioning 	<ul style="list-style-type: none"> All staff members understand the importance of the Welcome Center, and new employees are onboarded as needed Serve as the "model center" for other secondary schools that are interested in establishing their own Welcome Center All staff members understand the importance of the Welcome Strand, and new employees are onboarded as needed Provide guidance for other secondary schools that are interested in establishing their own Welcome Strand

Key Elements

Inclusive Environment	Programmatic Infrastructure	Capacity Building for ELD Teachers	Capacity Building for Content Teachers
Professional Development	Family and Community Engagement	Social Emotional Support	Scheduling
ML Specific Data Analysis	ACCESS Testing	ML Counselor	ML Lead

HD END OF YEAR EXPECTATIONS

HD Principals Cohort Meetings

Monthly ML Leads Meetings

Monthly ML Counselors Meetings

Dr. Jill Handley
jill.handley@jefferson.kyschools.us

HIGH DENSITY ELEMENTARY PRINCIPAL COHORT

25-26 COHORT 1 & 2

Principal Meetings

- September 24**
Principal Cohort 2
8:30 am - 12:00pm
CPL
- Principal Cohort 1**
12:30 pm - 4:00pm
CPL
- November 11**
Principal Cohort 2
8:30 am - 12:00pm
CPL
- Principal Cohort 1**
12:30 pm - 4:00pm
CPL
- February 25**
Principal Cohort 2
8:30 am - 12:00pm
OML Welcome Center
- Principal Cohort 1**
12:30 pm - 4:00pm
OML Welcome Center
- April 16**
Principal Cohort 2
8:30 am - 12:00pm
TBD
- Principal Cohort 1**
12:30 pm - 4:00pm
TBD

Monthly ML Lead Meetings

ORIENTATION
Welcome!
Roles, Responsibility and Expectations

- Stober 8/20**
3:00-6:30 pm
1/2 day training AM/PM
- Stober 9/17**
AM
Elevation, ACCESS, Reading Intervention Decision tree
- CPL 10/22**
PM
EL Cohort for MLs; Scaffolds aligned to the PSPs; Flashlight 300
- CPL 11/12**
AM
Language Development vs Scaffold Structures for Co-Teaching
- CPL 12/16**
PM
PLC: Co-Planning ACCESS Awareness
- 2/12**
AM
Co-teaching: Station and Team Teaching; Co-Assessing
- 3/25**
PM
Co-teaching: Parallel and Alternative Teaching; Co-Assessing
- 4/23**
AM
Reflections & Impact; Looking at Next Year

MULTILINGUAL LEARNER (ML) LEAD

Builds capacity with general education teachers in supporting and working with ML students

COACHING & MODELING

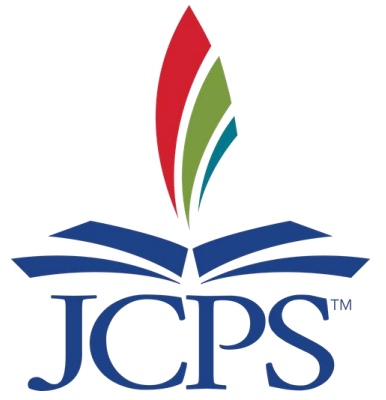
- Prepare and plan lessons with teachers
- Provide constructive feedback on lesson planning and delivery
- Model scaffolded lessons for teachers and debrief with teachers about the observation and process
- Coach teachers in supporting and working with ML students

PLC

- Build teachers' knowledge of cultural and linguistic needs of ML students
- Provide feedback and suggestions on lessons
- Equip teachers with instructional scaffolds to support the planning and delivery of lessons
- Analyze data to help inform instruction
- Facilitate discussions with team members on ML students
- Provide resources to help support ML students

PROFESSIONAL DEVELOPMENT

- Provide school based professional development sessions on ML topics based on school and student needs
- Use qualitative and quantitative data to help determine PD sessions
- Co-develop PD sessions with internal stakeholders
- Create a plan of follow-up implementation with internal stakeholders



District Goals

Create and support district-wide systems that continue to build the capacity of all role groups (district and school-based)



School Goals

Create systems and infrastructures that continue to build the capacity of all role groups

2025 - 2026 High Density School Counselors PLC Meeting Schedule

SAVE THE DATES

SEP 12	OCT 10	NOV 07
DEC 05	JAN No PLC Access Testing	FEB 06
MAR 06	APR 24	MAY 15

8:00am - 03:00pm: School Counselor PLC, Transcript Evaluation, & Individual School Support
Locations: TBD

Contact:
Tavah H. Mitchell
School Support Specialist
tavah.haggren@jefferson.kyschools.us

2025 - 2026 High-Density School Counselor Priorities

High-density counselors play a critical role in ensuring MLs and their families are supported academically, socially, and emotionally. Below are the **ten key priorities** for high-density school counselors, along with descriptions for each:

- 1. Build Meaningful Relationships and Acclimate to the Role**
Strong relationships are the foundation for impactful work. Many high-density counselors are new to their assigned schools. The initial priority is to take time to acclimate—learning the school culture, expectations, and forming a clear understanding of the counselor's role in supporting MLs. This adjustment period is essential for long-term effectiveness. High-density counselors are encouraged to collaborate closely with administrators, co-counselors, ELD teachers, general education staff, students, families, and community partners. These connections foster trust, promote shared responsibility, and support student success.
- 2. Understand School Culture, Systems, and Processes**
Each school has its own structure, norms, and operational systems. Counselors should invest time in learning how their school functions—including protocols for student support, communication channels, and team dynamics—to integrate effectively and contribute meaningfully to schoolwide goals.
- 3. Develop ML Data Collection and Analysis System**
Create a data tracking system to ensure MLs and review as needed for the following criteria: ACCESS/WIDA Screener scores, ACCESS attainment, scheduling recommendations, ELD course audit, Post-Secondary Readiness (PSR), graduation/promotion, G/T and advanced course enrollment, course failure, attendance, behavior, PSP completion, NWEA MAP, CERT, Journey to Success, and other data deemed appropriate and relevant.
- 4. Create a Welcome Center and Welcome Strand**
Aligned with Key Practice 1—creating a warm, inclusive environment—counselors should establish a physical welcome center and support the development of a Welcome Strand. These structures help students and families feel valued, informed, and comfortable as they transition into the school community.

5. WIDA Screener and ACCESS Testing
High-density counselors are responsible for organizing and supporting language proficiency assessments. This includes developing a system to administer the WIDA Screener for newly enrolled students and coordinating with assessment teams to ensure ACCESS for ELLs testing is completed for all eligible MLs within state-mandated timelines.

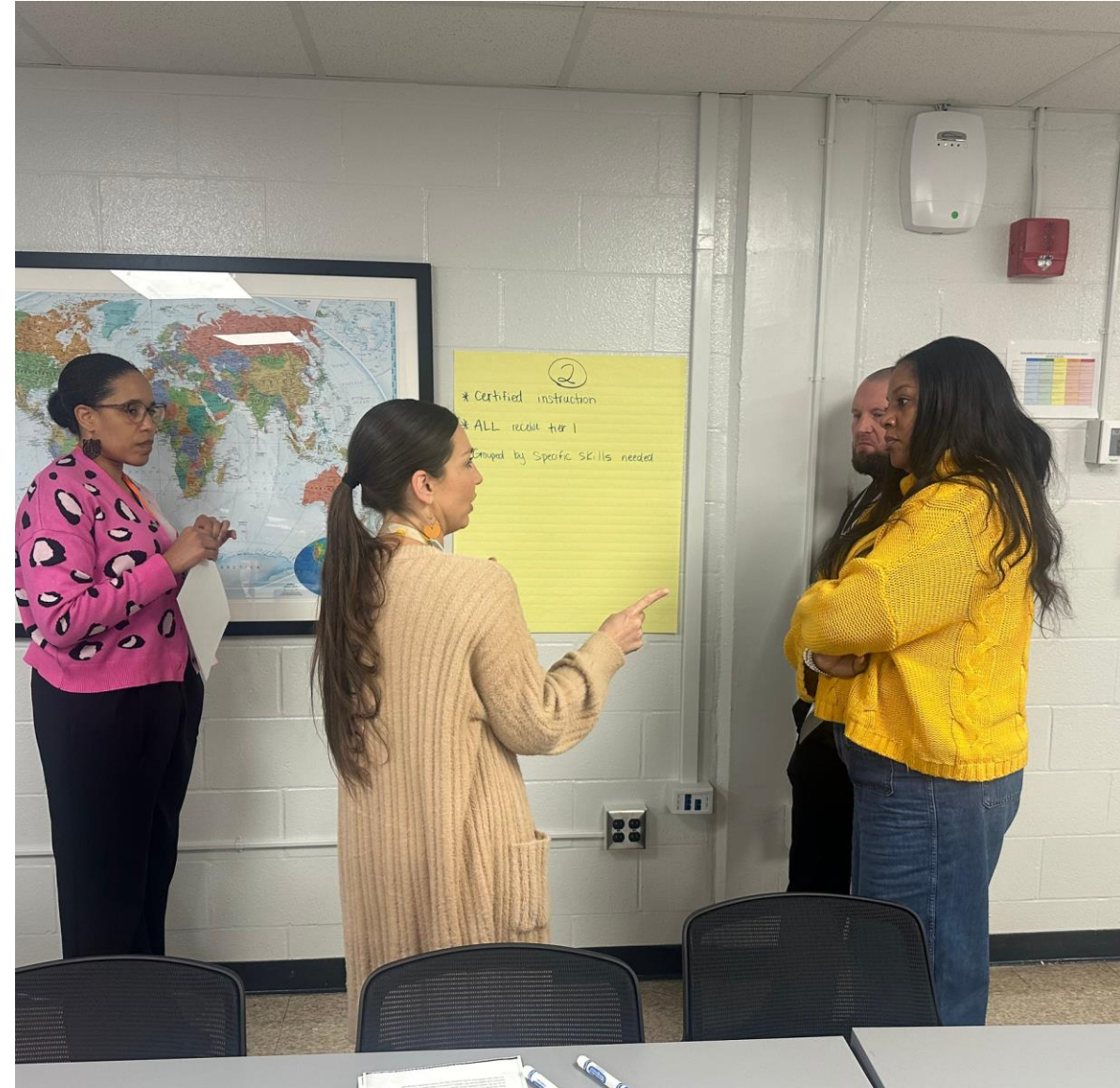
6. Master Scheduling
Counselors must work with scheduling teams to ensure MLs are placed in appropriate courses that align with their language development needs and academic goals.

7. Program Services Plan (PSP) Development
In collaboration with ELD teachers, students, and families, counselors should ensure each ML has an accurate and timely Program Services Plan (PSP). The PSP outlines the language development services and supports a ML will receive to ensure access to instruction and promote progress in English language development.

8. Family Engagement
Actively involving ML families in the school community is a key priority. Counselors should provide multiple, accessible opportunities for engagement—such as multilingual events, workshops, and regular communication—while embedding culturally responsive practices that affirm the importance of family involvement in student success.

9. ML Support and Resource Management
High-density counselors play a vital role in identifying multilingual learners who may need additional support beyond language development. This includes monitoring for concerns related to social-emotional well-being, attendance, academic performance, and behavior. Counselors should coordinate with school teams to develop and implement appropriate interventions, connect students with targeted resources, and ensure ongoing communication with families and support staff to promote student success.

10. International Transcript Evaluation (High School Only)
High-density counselors are expected to review and evaluate international transcripts in a timely manner. This ensures ML students are appropriately placed in courses that reflect their prior academic experience, support credit attainment, and align with graduation requirements.



English Learner Progress (ELP)

Attainment

Elementary School

Green

● High
→ Maintained

Middle School

Green

● Medium
↗ Increased

High School

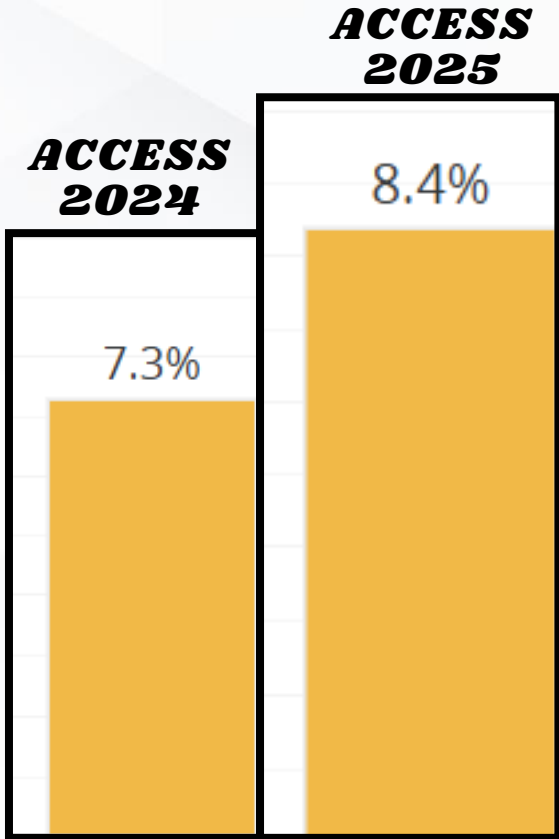
Green

● High
↗ Increased

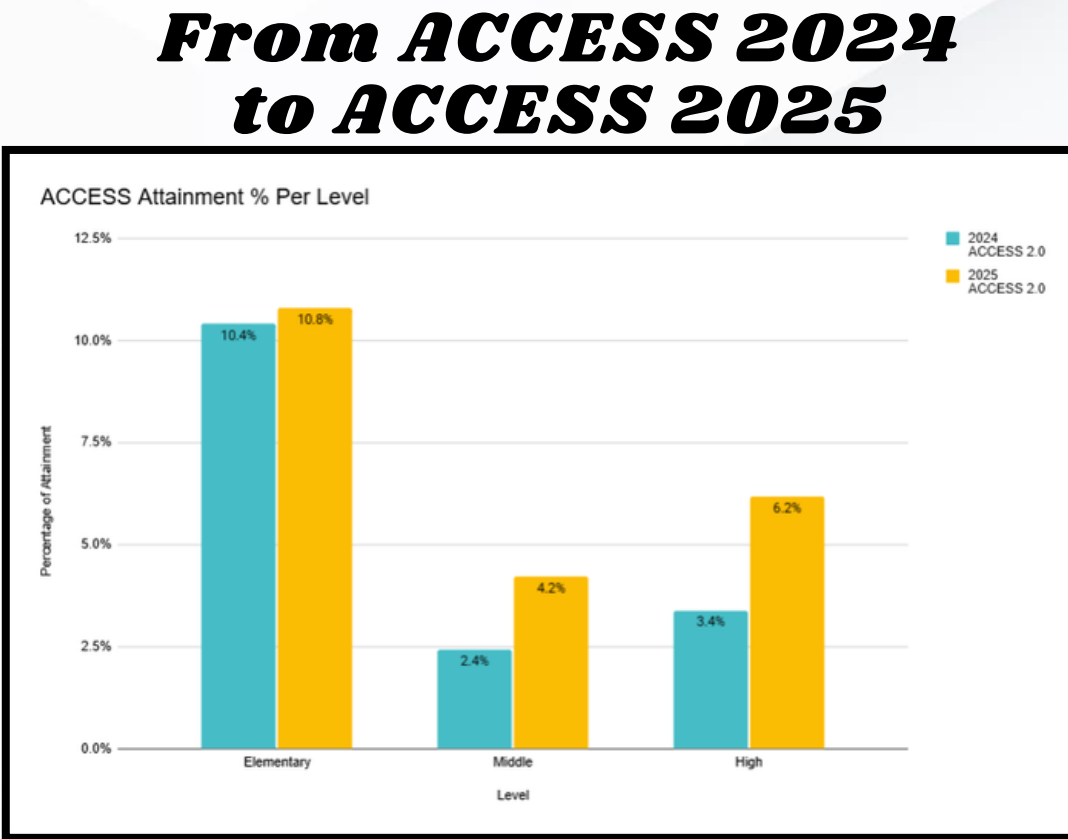
Status: ● Very Low ● Low ● Medium ● High ● Very High

Change: ↓ Declined Significantly ↘ Declined → Maintained ↗ Increased ↑ Increased Significantly

For each state indicator, in addition to the five color-coded performance levels, there are five Status Levels ranging from very low to very high and five Change Levels ranging from declined significantly to increased significantly. "Status Score" is the current year performance for each indicator. "Change Score" is the difference in the current year Status Score and previous year Status Score of each indicator.

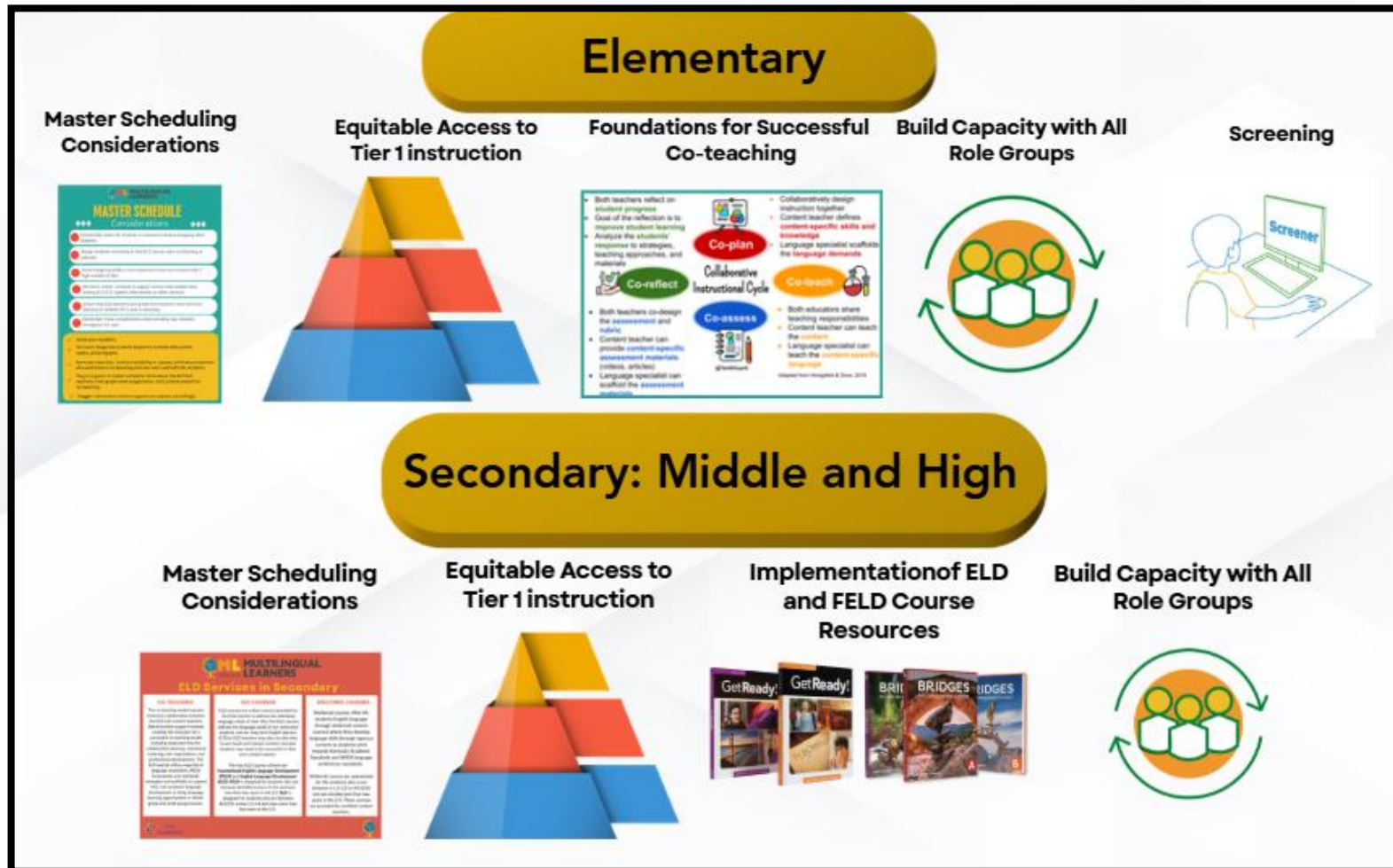


K-12





Year 3: Impact (2025-2026)



OML Big Rock 1: Elementary

By May of 2026, elementary ELP growth will increase by 3%, from 59.8 to 62.8 as measured by the KSA ELP state indicator.

OML Big Rock 2: Secondary

By May of 2026, secondary ELP growth will increase by 3%, from 32.7 to 35.7 in middle school and from 39.7 to 42.7 in high school as measured by the KSA ELP state indicator.

OML Big Rock 3: Family

By May of 2026, MLs' referrals and suspensions will decrease by 5%.

OML Big Rock 4: Community

By May 2026, chronically absent ML attendance will decrease from 32.6% to 29.6%.

OML Big Rock 5: Compliance

By May of 2026, the percentage of MLs showing growth on ACCESS by advancing a performance category from 59% to 61%.

OML Big Rock 6: Collaboration

The number of 3rd through 8th-grade students meeting their growth goals and/or their achievement benchmarks on MAP Reading will increase by 3% by 2026.

Reading

Math

Every Student, Every Year

Attendance

Referrals

Suspensions



Cabinet

High level updates that require superintendent cabinet level collaboration.

Assistant Supts

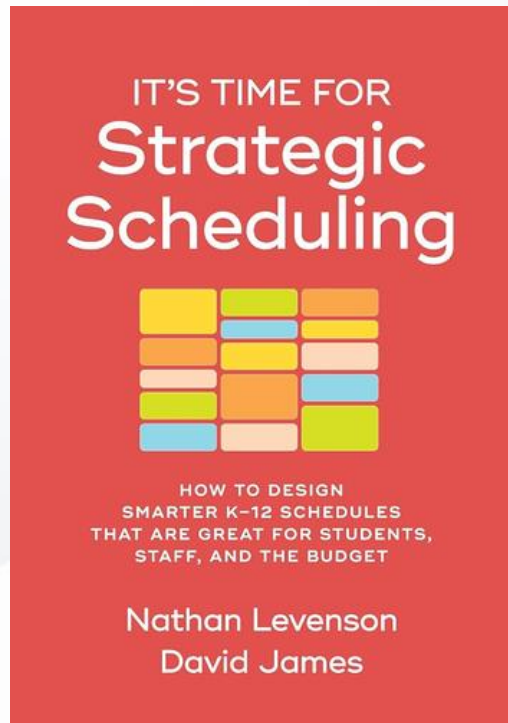
Educate, Inform, Resource, & Level Set Expectations to ensure district leaders understand how structures for MLs fit into the bigger picture.

**Principals, District Leaders,
Community Partners**

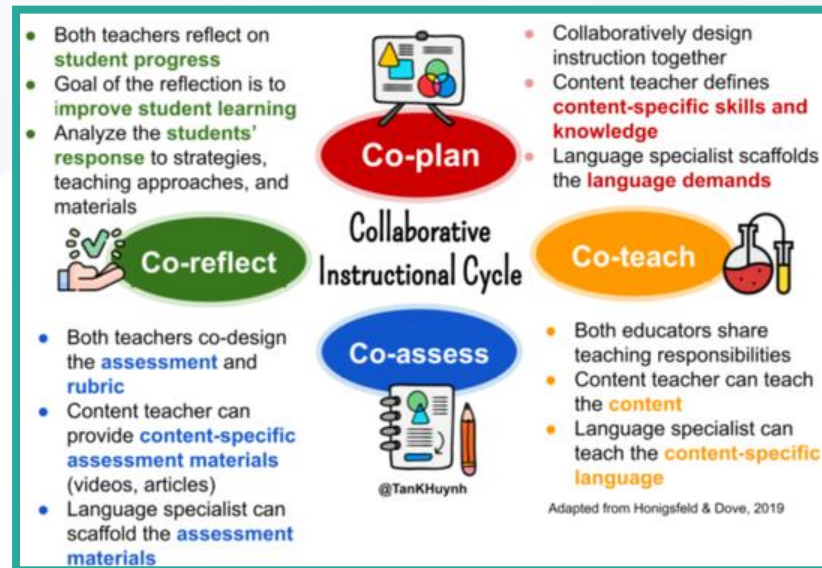
ELD Teachers, Content Teachers



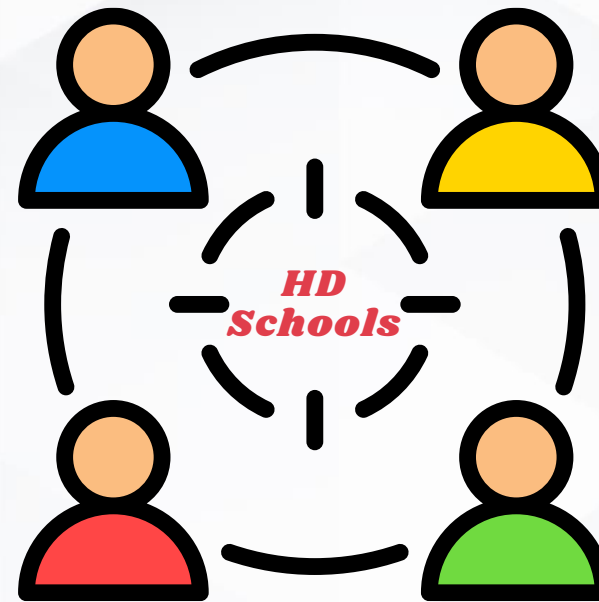
What's Next...2026 and Beyond



Master Scheduling



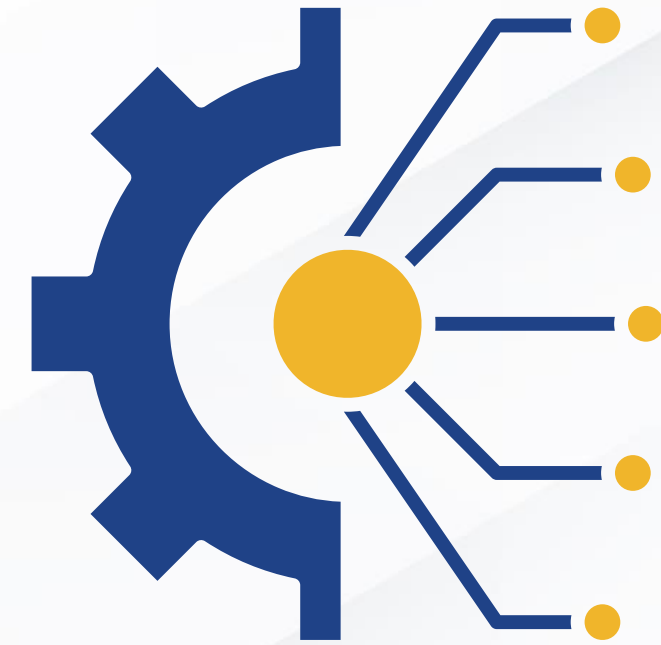
Co-Teaching



Leave and Learn



Measuring Impact



Integrating work with improvement priorities and plans



Empowering leaders

***to create aligned,
sustainable systems for
MLs and their families.***



THANK YOU

