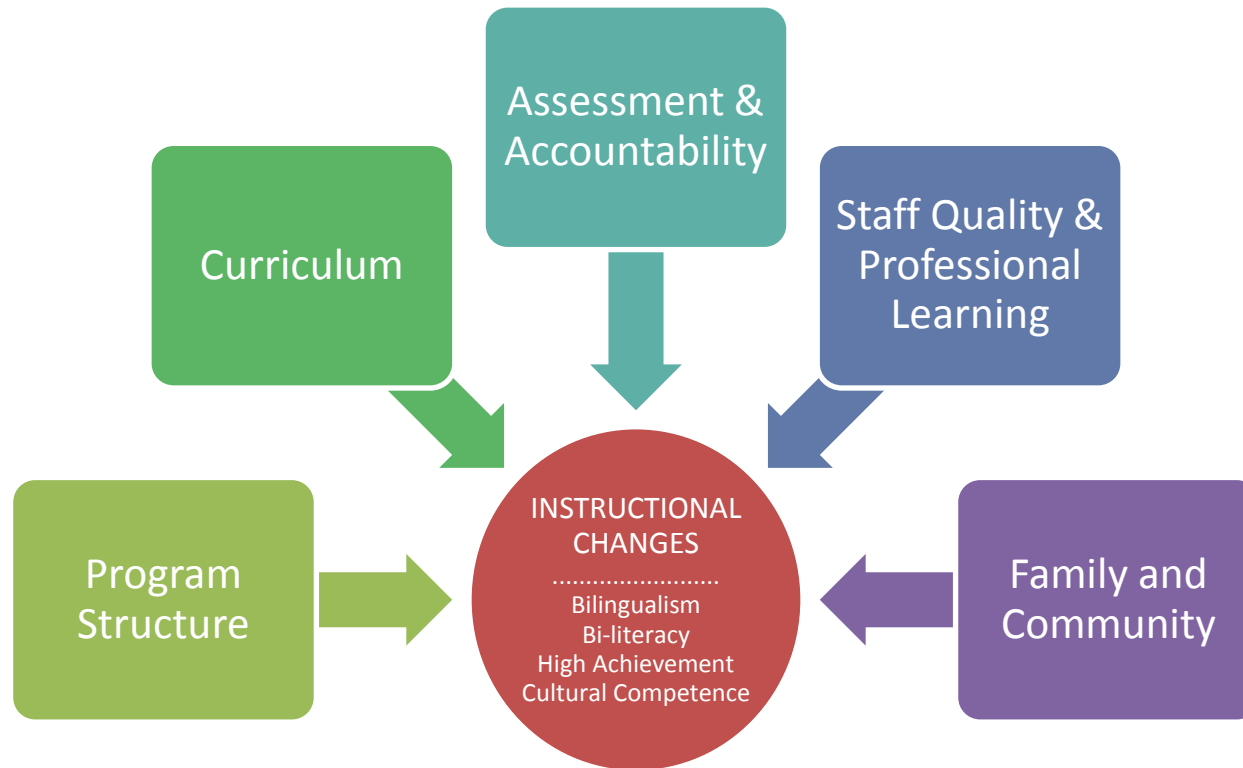




DUAL LANGUAGE PROGRAM STRATEGIC PLAN 2015 – 2020



Acknowledgements

We are grateful to the members of the Dual Language Leadership Committee for their creativity and hard work in helping develop the five-year strategic plan. The Dual Language Leadership Committee members comprise a range of stakeholder groups (district and school administrators, teachers, and parents) interested in making the Dual Language program (DLP) the best it can be. The committee has met monthly throughout School Year 2014-15 to identify areas for program improvement and to provide input to the Dual Language strategic plan.

Barbara D. Acosta, *Dual Language Coordinator*

Peter Balas, *Principal, Mount Vernon Community School*

Maria Jose Bonilla, *Kindergarten Teacher, John Adams Elementary School*

Liza Burrell, *Assistant Principal, Mount Vernon Community School*

Jasibi Crews-West, *Assistant Principal, John Adams Elementary School and former 3rd Grade Teacher, Mount Vernon Community School*

Kimberly Davis, *Parent, Mount Vernon Community School*

Ginny Doherty, *Language Acquisition Specialist, Mount Vernon Community School*

Anna Harvin, *3rd Grade Teacher, Mount Vernon Community School*

Suzanne Lank, *English Language Arts Specialist, Curriculum and Instruction*

Jill Lee, *Principal, John Adams Elementary School*

Yenny Lugo, *1st Grade Teacher, John Adams Elementary School*

Nora Mead, *Parent, John Adams Elementary School*

Marya Runkle, *Director, Educational and Business Applications*

Kevin Wege, *Assistant Principal, John Adams Elementary School*

Jessica Shirley, *TAG Teacher, John Adams Elementary School*

Carlos Yancy, *Language Acquisition Specialist, John Adams Elementary School*

Sharon Yandian, *Parent, John Adams Elementary School*

In addition, we appreciate the contributions of the following individuals who provided input to this document: John Brown, *Executive Director of Curriculum Design and Services*; Rachal Edwards, *Director of Professional Learning*; Sandra Hardeman, *Director of Employee Relations*; Jaime Knight, *ELL Coach*; Jim Loomis, *Director of Employment Services*; Bethany Nickerson, *Executive Director of English Language Learning (ELL)*; Kevin North, *Chief Human Resources Officer*; Clinton Page, *Chief Accountability Officer*; Lisa Piehota, *Director of Elementary Instruction*; Krishna Leyva, *FACE Center*; Suad Al Halabi, Milka Khattar, and Nidia Menacho, *Parent Liaisons, John Adams Elementary School*; and Rosa Landeros, *Parent Liaison, Mount Vernon Community School*. We would particularly like to thank Elizabeth Schilling and the Mount Vernon Community School PTA; and Robin Bectel, Zion Bezu, Sally Hunnicut, Scott Jemison, Susan Jones, and Michele Pyle of the John Adams Dual Language PTA Subcommittee for their advocacy and unrelenting pursuit of excellence for the Dual Language program.

Preface

This document presents the proposed action plan to be carried out over the next five years to address improvements in the ACPS Dual Language program. It was developed by the Dual Language Leadership Committee, with representation from a broad range of stakeholders, including parents, teachers, and school and district administrators. During this year-long process, committee members studied what is known from research about effective DLPs, visited well-implemented programs, and attended conferences and a summer Dual Language Institute. Using the *Dual Language Guiding Principles* (Howard, Sugarman, Christian, Lindholm-Leary & Rogers, 2007), the team then examined all aspects of the Division’s Dual Language program, including both design and implementation, to assess needs for improvement.

The action plan presents ambitious goals and action steps to address the identified needs and recommendations for improvement. The plan comprises student outcome goals as well as instructional goals, each of which will be supported by program goals and action steps organized in the following five interconnected strands based on the *Guiding Principles*:

- Program Structure
- Curriculum
- Assessment and Accountability
- Staff Quality and Professional Learning
- Family and Community

Each Dual Language (DL) strand is introduced with a rationale synthesizing the research and theory that supports the action plan. A text box shows the ACPS 2020 strategic plan goal with which the strand is aligned. Each of the goals for the Dual Language action plan is referenced to specific objectives of the ACPS 2020 plan. Finally, for each goal, the plan outlines tasks/action steps, resources/materials needed, a timeline, person(s) responsible, and evidence of success.

DUAL LANGUAGE PROGRAM

Dual Language programs are a form of enrichment education based on over 40 years of research showing the advantages of learning a second language through academic content instruction. The two-way immersion form of Spanish-English dual language is characterized as follows:

- Approximately half of students are from English-speaking homes and half from Spanish-speaking homes. Students who speak a language other than Spanish or English may also participate.
- All students develop literacy and academic content knowledge through two languages.
- Curriculum focuses on challenging, age-appropriate academic skills and knowledge aligned to high standards for all students
- Instruction integrates language and literacy in both languages

ACPS Dual Language Program Design

Alexandria City Public Schools offers Spanish-English two-way dual language in two K-5 schools, John Adams Elementary School and Mount Vernon Community School. The program has historically followed a 50:50 model, in which Science, Math and Spanish Language Arts (SLA) are taught in Spanish for half of the day, while Social Studies, English Language Arts (ELA) and Encore subjects are taught in English during the other half of the day. In 2014-15, John Adams piloted a 70:30 program in Kindergarten, in which 70 percent of the day is taught in Spanish. Kindergarteners in the

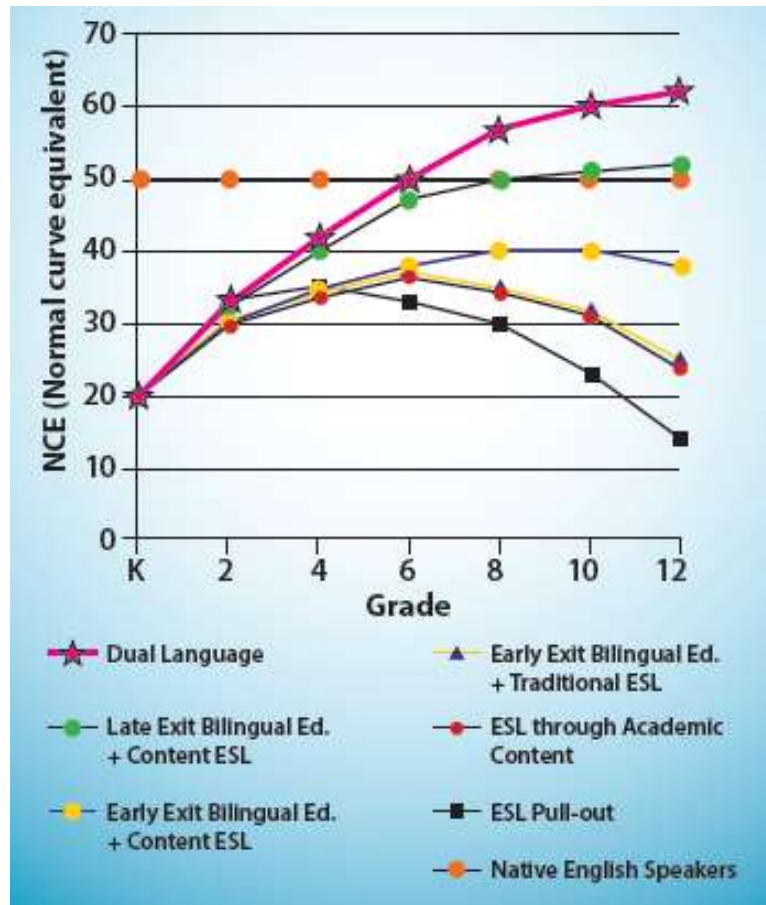
70:30 model receive all academic subjects (Math, Science, Social Studies and Language Arts) in Spanish, and English language arts and Encore in English. As the current Kindergarten cohort moves up in grade, the amount of English will be gradually increased until Grade 3, when the time in each language will be 50:50. Mount Vernon plans to pilot one 70:30 self-contained Kindergarten class in 2015-16.

Dual Language at John Adams consists of a program within a school. The Mount Vernon program is moving toward a whole school model; in Fall 2015, 82% of all Mount Vernon classrooms, including all Kindergarten and first grade classrooms, were Dual Language.

To support the goal of biliteracy, students in the program at the two schools develop language and literacy skills in both Spanish and English. They also have opportunities to make connections between what they know in their two languages as they learn science, math, social studies and Encore subjects. Research shows these cross-linguistic connections support high levels of cognitive development and meta-linguistic awareness (thinking about and analyzing language), which can lead to an accelerated biliteracy trajectory (Escamilla, Hopewell, Butilofsky, Sparrow, Soltero-Gonzalez, Ruíz-Figueroa & Escamilla, 2013).

RESEARCH CONTEXT

Figure 1. English learners' long-term English reading achievement compared across six program models



Note. Adapted from *Dual Language Education for a Transformed World* (p. 93), by W.P. Thomas and V.P. Collier, 2012, Albuquerque, NM: Fuente Press. Copyright 2001-2012. Reprinted with permission.

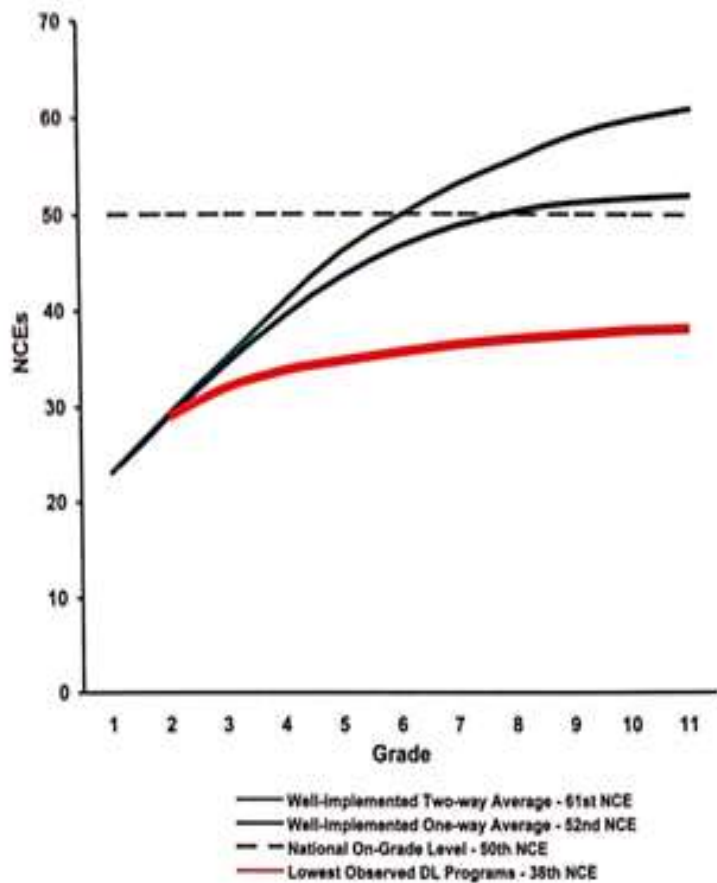
Student Outcomes

A growing body of research has shown that students who participate in well-implemented DLPs typically perform as well as or higher than their peers who are not in dual language on assessments of academic content given in English (Lindholm-Leary, 2001; Lindholm-Leary & Howard, 2008; Thomas & Collier, 2012). For ELs, dual language is the only service delivery model to show *full achievement gap closure* over time, with students in well-implemented programs out-scoring native English speakers by the time they reach middle school. These students made more than one year's progress each and every year from Kindergarten through middle school, according to longitudinal studies (Lindholm-Leary, 2001; Thomas & Collier, 2012).

Figure 1 shows results for ELs who began Kindergarten not yet proficient in English. When they entered school, these students scored at the 20th normal curve equivalent (NCE) in English reading, 30 points below the norm group. Students in dual language (two-way) programs reached parity (50th NCE) with native English-speaking students by Grade 6, and ultimately outperformed the norm by the end of high school (Thomas & Collier, 2012).

In addition to high academic achievement, students in DLPs benefit in other ways as well. They show greater creativity and problem-solving abilities; develop positive attitudes toward people who are different from themselves; are more likely to report that they enjoy school; show higher attendance and fewer behavioral referrals; and are more likely to graduate from high school and go on to college (Howard, Sugarman, Christian, Lindholm-Leary & Rogers, 2007; Thomas & Collier, 2012). These students graduate from school knowing how to think critically and to read, write and speak in two languages.

Figure 2. Long-term effects of Dual Language Education: Program implementation differences on student achievement outcomes



Note. Adapted from *Dual Language Education for a Transformed World* (p. 118), by W.P. Thomas and V.P. Collier, 2012, Albuquerque, NM: Fuente Press. Copyright 2004-2012. Reprinted with permission.

Fidelity of Implementation

DLPs vary considerably in their levels of implementation, and this can have a significant effect on the ability of programs to attain their goals. As shown in Figure 2, on average, ELs in well-implemented two-way DLPs attained the 61st normal curve equivalent (NCE) by Grade 7, well above grade level. In comparison, ELs in poorly implemented DLPs attained no higher than the 38th NCE, on average, well below grade level (Thomas & Collier, 2012).

Effective program design and implementation

To support the high achievement shown in the research on Dual Language education outcomes, it is critical to ensure both a strong program design and fidelity of implementation. The *Guiding Principles for Dual Education* (Howard, Sugarman, Christian, Lindholm-Leary & Rogers, 2007) are grounded in a comprehensive review of the literature on best practices in dual language education. This resource provides guidance to help districts plan and evaluate the implementation of two-way immersion programs. The *Guiding Principles* were developed by a national panel of experts based on over 40 years of research and best practices. The current document relies on these Guiding Principles as a core resource.

Three of the guiding principles have been widely adopted as “non-negotiables” by professional organizations in the field (e.g, Center for Applied Linguistics, Dual Language Education of New Mexico, among others). They are:

- Minimum 50% and up to 90% of instruction is provided in the target language.
- The two languages are strictly separated for instruction, with the exception of deliberately planned opportunities for cross-linguistic transfer.
- The program is offered for a minimum duration of six years (at least K-5 and preferably PK-12).

Dual Language Non-Negotiables

- **Minimum 50%** and up to 90% of instruction is provided in the target language.
- The two languages are **strictly separated** for instruction, with the exception of deliberately planned **opportunities for cross-linguistic transfer**.
- The program is offered for a minimum duration of **six years** (at least K-5 and preferably PK-12).

(Beeman & Urow, 2013, adapted from Rogers, 2009)

HISTORICAL CONTEXT

The Alexandria City Public Schools Dual Language program (DLP) was initially established at John Adams Elementary School (JAES) over 20 years ago. A second program was begun at Mount Vernon Community School (MVCS) in the 2000-01 school year. The program is popular with families who would like their children to learn another language while receiving the same high quality academic curriculum as students throughout the Division.

Notwithstanding these aspirations, in recent years, teachers, parents and administrators expressed mounting concern that the program had lost direction and was “dual language in name only.” At a series of school board meetings, parents testified about turnover in leadership, lack of shared understanding about how to carry out the program, and the limited allocation of Spanish instructional resources. Each year, increasing numbers of dual language teachers and administrators left the program. As a result, the ACPS program was not producing the outstanding results attained by other DLPs across the nation.

The Alexandria City School Board responded with its full support. In 2012-13 it approved a new Dual Language Coordinator position, along with a dedicated budget for professional learning and curricular materials. The ELL Office, which now oversees the program, contracted a nationally renowned professional developer who worked with administrators and teachers to

study research-based practices in dual language. Both DLP schools have hired new administrators who are supportive of the program, and both employ a full-time Language Acquisition Specialist who serves as a Dual Language coach. In addition, staff and teachers are developing a new biliteracy curriculum and assessments for Grades K - 5.

In the Spring of 2014, a Dual Language Leadership Committee was formed with the task of assessing the status of the DLP and developing recommendations for reform. The committee studied what is known from research about effective DLPs, visited well-implemented programs, and attended conferences and a summer Dual Language Institute. Using the *Dual Language Guiding Principles* (Howard, Sugarman, Christian, Lindholm-Leary & Rogers, 2007), the team then rated all aspects of the Division’s DLP, including both design and implementation, in relation to the *Guiding Principles*.

The team’s initial assessment in Spring 2014 indicated that the program was not meeting two of the three Dual Language Non-Negotiables (minimum 50% instruction in Spanish and strict separation of languages). Furthermore, team members rated most of the *Guiding Principles* at either the Minimal or Partial level of implementation (a 1 or 2 on a 4-point scale), indicating very little was in place to support the program goals. However,

since these initial ratings were conducted, the program has not remained stagnant.

By the end of School Year 2015, both schools had already begun to make important progress on all of the strands of the *Guiding Principles*. For example, after teachers participated in professional development on best practices in dual language, administrators observed considerable improvement in fidelity to the language of instruction, as well as teachers'

increased use of strategies to support biliteracy and language development. Both schools have also put into place more structural supports, such as time and guidance for collaborative planning, and a more visible presence of Spanish in the school environment (e.g., signage and morning announcements). The leadership teams at both schools have contributed to the current plan and have been working hard to ensure their programs are implemented effectively. Meeting the third non-negotiable (minimum 50 percent time in Spanish) will be a priority.

PROGRAM MISSION, VISION AND GOALS

Mission

ACPS offers dual language immersion in English and Spanish Grades K-5. Students learn language through subject-area content instruction aligned with the rigorous ACPS curriculum guides and Virginia Standards of Learning. By embracing and incorporating cultural and linguistic diversity into our ACPS curriculum, students become lifelong cross-cultural learners and critical thinkers in our increasingly interdependent global society.

Vision

The Dual Language program aims to become an international model of excellence in two-way immersion education.

Student Outcome Goals

Students will...

- read, write and speak in two (or more) languages
- attain high levels of academic and social-emotional competence
- become lifelong cross-cultural learners and critical thinkers

Instructional Goals

As a result of improved program structure and implementation outlined in this five-year plan, teachers will increase their use of the following research-based practices:

- teach to the Virginia Standards of learning for all academic subject areas
- teach to English and Spanish language arts standards to support a holistic biliteracy framework
- integrate language objectives into the curriculum

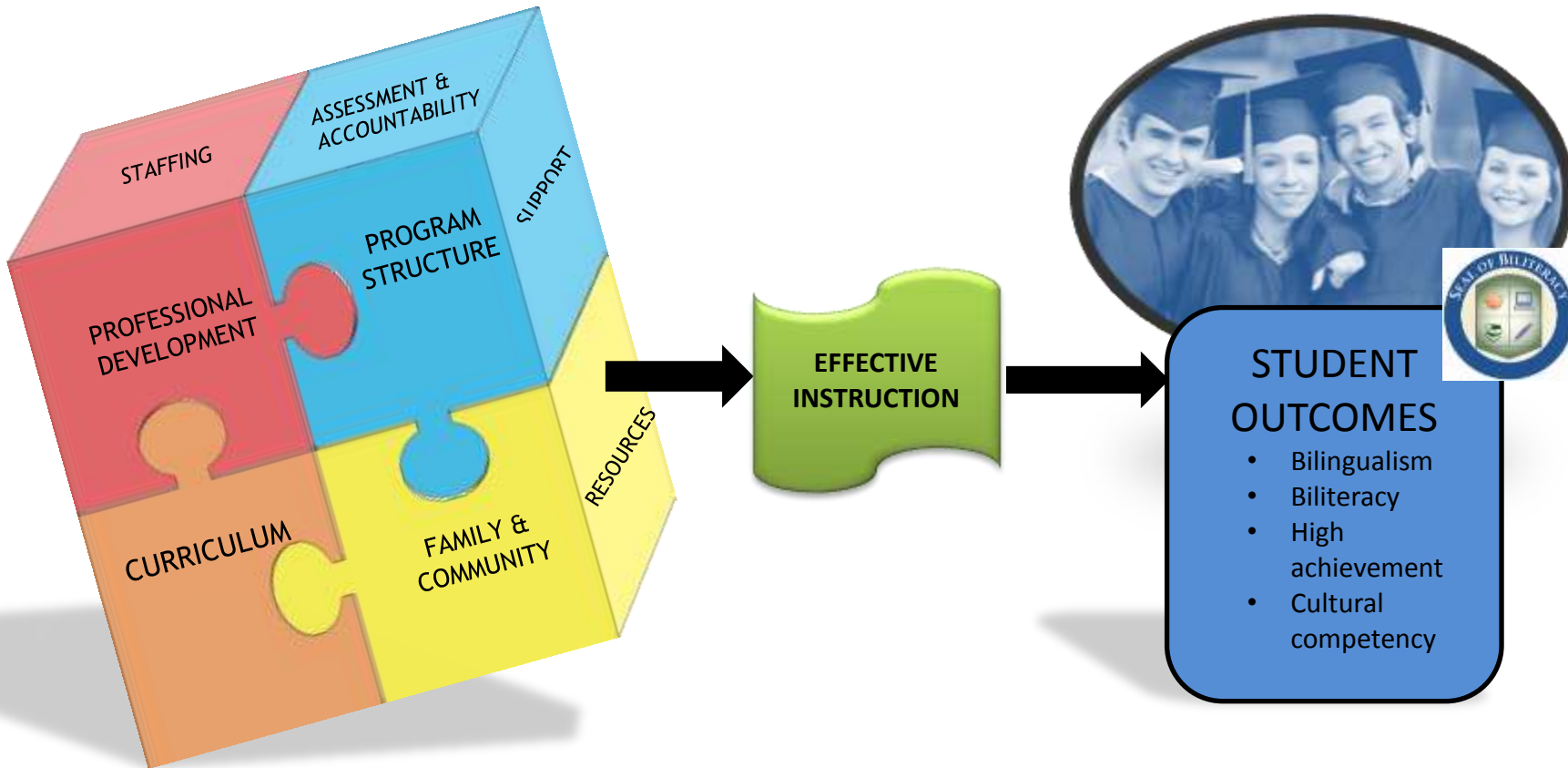
- use sheltering strategies to support students' comprehension of challenging, grade-level academic content
- make ample use of visuals, gestures, and modeling to support students' construction of meaning
- provide explicit language and literacy instruction related to academic content
- plan and carry out instruction that is engaging and promotes higher order thinking and grade-level academic language
- use a variety of instructional strategies to respond to students' diverse learning styles and levels of language proficiency
- provide plenty of opportunities for students to use language in structured and unstructured interactions with peers and with the teacher
- use a variety of whole group, heterogeneous and homogeneous small groups and independent structures
- maintain fidelity to the language of instruction
- plan and implement opportunities for students to make cross-linguistic connections and to compare and contrast the two languages
- collaborate with partner teachers to plan and coordinate language arts and literacy instruction
- collaborate with ELL, Special Education and Talented and Gifted teachers to plan instruction that addresses the needs of the whole child
- together with Encore teachers, integrate language and culture into Encore instruction and integrate the arts into content instruction

Five-Year Program Goals (2015 – 2020)

1. Program Structure	<i>1.1. Align the program structure with best practices and non-negotiables in Dual Language education (ACPS 2020 1.1). 1.2. By the end of SY 2015-16, develop a plan for a Dual Language Pre-K at John Adams (ACPS 2020 1.3). 1.3. By SY 2018-19, expand the Dual Language program to the secondary level (ACPS 2020 1.1).</i>
2. Curriculum	<i>2.1 By the end of April 2016, ensure teachers have access to Spanish and English multicultural online and print materials to support reading in the content areas for the range of literacy levels of their students (ACPS 2020 1.5, 1.9). 2.2. By August 2017 have a K – 2 evidence-based holistic biliteracy curriculum in place that incorporates best practices in Dual Language instruction. The curriculum will be aligned to standards, coordinated across English and Spanish language arts, integrated with academic content, vertically articulated, and follow an authentic phonics sequence for each language. (ACPS 2020 1.1, 1.3, 1.9). 2.3 By August 2017, have a Grades 3-5 evidence-based curriculum for Science/Spanish language arts in place that incorporates best practices in Dual Language instruction. The curriculum will be aligned to standards, and vertically articulated (ACPS 2020 1.1, 1.3, 1.9). 2.4 By August 2020, have a Grades 6 - 8 evidence-based middle school dual language curriculum in place for Spanish language arts and one subject area to be taught in Spanish (ACPS 2020 1.1, 1.3, 1.9).</i>
3. Assessment and Accountability	<i>3.1 By December 2015, have an Assessment and Accountability Action Plan ready to implement (ACPS 2020 1.2, 6.2). 3.2 By December 2015, leverage the current ACPS student information system to track student demographic and outcome data and to monitor student growth over time toward program goals (ACPS 2020 6.2). 3.3 By August 2016, have a student progress report in place for Spanish language arts (ACPS 2020 6.2).</i>
4. Staff Quality & Professional Learning	<i>4.1 Hire the most qualified Dual Language staff possible and create an environment that motivates and retains them (ACPS 2020 3.1). 4.2 Foster a culture in which professionals collaborate closely to share knowledge, skills and best practices aimed at improving student academic achievement, language and literacy in Spanish and English (ACPS 2020 3.2). 4.3 Expand professional learning opportunities that address assessed needs of staff and that provide teachers and other staff members with multiple opportunities for improving their individual effectiveness in supporting the program goals and philosophy (ACPS 2020 3.3).</i>
5. Family and Community	<i>5.1 Establish an atmosphere of mutual trust and respect to ensure effective communication in the Dual Language program, enhanced engagement with families, and culturally responsive relationships (ACPS 2020 2.2). 5.2 Collaborate with families and community members in the ongoing development of the Dual Language program (ACPS 2020 2.1, 2.3) 5.3 Implement an advocacy plan to ensure ongoing support from the community, School Board, and State (ACPS 2020 2.5).</i>

THEORY OF CHANGE

This five-year plan is grounded in the following theory of change, as illustrated below. Improvements to the DLP structure, curriculum, assessment and accountability, staff quality, professional development and family and community engagement will lead to more effective instruction. These instructional changes will, in turn, support the goals of bilingualism, biliteracy, high achievement and cultural competency for students.



1. PROGRAM STRUCTURE

Rationale for this strand:

Attainment of the outstanding student performance shown in research on DLPs requires robust program structures and consistent, intensive planning. As shown in Figure 2, student outcomes may vary widely depending upon the degree of fidelity to an effective model. To reach their goals, DLPs must meet the three Dual Language “non-negotiables”: (a) Minimum 50% and up to 90% of instruction is provided in the target language; (b) the two languages are strictly separated for instruction, with the exception of deliberately planned opportunities for cross-linguistic transfer; (c) the program is offered for a minimum duration of six years (at least K-5 and preferably PK-12). In addition, effective programs are organized around a vision and goals focused on bilingualism, biliteracy, and cultural competence. Programmatic, curricular, and instructional decisions are based on research on English learners. Each school supports the program’s vision and goals by cultivating a positive, caring community that supports equity for English learners, students with disabilities, and students from diverse socio-economic, racial, cultural and linguistic backgrounds. The philosophy of *additive bilingualism*, in which students’ languages and cultures are valued as resources for learning, permeates the school. Program and school leaders work as a team to actively advocate for the program. The program is supported by an ongoing planning process, focused on the program goals, that ensures continuous improvement and is responsive to the needs of students, their families and the community (Howard, Sugarman, Lindholm-Leary & Rogers, 2007).

ACPS 2020 Goal 1: Academic Excellence and Educational Equity: *Every student will be academically successful and prepared for life, work, and college.*

Goals:

- 1.1. *Align the program structure with best practices and non-negotiables in Dual Language education (ACPS 2020 1.1).*
- 1.2. *By the end of SY 2015-16, develop a plan for a Dual Language Pre-K at John Adams (ACPS 2020 1.3).*
- 1.3. *By SY 2018-19, expand the Dual Language program to the secondary level (ACPS 2020 1.1).*

Goal 1.1: Align the program structure with best practices and non-negotiables in Dual Language education (ACPS 2020 1.1).					
Tasks / Action Steps	Resources / Materials Needed	Timeline		Person(s) Responsible	Evidence of Success
		Start	End		
1.1.1. <i>Non-negotiables.</i> Develop and implement a plan to ensure each school attains the 50% minimum (and up to 70%) instruction in Spanish required by the DL non-negotiables ¹ (Thomas & Collier, 2013). <ul style="list-style-type: none"> • <u>Option A:</u> Increase the amount of Spanish in the early grades by instituting a 70:30 model. • <u>Option B:</u> For the 50:50 model, provide at least half of Encore classes in Spanish. (As attrition occurs, transition to bilingual Encore teachers.) 	<ul style="list-style-type: none"> • Qualified staff 	September 2014	June 2020	<ul style="list-style-type: none"> • School administrators 	<ul style="list-style-type: none"> • Minimum allocation of Spanish attained at both school sites
1.1.2. <i>Dual Language Handbook.</i> Develop a DL handbook to provide written guidance on best practices and meeting the DL non-negotiables. Include: <ul style="list-style-type: none"> • Program model at each school • Program eligibility and application process • Coordination with TAG, SPED, EL, Title I and other support services • Curriculum and instruction • Assessment of DL students • Roles & Responsibilities • Family and community outreach • Program accountability 	<ul style="list-style-type: none"> • Time 	January 2015	December 2015	<ul style="list-style-type: none"> • DL Coordinator • DL Handbook Committee 	<ul style="list-style-type: none"> • DL Handbook disseminated • Compared with results of 2015 parent survey, 2016 parent survey indicates increase in number of parents who say they understand expectations for their children in the DLP

¹ Currently, because the 45-minute Encore block is offered primarily in English, most grades (with the exception of the 70:30 pilot classrooms) are not meeting the 50% minimum instructional time in Spanish. To do so would require a daily minimum of 173 instructional minutes in Spanish, compared to the 150 minutes (43%) allotted as of June 2014.

Goal 1.1: Align the program structure with best practices and non-negotiables in Dual Language education (ACPS 2020 1.1).					
Tasks / Action Steps	Resources / Materials Needed	Timeline		Person(s) Responsible	Evidence of Success
		Start	End		
1.1.3. <i>Coordinated services.</i> Develop an infrastructure to support coordination of SPED, EL, Encore and TAG services with DL classrooms in the language of instruction. <ul style="list-style-type: none"> • Develop written guidance in the DL Handbook for coordinating services. • Provide opportunities for classroom teachers to meet periodically with SPED, EL, Encore and TAG to plan the coordination of services. • Support collaboration through Professional Learning and coaching. 	<ul style="list-style-type: none"> • Support from SPED, Encore, EL and TAG • Scheduling • Time and training 	Spring 2015	Ongoing	<ul style="list-style-type: none"> • School administrators • DL Coach 	<ul style="list-style-type: none"> • Increased numbers/percentage of bilingual staff at each school • Documentation of coaching, SPED (SPED chair), TAG and support services provided in the language of instruction • Documentation of effective collaborative planning and teaching among DL and SPED teachers.
1.1.4. <i>Collaborative planning/teaching.</i> Develop written guidance and regularly scheduled time for collaborative planning and teaching between EL and DL teachers.	<ul style="list-style-type: none"> • Professional Learning and coaching. 	March 2015	Ongoing	<ul style="list-style-type: none"> • School administrators • DL Coordinator • EL Director • EL Coach 	<ul style="list-style-type: none"> • Documentation of effective collaborative planning and teaching among DL and SPED teachers.
1.1.5. <i>Continuous improvement.</i> Develop a plan for periodic evaluation and continuous improvement of the DLP.	<ul style="list-style-type: none"> • Support from Accountability 	Sept. 2014	December 2015	<ul style="list-style-type: none"> • DL Coordinator • EL Data Specialist 	<ul style="list-style-type: none"> • Program Evaluation plan • (See Assessment & Accountability strand)

Goal 1.2: By the end of 2015-16, develop a plan for a dual language Pre-K at John Adams (ACPS 2020 1.3).					
Tasks / Action Steps	Resources / Materials Needed	Timeline		Person(s) Responsible	Evidence of Success
		Start	End		
1.2.1. <i>Research DL Pre-K.</i> In collaboration with the ACPS VPI Office, investigate best practices in DL Pre-K through research, networking, and site visits to existing programs.	<ul style="list-style-type: none"> Support from VPI Office 	September 2015	June 2016	<ul style="list-style-type: none"> John Adams School Principal Pre-K teacher 	
1.2.2. <i>Proposed plan.</i> Develop a draft plan for the DL Pre-K and submit to Superintendent for approval.	<ul style="list-style-type: none"> Support from VPI Office 	September 2015	July 2016	<ul style="list-style-type: none"> John Adams School Principal Pre-K teacher 	<ul style="list-style-type: none"> Draft plan

Goal 1.3: By SY 2018-19, expand the dual language program to the secondary level (ACPS 2020 1.1).					
Tasks / Action Steps	Resources / Materials Needed	Timeline		Person(s) Responsible	Evidence of Success
		Start	End		
1.3.1. <i>Middle school needs assessment.</i> <ul style="list-style-type: none"> Meet with GWMS principal and teachers (at least quarterly). Visit current DL classes. Consult with principal and teachers to discuss current and potential MS DL. Form a MS DL Committee Conduct rating of DL Guiding Principles for GWMS current program Determine Spanish proficiency levels of graduating 5th graders. Assess student needs (survey students, teachers, admins and parents). 	<ul style="list-style-type: none"> Formation of pilot task force Input from K-8 DL teachers, students, parents & admins (surveys, interviews) Support from GWMS Spanish Dept. Chair and GWMS EL coach 	November 2015	October 2016	<ul style="list-style-type: none"> GWMS School Administrator DL Coordinator World Languages Coordinator 	<ul style="list-style-type: none"> Needs assessment

Goal 1.3: By SY 2018-19, expand the dual language program to the secondary level (ACPS 2020 1.1).						
Tasks / Action Steps	Resources / Materials Needed	Timeline		Person(s) Responsible	Evidence of Success	
		Start	End			
1.3.2. <i>Pilot plan.</i> Plan pilot DL for first sixth grade class. <ul style="list-style-type: none"> Engage expert consultants Poll students and families to gauge interest. Decide on which subject to teach in Spanish in addition to Spanish language arts. Identify curricular resources. Determine qualifications for teachers. Propose eligibility criteria for late arrivals. Plan advocacy and motivational strategies for rising 6th graders, families, community, and staff. Plan class schedules and electives Coordinate administrative transfer process and transportation Plan budget Brief staff 	<ul style="list-style-type: none"> Funding for consultants Meeting time Support from GWMS Spanish Dept. Chair, EL coach and school counselor(s) 	Aug. 2016	August 2017	<ul style="list-style-type: none"> GWMS School Administrator DL Coordinator World Languages Coordinator 	<ul style="list-style-type: none"> Pilot project plan 	
1.3.3. <i>Identify/hire middle school DL teachers.</i>	<ul style="list-style-type: none"> Support from HR and GWMS Spanish Dept. Chair 	Jan. 2017	August 2017	<ul style="list-style-type: none"> GWMS School Administrator DL Coordinator World Languages Coordinator 	<ul style="list-style-type: none"> Teacher Contracts 	
1.3.4. <i>Professional learning.</i> Provide professional learning opportunities about best practices in DLP curriculum and instruction to GWMS teachers and staff.	<ul style="list-style-type: none"> Funding Professional learning provider Materials 	Summer 2018	Summer 2018	<ul style="list-style-type: none"> DL Coordinator GWMS Spanish Dept. Chair 	<ul style="list-style-type: none"> Professional learning evaluation Classroom observations 	

Goal 1.3: By SY 2018-19, expand the dual language program to the secondary level (ACPS 2020 1.1).					
Tasks / Action Steps	Resources / Materials Needed	Timeline		Person(s) Responsible	Evidence of Success
		Start	End		
1.3.5. <i>Develop Grade 6 curriculum.</i>	<ul style="list-style-type: none"> • Funding for writers and materials • Professional Learning for curriculum development • Support and time • Teacher participation 	June 2017	July 2018	<ul style="list-style-type: none"> • GWMS School Administrator • DL Coordinator • World Languages Coordinator 	<ul style="list-style-type: none"> • Curriculum documents
1.3.6. <i>Conduct a pilot DLP for sixth grade.</i>	<ul style="list-style-type: none"> • Funding • GWMS Spanish teachers • GWMS Spanish Dept. Chair • GWMS EL Coach • Instructional materials • Curriculum 	Aug. 2018	June 2019	<ul style="list-style-type: none"> • GWMS School Administrator • DL Coordinator • World Languages Coordinator 	<ul style="list-style-type: none"> •
1.3.7. <i>Evaluate the pilot and plan refinements.</i>	<ul style="list-style-type: none"> • Support from GWMS Spanish Dept. Chair and EL Coach 	July 2019	Aug. 2019	<ul style="list-style-type: none"> • GWMS School Administrator • DL Coordinator • World Languages Coordinator 	<ul style="list-style-type: none"> • Evaluation of pilot • 6th grade DL course enrollment and preliminary student outcomes (TBD)
1.3.8. <i>Expand DLP to seventh grade.</i>	<ul style="list-style-type: none"> • Support from GWMS Spanish Dept. Chair and EL Coach 	Aug. 2019	June 2020	<ul style="list-style-type: none"> • GWMS School Administrator • DL Coordinator • World Languages Coordinator 	<ul style="list-style-type: none"> • 7th grade DL course enrollment and preliminary student outcomes (TBD)
1.3.9. <i>Expand DLP to eighth grade.</i>	<ul style="list-style-type: none"> • Support from GWMS Spanish Dept. Chair and EL Coach 	Aug. 2020	June 2021	<ul style="list-style-type: none"> • GWMS School Administrator • DL Coordinator • World Languages Coordinator 	<ul style="list-style-type: none"> • 8th grade DL course enrollment and preliminary student outcomes (TBD)

Goal 1.3: By SY 2018-19, expand the dual language program to the secondary level (ACPS 2020 1.1).					
Tasks / Action Steps	Resources / Materials Needed	Timeline		Person(s) Responsible	Evidence of Success
		Start	End		
1.3.10. <i>Collaborate with Central Office to determine a protocol for students to earn a Virginia Seal of Biliteracy.</i> <ul style="list-style-type: none"> Provide input, as needed, as VDOE establishes criteria for students to earn the Seal in SY 2015-16. Support ACPS task force to develop protocol. Disseminate information about the Seal to DL stakeholders. 	<ul style="list-style-type: none"> Division task force on Seal of Biliteracy Criteria for earning the seal Identification of former DL students eligible for the seal 	Fall 2015	Annually prior to HS graduation	<ul style="list-style-type: none"> DL Coordinator World Languages Coordinator World Languages Committee School administrators 	<ul style="list-style-type: none"> Increasing number of former DL students who earn the Seal of Biliteracy each year, with a substantial increase by the time the Class of 2027 graduates from high school.

2. CURRICULUM

Rationale for this strand:

Effective educational programs offer a curriculum that is aligned with standards, academically challenging, fosters higher order thinking, is meaningful, thematically integrated, and vertically and horizontally aligned. The DL curriculum addresses the same high expectations as the school division curriculum for all students. All students, whether they are English learners or Spanish learners, benefit from a curriculum that is enriched (not remedial). To support DL goals of bilingualism and biliteracy, language is integrated into content instruction (e.g., math, science, social studies and Encore classes) (Howard, Sugarman, Lindholm-Leary & Rogers, 2007). In addition, the curriculum is grounded in the following principles: (1) embraces a holistic, multilingual approach in which both languages are valued as resources for teaching, learning and assessment; (2) fosters opportunities for students to develop literacy by calling on their entire linguistic repertoire across all of the languages they speak; and, (3) given that Spanish is a minority language within a majority culture, the biliteracy curriculum serves as a key structural support to raise the status of Spanish (Escamilla, Hopewell, Butilofsky, Sparrow, Soltero-Gonzalez, Ruíz-Figueroa & Escamilla, 2013). To support the DL goal of cultural competence, the curriculum must reflect and value diverse cultures and heritages, including those of students' homes and communities. Finally, the program must have available books and technology to support both languages across a range of genres, including multicultural resources (Howard, Sugarman, Lindholm-Leary & Rogers, 2007).

ACPS 2020 Goal 1A. A Curriculum that Challenges and Engages:

1.1.4 Implement a curriculum that embraces such 21st Century Skills as collaboration and communication, digital and financial literacy, creative expression, critical thinking, bilingual capabilities and problem solving.

Goals:

- 2.1. *By the end of April 2016, ensure teachers have access to Spanish and English multicultural online and print materials to support reading in the content areas for the range of literacy levels of their students (ACPS 2020 1.5, 1.9).*
- 2.2. *By August 2017, have a K – 2 evidence-based holistic biliteracy curriculum in place that incorporates best practices in Dual Language instruction. The curriculum will be aligned to standards, coordinated across English and Spanish language arts, integrated with academic content, vertically articulated, and follow an authentic phonics sequence for each language. (ACPS 2020 1.1, 1.3, 1.9).*
- 2.3. *By August 2017, have a Grades 3-5 evidence-based curriculum for Science/Spanish language arts in place that incorporates best practices in Dual Language instruction. The curriculum will be aligned to standards and vertically articulated (ACPS 2020 1.1, 1.3, 1.9).*
- 2.4. *By August 2020, have a Grades 6 - 8 evidence-based middle school dual language curriculum in place for Spanish language arts and one subject area to be taught in Spanish (ACPS 2020 1.1, 1.3, 1.9).*

Goal 2.1: By the end of April 2016, ensure teachers have access to Spanish and English multicultural online and print materials to support reading in the content areas for the range of literacy levels of their students (ACPS 2020 1.5, 1.9).						
Tasks / Action Steps	Resources / Materials Needed	Timeline		Person(s) Responsible	Evidence of Success	
		Start	End			
2.1.1. <i>Book inventory.</i> Conduct inventory of library, book room and classrooms and assess needs.	<ul style="list-style-type: none"> Staff or volunteers to conduct inventory Input from teachers 	July 2015	Annually	<ul style="list-style-type: none"> DL Coaches School librarians Literacy coach 	<ul style="list-style-type: none"> Completed inventory for each school 	
2.1.2. <i>Resources.</i> Order leveled and non-leveled books and media to increase the Spanish and multicultural English library collection.	<ul style="list-style-type: none"> Funding 	April 2015	Annually	<ul style="list-style-type: none"> School librarians DL coaches 	<ul style="list-style-type: none"> Spanish books/media in the Mount Vernon and John Adams media centers make up 50% of the collection Increased number of multicultural books/media 	
2.1.3. <i>Classroom libraries.</i> Develop Spanish classroom libraries and increase multicultural English materials based on the curriculum.	<ul style="list-style-type: none"> Funding Input from teachers Book orders Personnel to divide books into grade levels Labeled baskets and/or bookcases for each classroom 	April 2015	June 2016	<ul style="list-style-type: none"> DL Coaches 	<ul style="list-style-type: none"> Classroom libraries in each class with books which appeal to students' interest 	
2.1.4. <i>Spanish book rooms.</i> Organize a Spanish resource area in the book room of each school and establish a procedure for book usage.	<ul style="list-style-type: none"> Assigned space in the book room Bookshelves/ baskets 	August 2015	Ongoing	<ul style="list-style-type: none"> DL coaches Literacy coaches 	<ul style="list-style-type: none"> Spanish resource area of book room fully stocked and organized by category 	
2.1.5. <i>Blackboard resources.</i> Update materials section of DL Blackboard site.	<ul style="list-style-type: none"> Time 	April 2015	Ongoing	<ul style="list-style-type: none"> DL coaches 	<ul style="list-style-type: none"> Updated materials section 	

Goal 2.2 <i>By August 2017, have a K – 2 evidence-based holistic biliteracy curriculum in place that incorporates best practices in Dual Language instruction. The curriculum will be aligned to standards, coordinated across English and Spanish language arts, integrated with academic content, vertically articulated, and follow an authentic phonics sequence for each language. (ACPS 2020 1.1, 1.3, 1.9).</i>					
Tasks / Action Steps	Resources / Materials Needed	Timeline		Person(s) Responsible	Evidence of Success
		Start	End		
2.2.1. <i>K-2 curriculum alignment.</i> <ul style="list-style-type: none"> Integrated Spanish Language Arts standards Authentic Spanish phonics scope and sequence Curriculum at a Glance Language Arts Planner Instructional Resources Assessment Plan 	<ul style="list-style-type: none"> Funding for curriculum writers, training, and curriculum materials (e.g., Lectura Maravillas, leveled readers) Support from Curriculum Office 	June 2014	September 2015	<ul style="list-style-type: none"> Mount Vernon Assistant Principal DL Coordinator Grades K-2 Summer Curriculum team 	<ul style="list-style-type: none"> Grades K – 2 biliteracy curriculum.
2.2.2. <i>Science and math assessments.</i> Translate all K-2 science and math rubrics, pre-assessments and transfer tasks into Spanish (scaffolded form). Update Spanish translations of science and math assessments and transfer tasks as needed.	<ul style="list-style-type: none"> Translation services Support from Curriculum Office 	June 2015	August 2016 Updated as needed	<ul style="list-style-type: none"> John Adams DL Coach ACPS Science Curriculum Specialist 	<ul style="list-style-type: none"> Translated assessments
2.2.3. <i>Pacing and time allocation guides.</i> Develop pacing guides and time allocations for the 50:50 and 70:30 literacy instruction Grades K-2.	<ul style="list-style-type: none"> Input from DL and ELL teachers Funding Time for curriculum writing Support from Curriculum and ELL Offices 	June 2015	August 2016	<ul style="list-style-type: none"> DL Coordinator School literacy coach DL coach 	<ul style="list-style-type: none"> Pacing and time allocation guides for 50:50 and 70:30 (Grades K -2)
2.2.4. <i>Spanish Language Arts (SLA) Assessments.</i> Develop common K-5 grade-level assessments aligned with ACPS curriculum and coordinated across SLA and ELA. <ul style="list-style-type: none"> During the school year, teachers will develop some assessments in SchoolNet and share others on Google drive. 	<ul style="list-style-type: none"> Release time and subs for teachers to develop assessments Technical support for SchoolNet and Google drive Support from Curriculum Office 	September 2015	August 2016	<ul style="list-style-type: none"> School administrators and coaches Grade level teachers 	<ul style="list-style-type: none"> Set of assessments in place for each grade/unit of SLA curriculum

Goal 2.2 By August 2017, have a K – 2 evidence-based holistic biliteracy curriculum in place that incorporates best practices in Dual Language instruction. The curriculum will be aligned to standards, coordinated across English and Spanish language arts, integrated with academic content, vertically articulated, and follow an authentic phonics sequence for each language. (ACPS 2020 1.1, 1.3, 1.9).

Tasks / Action Steps	Resources / Materials Needed	Timeline		Person(s) Responsible	Evidence of Success
		Start	End		
2.2.5. <i>Collaborative planning meetings.</i> Institute regular school and district-wide opportunities for DL teachers to co-plan and share curricular materials. Hold monthly grade-level planning sessions at each school and quarterly cross-division planning sessions to share ideas, divide up the work, and refine unit plans.	<ul style="list-style-type: none"> Release time/ subs for teachers to meet Guidance and coaching for effective collaboration 	August 2015	Ongoing	<ul style="list-style-type: none"> School administrators DL and ELL teachers and coaches DL Coordinator 	<ul style="list-style-type: none"> Sign-in sheets/meeting notes
2.2.6. <i>File sharing system.</i> Create a system for teachers to share lesson plans, materials and assessments across the two schools.	<ul style="list-style-type: none"> Google drive or similar file sharing system 	August 2015	Ongoing	<ul style="list-style-type: none"> DL Coaches DL Coordinator 	<ul style="list-style-type: none"> File sharing system populated with shared materials and lesson plans
2.2.7. <i>Curriculum evaluation.</i> Create a system for ongoing evaluation and revision of the curriculum.	<ul style="list-style-type: none"> Input from teachers & admins 	September 2015	August 2016 Annually thereafter	<ul style="list-style-type: none"> DL Coordinator Curriculum teams School administrators DL teachers 	<ul style="list-style-type: none"> Results of curriculum evaluation
2.2.8. <i>Biliteracy unit plans.</i> Once teachers have received GLAD training in October 2015, develop biliteracy unit plans coordinated across English and Spanish instruction. <ul style="list-style-type: none"> Unit plans will be written by English-Spanish partner teachers with support from DL, ELL and literacy coaches. 	<ul style="list-style-type: none"> Funding Time for teachers to write curriculum 	October 2015	August 2017	<ul style="list-style-type: none"> School administrators DL coach Grade-level , ELL and SPED teachers Literacy coach DL Coordinator 	<ul style="list-style-type: none"> Unit/lesson plans and materials developed by co-planning teams
2.2.9. <i>Cross cultural competence.</i> Integrate objectives, assessments, resources and suggested activities into the curriculum to support cross cultural competence. <ul style="list-style-type: none"> Learn about family and community “funds of knowledge” and infuse what is learned into the DL curriculum. 	<ul style="list-style-type: none"> Literature review on multicultural curriculum Professional learning Support for teachers to make home visits 	October 2016	August 2017	<ul style="list-style-type: none"> Grades K-2 and 3-5 Curriculum teams School Administrators Teachers DL Coordinator 	<ul style="list-style-type: none"> Curriculum units include Stage 1 goals, Stage 2 assessments, and Stage 3 strategies to support cross cultural competence Cultural competency assessment (to be identified) with baseline results

Goal 2.3: <i>By August 2017, have a Grades 3-5 evidence-based curriculum for Science/Spanish language arts in place that incorporates best practices in Dual Language instruction. The curriculum will be aligned to standards, and vertically articulated.</i>						
Tasks / Action Steps	Resources / Materials Needed	Timeline		Person(s) Responsible	Evidence of Success	
		Start	End			
2.3.1. <i>Grades 3-5 Stage 1.</i> Develop Grades 3 – 5 SLA/science curriculum. <ul style="list-style-type: none"> • Stage 1 • Scope & sequence of standards for each grade • Vertical alignment of standards from Grades 3-5 	<ul style="list-style-type: none"> • Support from Curriculum Office 	December 2014	August 2016	<ul style="list-style-type: none"> • DL Coordinator • Grades 3-5 Curriculum Team 	<ul style="list-style-type: none"> • Grades 3 – 5 SLA/science curriculum documents 	
2.3.2. <i>Grades 3-5 Preliminary Curriculum Documents.</i> Develop SLA Year at a Glance and Science/SLA course syllabus.	<ul style="list-style-type: none"> • Support from Curriculum Office 	October 2015	August 2016	<ul style="list-style-type: none"> • DL Coordinator • Grades 3-5 Curriculum Team 	<ul style="list-style-type: none"> • Grades 3 – 5 SLA Year at a Glance and Science/SLA course syllabus 	
2.3.3. <i>Stage 2 plan.</i> Develop and field test Stage 2 assessment plan for SLA/Science Curriculum Grades 3-5.	<ul style="list-style-type: none"> • Funding • Time for teachers to provide input • Support from Curriculum Office 	August 2015	August 2016	<ul style="list-style-type: none"> • DL Coordinator • Grades 3-5 Curriculum Team 	<ul style="list-style-type: none"> • Stage 2 plan 	
2.3.4. <i>Develop Grades 3-5 common grade-level assessments.</i> Develop common Grades 3-5 grade-level assessments aligned with ACPS curriculum and coordinated across SLA and ELA. During the school year, teachers will develop some assessments in SchoolNet and share others on Google drive.	<ul style="list-style-type: none"> • Funding • Training • Writers • Release time/ subs for teachers to write • Materials • Support from Curriculum Office 	November 2015	August 2016	<ul style="list-style-type: none"> • DL Coordinator • School administrators • DL Coach • Grade-level teams 	<ul style="list-style-type: none"> • Assessments 	
2.3.5. <i>Stage 3 unit plans.</i> After Grades 3-5 receive GLAD training in Spring 2016, teachers will develop Quarter 4 unit plans. During the following school year, teachers will meet in grade-level teams to develop the remaining unit plans.	<ul style="list-style-type: none"> • Funding • Training • Writers • Time for teachers to write • Materials • Support from Curriculum Office 	April 2016	August 2017	<ul style="list-style-type: none"> • DL Coordinator • School administrators • DL Coach 	<ul style="list-style-type: none"> • Stage 3 unit plans ready to implement prior to the start of each quarter 	

Goal 2.3: *By August 2017, have a Grades 3-5 evidence-based curriculum for Science/Spanish language arts in place that incorporates best practices in Dual Language instruction. The curriculum will be aligned to standards, and vertically articulated.*

Tasks / Action Steps	Resources / Materials Needed	Timeline		Person(s) Responsible	Evidence of Success
		Start	End		
2.3.6. <i>Cross cultural competence.</i> Integrate objectives, assessments, resources and suggested activities to support cross cultural competence.	<ul style="list-style-type: none"> Literature review on multicultural curriculum Funding Training Writers Time for teachers to write Materials 	April 2016	August 2017	<ul style="list-style-type: none"> Grades K-2 and 3-5 Curriculum teams School Administrators Teachers 	<ul style="list-style-type: none"> Curriculum units include Stage 1 goals, Stage 2 assessments, and Stage 3 strategies to support cross cultural competence. Cultural competency assessment (to be identified) with baseline results.

Goal 2.4: <i>By August 2020, have a Grades 6 - 8 evidence-based middle school dual language curriculum in place for Spanish language arts and one subject area to be taught in Spanish.</i>					
Tasks / Action Steps	Resources / Materials Needed	Timeline		Person(s) Responsible	Evidence of Success
		Start	End		
2.4.1. <i>Grade 6 SLA Stage 1.</i> Develop Year at a Glance and Stage 1 SLA curriculum.	<ul style="list-style-type: none"> • Funding • Training • Writers • Materials • Support from Curriculum Office 	June 2017	July 2018	<ul style="list-style-type: none"> • WL Coordinator • DL Coordinator • GW Spanish Department Chair 	<ul style="list-style-type: none"> • Grade 6 SLA curriculum
2.4.2. <i>Stage 2.</i> Develop Stage 2 assessment plan and assessments for SLA Grade 6.	<ul style="list-style-type: none"> • Funding • Training • Writers • Materials • Support from Curriculum Office 	June 2017	July 2018	<ul style="list-style-type: none"> • GW Spanish Department Chair • WL Coordinator • DL Coordinator 	<ul style="list-style-type: none"> • Stage 2 assessment plan Grades 6-8 • Grade-level assessments
2.4.3. <i>Grade 6 Content Curriculum.</i> Develop Grade 6 curriculum for one academic subject to be taught in Spanish.	<ul style="list-style-type: none"> • Funding • Training • Writers • Materials • Support from Curriculum Office 	June 2017	July 2018	<ul style="list-style-type: none"> • WL Coordinator • DL Coordinator • GW Spanish Department Chair 	<ul style="list-style-type: none"> • Grade 6 subject area curriculum in Spanish
2.4.4. <i>Grade 7 SLA.</i> Develop Grade 7 SLA curriculum.	<ul style="list-style-type: none"> • Funding • Training • Writers • Materials • Support from Curriculum Office 	June 2018	July 2019	<ul style="list-style-type: none"> • WL Coordinator • DL Coordinator • GW Spanish Department Chair 	<ul style="list-style-type: none"> • Grade 7 SLA curriculum
2.4.5. <i>Grade 7 Content Curriculum.</i> Prepare Grade 7 curriculum for one academic subject to be taught in Spanish.	<ul style="list-style-type: none"> • Funding • Training • Writers • Materials • Support from Curriculum Office 	June 2018	July 2019	<ul style="list-style-type: none"> • WL Coordinator • DL Coordinator • GW Spanish Department Chair 	<ul style="list-style-type: none"> • Grade 7 subject area curriculum in Spanish

Goal 2.4: <i>By August 2020, have a Grades 6 - 8 evidence-based middle school dual language curriculum in place for Spanish language arts and one subject area to be taught in Spanish.</i>					
Tasks / Action Steps	Resources / Materials Needed	Timeline		Person(s) Responsible	Evidence of Success
		Start	End		
2.4.6. <i>Grade 8 SLA. Develop Grade 8 SLA curriculum.</i>	<ul style="list-style-type: none"> • Funding • Training • Writers • Materials • Support from Curriculum Office 	June 2019	July 2020	<ul style="list-style-type: none"> • WL Coordinator • DL Coordinator • GW Spanish Department Chair 	<ul style="list-style-type: none"> • Grade 8 SLA curriculum
2.4.7. <i>Grade 8 Content Curriculum. Prepare Grade 8 curriculum for one academic subject to be taught in Spanish.</i>	<ul style="list-style-type: none"> • Funding • Training • Writers • Materials • Support from Curriculum Office 	June 2019	July 2020	<ul style="list-style-type: none"> • WL Coordinator • DL Coordinator • GW Spanish Department Chair 	<ul style="list-style-type: none"> • Grade 8 subject area curriculum in Spanish

3. ASSESSMENT & ACCOUNTABILITY

Rationale for this strand:

Dual Language programs must use assessments that are “valid, reliable, and appropriate for the target population and for the purpose for which [the assessments] will be used including English language learners (KEA, as cited in Espinosa, 2013, p. 16). DLPs must also establish appropriate expectations for students who are emerging bilinguals, whose growth trajectory in each language differs from that of monolingual English or Spanish speakers. They must administer multiple measures in both program languages. Because the development of bilingualism and biliteracy is a long-term process, the program needs a system for tracking students longitudinally, over time. DLs must also ensure staff know how to appropriately analyze and interpret student outcomes and how to use these data to inform program improvement (Howard, Sugarman, Lindholm-Leary & Rogers, 2007). To reassure stakeholders that students are making progress toward goals of bilingualism, biliteracy, and cultural competence, the ACPS DL will create and implement an Assessment and Accountability Action Plan. The plan will determine how the program will measure growth in Spanish and English and explore ways of assessing cultural competency.

ACPS 2020 Goal 6 (Accountability):
 ACPS will be responsive, transparent, efficient, effective, and accountable to students, families and the community.

Goals:

- 3.1. *By December 2015, have an Assessment and Accountability Action Plan ready to implement (ACPS 2020 1.2, 6.2).*
- 3.2. *By December 2015, leverage the current ACPS student information system to track student demographic and outcome data and to monitor student growth over time toward program goals (ACPS 2020 6.2).*
- 3.3. *By August 2016, have a student progress report in place for Spanish language arts (ACPS 2020 6.2).*

Goal 3.1: <i>By December 2015, have an Assessment and Accountability Action Plan ready to implement.</i>					
Tasks / Action Steps	Resources / Materials Needed	Timeline		Person(s) Responsible	Evidence of Success
		Start	End		
3.1.1. <i>Create an Assessment and Accountability Action Plan.</i>	<ul style="list-style-type: none"> • Accountability staff time to review/advise 	June 2015	December 2015	<ul style="list-style-type: none"> • DL Coordinator • Assessment team 	<ul style="list-style-type: none"> • Assessment and Accountability Action Plan
3.1.2. <i>Identify and/or develop/adapt multiple measures of Spanish language and literacy that parallel those used in English.</i>	<ul style="list-style-type: none"> • Accountability staff time to review/advise 	June 2015	December 2015	<ul style="list-style-type: none"> • DL Coordinator • Assessment team 	

Goal 3.1: By December 2015, have an Assessment and Accountability Action Plan ready to implement.					
Tasks / Action Steps	Resources / Materials Needed	Timeline		Person(s) Responsible	Evidence of Success
		Start	End		
3.1.3. <i>Entrance test. Identify a Spanish achievement test that could be administered to Spanish-speaking students entering the DLP for the first time in Grades 2 – 5. This test would be used to inform teachers’ instruction and to identify SIFE students.</i>	<ul style="list-style-type: none"> Funding to purchase and score test Trained test administrators Time for testing 	June 2015	December 2015	<ul style="list-style-type: none"> DL Coordinator 	<ul style="list-style-type: none"> Spanish achievement test is administered to target students and sent to schools

Goal 3.2: By December 2015, leverage the current ACPS student information system to track student demographic and outcome data and to monitor student growth over time toward program goals. (ACPS 2020 6.2).					
Tasks / Action Steps	Resources / Materials Needed	Timeline		Person(s) Responsible	Evidence of Success
		Start	End		
3.2.1. <i>Template. Create data reporting template.</i>	<ul style="list-style-type: none"> Support from Technology Services 	June 2015	December 2015	<ul style="list-style-type: none"> DL Coordinator ELL Data Analyst 	<ul style="list-style-type: none"> Data management protocol
3.2.2. <i>Report design. Design annual DL report that includes analyses of both cross-cutting student assessment outcomes and longitudinal growth. Each cohort will be tracked longitudinally over time on multiple measures until high school graduation.</i>	<ul style="list-style-type: none"> Support from Technology Services 	June 2015	December 2015	<ul style="list-style-type: none"> DL Coordinator ELL Data Analyst 	<ul style="list-style-type: none"> Report template
3.2.3. <i>Conduct data validation.</i>		June 2015	annually in November	<ul style="list-style-type: none"> ELL Data Analyst 	
3.2.4. <i>Analyze data.</i>	<ul style="list-style-type: none"> Time 	June 2015	Annually in November	<ul style="list-style-type: none"> DL Coordinator ELL Data Analyst 	<ul style="list-style-type: none"> Data analyses
3.2.5. <i>Review data. Review analysis of DL data with internal stakeholders to inform program improvement.</i>	<ul style="list-style-type: none"> Meeting time 	November 2015	Annually through November 2017	<ul style="list-style-type: none"> DL Coordinator 	<ul style="list-style-type: none"> Feedback from stakeholders
3.2.6. <i>DL report. Prepare annual DL Accountability report.</i>	<ul style="list-style-type: none"> Support from Technology Services 	November 2018	Annually in November	<ul style="list-style-type: none"> DL Coordinator ELL Data Analyst 	<ul style="list-style-type: none"> Annual DL Report

Goal 3.2: <i>By December 2015, leverage the current ACPS student information system to track student demographic and outcome data and to monitor student growth over time toward program goals. (ACPS 2020 6.2).</i>					
Tasks / Action Steps	Resources / Materials Needed	Timeline		Person(s) Responsible	Evidence of Success
		Start	End		
3.2.7. <i>Dissemination.</i> Disseminate DL data to the public (e.g., via a dashboard) to stakeholders beginning once 2014-15 Kindergarten DL cohort completes 3rd Grade SOLs.	<ul style="list-style-type: none"> Funding for printing reports Support from Communications Dept. to post on web site 	December 2018	Annually in December	<ul style="list-style-type: none"> DL Coordinator 	<ul style="list-style-type: none"> Annual DL Report disseminated
3.2.8. <i>Recommendations.</i> Collect input and make recommendations for program improvement.		December 2018	Annually in December	<ul style="list-style-type: none"> DL Coordinator DL Leadership Committee 	<ul style="list-style-type: none"> Annual improvement plan

Goal 3.3: By August 2016, have a student progress report in place for Spanish language arts.					
Tasks / Action Steps	Resources / Materials Needed	Timeline		Person(s) Responsible	Evidence of Success
		Start	End		
3.3.1 <i>Progress report design.</i> Develop a Spanish language arts progress report to field test.	<ul style="list-style-type: none"> Accountability staff time to review/advise 	June 2015	August 1, 2015	<ul style="list-style-type: none"> DL Coordinator Assessment team 	<ul style="list-style-type: none"> Proposed SLA progress report
3.3.2 <i>Field test.</i> Field test SLA progress report.	<ul style="list-style-type: none"> Printing costs 	August 2015	June 2016	<ul style="list-style-type: none"> DL Coordinator School Administrators 	<ul style="list-style-type: none"> SLA progress report distributed as part of quarterly progress reports
3.3.3 <i>Collect input</i> from multiple stakeholders and revise progress report accordingly.	<ul style="list-style-type: none"> Accountability staff time to review/advise 	Feb. 2016	April 2016	<ul style="list-style-type: none"> DL Coordinator Assessment team 	<ul style="list-style-type: none"> Results of parent/teacher/administrator focus groups/surveys Final progress report designed
3.3.4 <i>Integration.</i> Prepare the SLA section of the ACPS progress report.	<ul style="list-style-type: none"> Support from Technology Services and Pearson 	May 2016	November 2016	<ul style="list-style-type: none"> Director of Educational and Business Applications 	<ul style="list-style-type: none"> SLA integrated into ACPS progress report

4. STAFF QUALITY AND PROFESSIONAL LEARNING

Rationale for this strand:

Like all educational programs, DLPs require the best administrators, teachers and staff possible. And like all teachers, DL teachers must hold appropriate teaching certifications, be knowledgeable about the academic content areas they will teach, and understand effective curriculum, educational technology, instructional strategies, and classroom management. Effective DL teachers must also have additional qualifications, including proficiency in both Spanish and English, knowledge of the DL educational model, and best practices in bilingual and English as a second language instruction. Because the national and local pool of qualified DL administrators, teachers and staff is relatively small, the DLP will need creative strategies to recruit and retain staff, including partnerships with teacher preparation programs. In addition, the program needs an ongoing program of professional learning to meet the needs of diverse staff. The professional learning must be aligned with the goals and philosophy of the program, and must specifically focus on language education pedagogy and curriculum, DL theory and models, and second language acquisition and biliteracy development, among other topics (Howard, Sugarman, Lindholm-Leary & Rogers, 2007).

ACPS 2020 Goal 3. An Exemplary Staff:
ACPS will recruit, develop, support, and retain a staff that meets the needs of every student.

Goals:

- 4.1. Hire the most qualified Dual Language staff possible and create an environment that motivates and retains them (ACPS 2020 3.1).
- 4.2. Foster a culture in which professionals collaborate closely to share knowledge, skills and best practices aimed at improving student academic achievement, language and literacy in Spanish and English (ACPS 2020 3.2).
- 4.3. Expand professional learning opportunities that address assessed needs of staff and that provide teachers and other staff members with multiple opportunities for improving their individual effectiveness in supporting the program goals and philosophy (ACPS 2020 3.3).

Goal 4.1: Hire the most qualified Dual Language staff possible and create an environment that motivates and retains them (ACPS 2020 3.1).					
Tasks / Action Steps	Resources / Materials Needed	Timeline		Person Responsible	Evidence of Success
		Start	End		
4.1.1. <i>Job descriptions.</i> Draft and periodically review/update well-articulated job descriptions that specifically outline the requirements for each DL teacher job posting (e.g., grade level, program model, subject matter, etc.) and relevant requirements for other staff (e.g., librarian, parent liaison, etc.).	<ul style="list-style-type: none"> Support from HR 	Immediately	Ongoing	<ul style="list-style-type: none"> School administrators DL Coordinator 	<ul style="list-style-type: none"> Increased numbers of qualified applicants
4.1.2. <i>State recognition of DL teacher credentials.</i> Advocate with the Virginia Department of Education to recognize bilingual/DL teaching certificate and incentives for teachers to acquire them.	<ul style="list-style-type: none"> DL networks in VA 	Fall 2015	Ongoing until achieved	<ul style="list-style-type: none"> DL Coordinator 	<ul style="list-style-type: none"> Virginia recognition of bilingual/DL certificate
4.1.3. <i>University partnerships.</i> Develop partnerships with local universities/ teacher preparation programs for student teacher internships in ACPS DL Schools and for possible recruitment. <ul style="list-style-type: none"> E.g., attend university job fairs, national and local professional associations, conferences. 	<ul style="list-style-type: none"> Time - HR employment specialist 	Spring 2015	Ongoing	<ul style="list-style-type: none"> DL Coordinator and HR 	<ul style="list-style-type: none"> Increased numbers of student teacher interns in DL classrooms Increased numbers of qualified candidates from partner universities
4.1.4. <i>Bilingual Staffing.</i> As attrition occurs, hire bilingual staff (including administrators, coaches, SPED, TAG, Encore, library and support staff with the goal of all staff who serve the DLP being bilingual.	<ul style="list-style-type: none"> Support from HR 	Ongoing	Ongoing	<ul style="list-style-type: none"> School administrators DL Coordinator 	<ul style="list-style-type: none"> Increased numbers of bilingual staff

Goal 4.1: Hire the most qualified Dual Language staff possible and create an environment that motivates and retains them (ACPS 2020 3.1).					
Tasks / Action Steps	Resources / Materials Needed	Timeline		Person Responsible	Evidence of Success
		Start	End		
4.1.5. <i>Teacher Recruitment.</i> Disseminate DL job postings through a variety of networks (local and national universities with Bilingual/DLPs, Professional Associations, listservs). (For example, IL, NC, DE, TX NY have strong bilingual/DL education initiatives.)	<ul style="list-style-type: none"> Support from HR employment specialist Funding (shared funding between IR & HR) 	Immediately	Ongoing	<ul style="list-style-type: none"> School administrators DL Coordinator 	<ul style="list-style-type: none"> Increased numbers of qualified candidates for DL positions
4.1.6. <i>DL substitutes.</i> Develop strategies to recruit bilingual (Spanish/ English) substitutes who can support learning in both languages. <ul style="list-style-type: none"> Create and maintain a list of qualified bilingual substitutes. Add information about DL to the substitute orientation. Add a question to the summer substitute survey to ask about proficiency in Spanish. 	<ul style="list-style-type: none"> Support from HR to prepare survey question and list of Spanish-speaking subs Add information to the sub handbook and orientation about subbing in a DL classroom. 	Spring 2015	Ongoing	<ul style="list-style-type: none"> HR director School administrators and teachers DL Coordinator 	<ul style="list-style-type: none"> An increase in the bilingual substitute pool. More substitutes work in the language of instruction, as evidenced by classroom walkthroughs.

Goal 4.1: Hire the most qualified Dual Language staff possible and create an environment that motivates and retains them (ACPS 2020 3.1).					
Tasks / Action Steps	Resources / Materials Needed	Timeline		Person Responsible	Evidence of Success
		Start	End		
<p>4.1.7. <i>Staff retention.</i> Develop and implement incentives for teacher retention.</p> <ul style="list-style-type: none"> Plan professional development and leadership opportunities, including higher education opportunities. Define criteria and provide incentives for master DL staff, e.g., public recognition, PTA ceremony, release time. Consider providing an additional stipend for staff who meet criteria for qualified Spanish DL teachers and include this incentive in the job description. Support monolingual English-speaking staff to enroll in Spanish language courses. 	<ul style="list-style-type: none"> Support from Professional Learning Office Funding for Professional Learning, higher education opportunities and Spanish classes for adult staff Funding and support from School Board for wage incentive 	Spring 2015	Ongoing	<ul style="list-style-type: none"> School administrators DL Coordinator 	<ul style="list-style-type: none"> Reduced DL teacher attrition rates
<p>4.1.8. <i>DL staff evaluation.</i></p> <ul style="list-style-type: none"> Ensure staff evaluations are performed by personnel who are familiar with DL education. Develop a set of DL “look-fors” to be used in conjunction with the ACPS performance standards. Introduce the DL “look-fors” to DL teachers at the beginning of each year and post them to Blackboard. 	Administrators knowledgeable about DL	August 2015	Ongoing	School administrators	<ul style="list-style-type: none"> Written list of “look fors” posted to Blackboard and presented at Fall DL Orientation

Goal 4.2: Foster a culture in which professionals collaborate closely to share knowledge, skills and best practices aimed at improving student academic achievement, language and literacy in Spanish and English (ACPS 2020 3.2).						
Tasks / Action Steps	Resources / Materials Needed	Timeline		Person Responsible	Evidence of Success	
		Start	End			
4.2.1. <i>Professional Learning Communities (PLCs).</i> Each school will develop a strategy to achieve an effective collaborative professional environment (ACPS 2020 3.2.1) <ul style="list-style-type: none"> Formation of DL professional learning communities (PLCs)². 	<ul style="list-style-type: none"> Time in each school’s master calendar for PLCs to meet Professional development to support effective PLCs 	September 2015	Ongoing	<ul style="list-style-type: none"> School administrators DL coaches 	<ul style="list-style-type: none"> A structure and a process for the formation of PLCs at each school. 	
4.2.2. <i>Time and structural support for collaboration.</i> Each school will enhance time available to teachers to reflect on their own practice and to plan in collaboration with colleagues (ACPS 2020 3.2.2). <ul style="list-style-type: none"> Institute supports and a regular block of time for collaborative team planning for DL teachers at each site and across sites. Provide support and clear expectations for collaboration between DL teachers and ELL and SPED teachers. 	<ul style="list-style-type: none"> Regularly scheduled time for team planning Professional Learning and coaching to train and model collaborative planning for DL Written guidance to support collaboration between DL teachers and ELL and SPED teachers. 	August 2015	Ongoing	<ul style="list-style-type: none"> School administrators DL coaches 	<ul style="list-style-type: none"> Written guidance and coaching to support collaborative planning between teacher partners. Improved collaborative planning between partner teachers with support from DL coach, evidenced by collaboratively developed lesson plans 	

² A professional learning community (PLC) is an extended learning opportunity to foster collaborative learning among colleagues within a particular work environment or field. It is often used in schools as a way to organize teachers into working groups. (Wikipedia) ASCD notes that “the professional learning community model flows from the assumption that the core mission of formal education is not simply to ensure that students are taught but to ensure that they learn. This simple shift—from a focus on teaching to a focus on learning—has profound implications for schools.” See Richard DuFour, [What is a Professional Learning Community?](#)

Goal 4.2: Foster a culture in which professionals collaborate closely to share knowledge, skills and best practices aimed at improving student academic achievement, language and literacy in Spanish and English (ACPS 2020 3.2).

Tasks / Action Steps	Resources / Materials Needed	Timeline		Person Responsible	Evidence of Success
		Start	End		
<p>4.2.3. <i>Peer observations.</i> As a part of the PLC process, provide opportunities for teachers and administrators to conduct peer observations (ACPS 2020 3.2.2). For example, once the PLC identifies a dilemma or area of focus, arrange for teachers to observe a peer who has effectively addressed this focus area.</p>	<ul style="list-style-type: none"> Classroom coverage for observing teachers Establish an observation structure and desired outcomes 	August 2015	Ongoing	<ul style="list-style-type: none"> School administrators DL coaches 	<ul style="list-style-type: none"> Shift in instructional practices as teachers begin to use instructional moves they have observed.

Goal 4.3: Expand professional learning opportunities that address assessed needs of staff and that provide teachers and other staff members with multiple opportunities for improving their individual effectiveness in supporting the program goals and philosophy (ACPS 2020 3.3).

Tasks / Action Steps	Resources / Materials Needed	Timeline		Person Responsible	Evidence of Success
		Start	End		
<p>4.3.1. <i>Needs assessment.</i> Ascertain the professional learning needs of relevant staff (teachers, administrators, parent liaisons, specialists, support staff, office staff) at each site.</p>	<ul style="list-style-type: none"> Professional Learning Evaluation Survey Classroom walkthroughs Time to design instruments and analyze data 	May – June 2015	annually by June	<ul style="list-style-type: none"> DL Coordinator School administrators 	<ul style="list-style-type: none"> Analysis of Professional Learning evaluations, surveys, and walkthroughs
<p>4.3.2. <i>DL Professional learning plan.</i> Prepare a 3-tier developmental Professional Learning plan, customizable to site-based needs and differentiated for staff at differing levels of experience and expertise (see draft outline below).</p>	<ul style="list-style-type: none"> Dedicated planning time 	July 2015	August 2015	<ul style="list-style-type: none"> School administrators DL Coordinator 	<ul style="list-style-type: none"> Developmental Professional Learning Plan

Goal 4.3: <i>Expand professional learning opportunities that address assessed needs of staff and that provide teachers and other staff members with multiple opportunities for improving their individual effectiveness in supporting the program goals and philosophy (ACPS 2020 3.3).</i>					
Tasks / Action Steps	Resources / Materials Needed	Timeline		Person Responsible	Evidence of Success
		Start	End		
4.3.3. <i>Professional learning videos.</i> Explore ways to expand the ACPS professional learning videos to include topics relevant to DL education.	<ul style="list-style-type: none"> Support from Professional Learning 	August 2015	Ongoing	<ul style="list-style-type: none"> DL Coordinator DL coaches 	<ul style="list-style-type: none"> Developmental Professional Learning Plan outlining teachers to be videotaped and lesson focuses Videos of DL classrooms posted on Professional Learning site
4.3.4. <i>Implement professional learning plan.</i> Provide ongoing, job-embedded Professional Learning targeting site-based instructional needs (different schools, different areas of need).	<ul style="list-style-type: none"> Funding Presenters/educator models Other expertise: purposeful visit surrounding schools 	Spring 2015	Ongoing	<ul style="list-style-type: none"> School administrators DL coaches DL Coordinator 	<ul style="list-style-type: none"> Walkthrough data showing increased use of targeted instructional strategies
4.3.5. <i>K-2 Project GLAD training.</i> Offer Tier 1 GLAD training to prepare teachers to shelter content and to integrate language into content.	<ul style="list-style-type: none"> Funding for Tier 1 training and follow-up 	Oct. 2015	June 2016	<ul style="list-style-type: none"> School administrators DL Coordinator 	<ul style="list-style-type: none"> Classroom walkthroughs documenting use of GLAD strategies
4.3.6. <i>Grades 3 – 5 Project GLAD training.</i> Train Grades 3-5 teachers.	<ul style="list-style-type: none"> Funding for Tier 1 training and follow-up 	Spring 2016	August 2016	<ul style="list-style-type: none"> School administrators DL Coordinator 	<ul style="list-style-type: none"> Classroom walkthroughs documenting use of GLAD strategies

Goal 4.3: Expand professional learning opportunities that address assessed needs of staff and that provide teachers and other staff members with multiple opportunities for improving their individual effectiveness in supporting the program goals and philosophy (ACPS 2020 3.3).					
Tasks / Action Steps	Resources / Materials Needed	Timeline		Person Responsible	Evidence of Success
		Start	End		
<p>4.3.7. <i>In-house Project GLAD trainers.</i> In coordination with PL and HR, develop and implement a plan to prepare at least two teachers from each site to become ACPS division-wide Project GLAD trainers. Explore options for funding and structuring the trainer positions.</p> <ul style="list-style-type: none"> • <u>Option A:</u> 1 FTE DL GLAD coach to support both schools (.5 each). (Others will serve as assistants and backups in case of attrition.) • <u>Option B:</u> Pay stipend to teachers + release time for planning and training. 	<ul style="list-style-type: none"> • Funding for GLAD Tiers 2 and 3 training for 4 future trainers (2 trainers and 2 backups) • Funding for salaries/stipends for 2 ACPS GLAD trainers • Develop an agreement between ACPS and trainers to include responsibilities and incentives. 	July 2014	August 2017	<ul style="list-style-type: none"> • School administrators • DL Coordinator 	<ul style="list-style-type: none"> • Two teachers from each site obtain GLAD Tier III Certification • Documentation of training provided by ACPS GLAD trainers
<p>4.3.8. <i>Coaching.</i> Provide ongoing, job-embedded coaching that is tied to the tiered professional learning plan.</p>	<ul style="list-style-type: none"> • Professional learning for coaches • Regular walkthroughs by coaches • DL professional learning evaluations 	Ongoing	Ongoing	DL coaches (walkthroughs) DL coordinator (survey)	<ul style="list-style-type: none"> • Walkthrough data and survey self-report data from teachers showing increased use of targeted instructional strategies

Draft Dual Language Teacher Professional Learning Tiers^{3 4}

All DL teachers will receive training and will participate in **Professional Learning Teams** that will select a focus each year aligned with the school professional learning plan.

Each individual teacher will complete three levels of DL Professional Learning over a 3-5 year period from the hire date. Each year, individual teachers will pick one strand to pursue over the course of the year.

Level 1

*Dual Language 101: (Overview, theory & research, program design and implementation, and advocacy)
 Spanish for Educators Level I (for staff who are not yet proficient in Spanish)
 Biliteracy Instruction Part I
 Introduction to Dual Language Curriculum and Resources

Level II

Spanish for Educators Level II
 Biliteracy Instruction Part II
 GLAD Tier I
 Dual Language Assessment and Progress Monitoring

Level III

Spanish for Educators Level III
 Cultural Competence
 Biliteracy Curriculum Development
 Using student data to plan and modify Dual Language instruction

“Rather than structuring [professional learning] on district needs, engage people in freely following their own interests. If you thirst for an innovative culture focused on student achievement, begin the process of transitioning to [Professional Learning Communities \(PLC's\)](#). To take it a step further, model and encourage your staff to form their own [Personal Learning Network \(PLN\)](#). Then step back, give up some control, and watch your staff thrive as their passion fuels a transformation of the teaching and learning culture at your school.” (<http://www.edutopia.org/blog/principals-leadership-eric-sheninger>)

³ Adapted from Houston ISD Dual Language Implementation Handbook <http://www.houstonisd.org/Page/106558>

⁴ This plan will be coordinated with the Professional Learning Office and included in the ERO catalog.

5. FAMILY AND COMMUNITY

Rationale for this strand:

Parent involvement is a key factor in any educational program. DLPs must ensure that family engagement is equitable and addresses the needs of both program populations, including those who speak English at home and those who speak Spanish or other languages at home. Families who are culturally and linguistically diverse tend to perceive DLPs as more inclusive than other programs, but challenges remain. Parents who are low-income, immigrants, and members of racial minority groups often feel lower levels of trust and higher levels of discrimination and alienation. Staff in two-way programs must be particularly responsive to families from minority groups to ensure equity and to reduce the perception that English-speaking families dominate meetings to the exclusion of families who do not speak English at home. Effective DLPs are proactive in creating a welcoming school environment in which both program languages are promoted, and where all parents feel a valued part of the community. The bilingual parent liaison plays a crucial role in assessing the needs of the community and planning educational programs to address these needs (Howard, Sugarman, Lindholm-Leary & Rogers, 2007). Finally, DLPs require strong family and community support and must implement an advocacy plan to garner such support from diverse stakeholders (Hamayan, Genesee & Cloud, 2013).

ACPS 2020 Goal 2. Family and Community Engagement:

ACPS will partner with families and the community in the education of Alexandria's youth.

Goals:

- 5.1. *Establish an atmosphere of mutual trust and respect to ensure effective communication in the Dual Language program, enhanced engagement with families, and culturally responsive relationships (ACPS 2020 2.2).*
- 5.2. *Collaborate with families and community members in the ongoing development of the Dual Language program (ACPS 2020 2.1, 2.3).*
- 5.3. *Implement an advocacy plan to ensure ongoing support from the community, School Board, and State (ACPS 2020 2.5).*

Goal 5.1: <i>Establish an atmosphere of mutual trust and respect to ensure effective communication in the Dual Language program, enhanced engagement with families, and culturally responsive relationships.</i>					
Tasks / Action Steps	Resources / Materials Needed	Timeline		Person Responsible	Evidence of Success
		Start	End		
5.1.1. <i>Assess parent needs.</i> <ul style="list-style-type: none"> Assess the extent to which parents understand the objectives, goals and tenets of the DL program and allow them to express questions or concerns they have (e.g., through an annual survey, focus groups, staff interviews, etc.). Include questions about what parents want to know more about. Include the results of the parent needs assessment in the annual DL report. 	<ul style="list-style-type: none"> Input from parent liaisons, stakeholder representatives and Accountability Office Creation, reproduction and translation of surveys Telephone and in-person assistance for Spanish-speaking parents to help them complete surveys Data processing and analysis 	May/June 2015	Administered annually in May/June Report emitted annually in September	<ul style="list-style-type: none"> DL Coordinator 	<ul style="list-style-type: none"> Report of survey results
5.1.2. <i>Enrollment process.</i> <ul style="list-style-type: none"> Develop school division guidelines for eligibility, recruitment, enrollment and retention of students in the DLP. Ensure equal access to interested families in the community while seeking a balance between Spanish- and English-speaking students. Determine a process for placement once capacity is full at one or both schools. 	<ul style="list-style-type: none"> Input from stakeholder representatives (parent liaisons, parents, teachers, school and district admins) 	(PRIORITY) January 2015	October 2015	<ul style="list-style-type: none"> Handbook Committee 	<ul style="list-style-type: none"> Completed section in DL Handbook Guidelines posted on DL Web page

Goal 5.1: <i>Establish an atmosphere of mutual trust and respect to ensure effective communication in the Dual Language program, enhanced engagement with families, and culturally responsive relationships.</i>					
Tasks / Action Steps	Resources / Materials Needed	Timeline		Person Responsible	Evidence of Success
		Start	End		
5.1.3. <i>DL Handbook.</i> Develop and disseminate a DL Handbook (and make available on the website in all languages spoken in the two DL schools). Include guidance for: <ul style="list-style-type: none"> • Benefits and assumptions of DL • Eligibility • Registration • Expectations for families/expectations for school • Helping your child with homework • Students with special needs in DL (Special Education, TAG) • Who to contact • References/websites of interest 	<ul style="list-style-type: none"> • Funds for reproduction and translation 	January 2015	December 2015	<ul style="list-style-type: none"> • Development: Handbook Committee • Dissemination: DL Coordinator to Schools and School Principals to parents and staff 	<ul style="list-style-type: none"> • Completed DL Handbook disseminated
5.1.4. <i>DL Brochure.</i> Develop a brochure written in parent-friendly language. Include: <ul style="list-style-type: none"> • What is Dual Language? • ACPS Program Model • How to apply • Who to Contact 	<ul style="list-style-type: none"> • Funds for reproduction and translation 	September 2015	December 2015	<ul style="list-style-type: none"> • DL Coordinator in collaboration with parent liaisons 	<ul style="list-style-type: none"> • Completed brochure

Goal 5.1: Establish an atmosphere of mutual trust and respect to ensure effective communication in the Dual Language program, enhanced engagement with families, and culturally responsive relationships.					
Tasks / Action Steps	Resources / Materials Needed	Timeline		Person Responsible	Evidence of Success
		Start	End		
<p>5.1.5. <i>DL website.</i> Review and update the ACPS DL website to reflect the district-wide vision, mission and goals of DL.</p> <ul style="list-style-type: none"> • Include a link to the DL Parent Handbook, the DL Kindergarten Orientation PowerPoint, and a page listing resources parents can access to support their child's language development and academic learning in Spanish as well as things potential parents should consider before enrolling their child in DLP. • Publish the website in Spanish and English. • Periodically update the website with news, registration dates, links, and useful tools. • Align and link the Mount Vernon and John Adams web pages to the Division DL web page. 	<ul style="list-style-type: none"> • Support from Communications Office • Input from DL Leadership Committee 	April 2015	December 2015 Ongoing updates as needed	<ul style="list-style-type: none"> • DL Coordinator 	<ul style="list-style-type: none"> • Updated web page
<p>5.1.6. <i>Parent education.</i> Continue to involve parent liaisons, school counselors, social workers, psychologists and school nurses in planning workshops for both English-speaking families and families who speak another language at home.</p>	<ul style="list-style-type: none"> • Support from FACE: <ul style="list-style-type: none"> ○ Flyers developed/ disseminated ○ Food ○ Transportation ○ Childcare • Support from PTA 	Ongoing	Ongoing	<ul style="list-style-type: none"> • School parent liaisons 	<ul style="list-style-type: none"> • Increased attendance at workshops • Increase in homework completion • Increased percentage of parents call to inform the school about student absences
<p>5.1.7. <i>Teacher-parent communication.</i> Hold teachers accountable to communicate with parents about their child's progress.</p>	<ul style="list-style-type: none"> • Phone calls • Parent-teacher conferences • Classroom or grade level newsletters 	Ongoing	Ongoing	<ul style="list-style-type: none"> • School administrators • DL Teachers 	<ul style="list-style-type: none"> • Increase in parent satisfaction on this item on the annual DL parent survey

Goal 5.2: Collaborate with families and community members in the ongoing development of the Dual Language program.					
Tasks / Action Steps	Resources / Materials Needed	Timeline		Person Responsible	Evidence of Success
		Start	End		
5.2.1. <i>Parent volunteer opportunities.</i> <ul style="list-style-type: none"> • Create an action plan to integrate family involvement into the curriculum. • Invite parents to present about their cultural heritages. • Bring speakers from the community to talk about the value of bilingualism in their careers. • Develop specific suggestions/ideas for teachers and parents as to how families can be involved in the classroom where appropriate. 	<ul style="list-style-type: none"> • Willingness of parents/community members to volunteer • Design and reproduction of a Certificate of Appreciation for volunteers 	Ongoing	Ongoing	<ul style="list-style-type: none"> • School administrators • DL Coaches • Parent Liaisons • DL teachers 	<ul style="list-style-type: none"> • Log of parent involvement
5.2.2. <i>Family engagement.</i> <ul style="list-style-type: none"> • Ensure each school has a plan to increase and sustain the engagement of families who speak languages other than English. 	<ul style="list-style-type: none"> • Support from FACE Center 	Fall 2015	Updated annually	<ul style="list-style-type: none"> • School administrators • Parent liaisons 	<ul style="list-style-type: none"> • Documentation of increased involvement of culturally and linguistically diverse families
5.2.3. <i>Parent leadership.</i> <ul style="list-style-type: none"> • Ensure permanent parent representation from both schools on the DL Leadership Committee. • As desired, each school may maintain a DL subcommittee of the PTA to provide parent input into implementation of the DLP as well as to communicate challenges. 	<ul style="list-style-type: none"> • Support from PTA • Parents willing to serve on the Committee 	Spring 2014	Ongoing	<ul style="list-style-type: none"> • DL Coordinator • School Administrators • Parent Liaisons 	<ul style="list-style-type: none"> • Monthly meeting notes • List of committee membership
5.2.4. <i>Secondary school-family partnerships.</i> <ul style="list-style-type: none"> • Work with secondary administrators to leverage the parent partnership efforts fostered in the elementary DLPs and to continue these initiatives in middle school. 	<ul style="list-style-type: none"> • Support from FACE 	Fall 2015	Spring 2017	<ul style="list-style-type: none"> • DL Coordinator • GWMS School Administrators • GWMS Parent Liaison 	<ul style="list-style-type: none"> • Monthly meeting notes • List of committee membership

Goal 5.3: Implement an advocacy plan to ensure ongoing support from the community, School Board, and the State.					
Tasks / Action Steps	Resources / Materials Needed	Timeline		Person Responsible	Evidence of Success
		Start	End		
5.3.1. <i>Advocacy needs assessment.</i> <ul style="list-style-type: none"> Analyze concerns and perspectives of various stakeholder groups and how they will be addressed: <ul style="list-style-type: none"> Parents DL Teachers Non-DL Teachers and staff School administrators District administrators Community School Board State entities 	<ul style="list-style-type: none"> Knowledge of stakeholder needs 	October 2015	June 2016 Update every 3 – 5 years as needed	<ul style="list-style-type: none"> DL Coordinator DL Leadership Committee 	<ul style="list-style-type: none"> Advocacy plan
5.3.2. <i>Advocacy plan.</i> Develop and implement advocacy strategies, e.g., <ul style="list-style-type: none"> media coverage DL newsletter DL web site social media public meetings invited speakers testimony at school board meetings field trips to other DLPs networking with advocacy groups conference attendance 	<ul style="list-style-type: none"> Funding and transportation for field trips and conferences Support from PTA 	Spring 2015	Ongoing Update plan as needed	<ul style="list-style-type: none"> DL Coordinator DL Coaches DL Leadership Committee 	<ul style="list-style-type: none"> Log of advocacy activities Documentation of changes in local and state policies to support DL and media coverage about the DLP Adequate and equitable funding for DLP approved by School Board
5.3.3. <i>School community.</i> At both schools, continue (or begin, as needed) to create awareness, positive attitudes and understanding of the DLP within the whole school community (students, families, and staff, including non-DL teaching staff.	<ul style="list-style-type: none"> Funds for fieldtrips to DL settings and activities that impact all strands at JAES and all of MVCS. support from PTA/FACE 	Fall 2015	Ongoing	<ul style="list-style-type: none"> School administrators DL Coaches Parent Liaison 	<ul style="list-style-type: none"> Learning plan for families Positive attitudes toward DLP as measured by annual DL Survey

Goal 5.3: Implement an advocacy plan to ensure ongoing support from the community, School Board, and the State.					
Tasks / Action Steps	Resources / Materials Needed	Timeline		Person Responsible	Evidence of Success
		Start	End		
5.3.4. <i>Community Organizations.</i> Conduct ongoing outreach to partner with community organizations (e.g., Dream Dog Foundation, Rec Center, Campaña, Kids' Club, Casa Chirilagua, Tenants and Workers, PTA, etc.).	<ul style="list-style-type: none"> Support from FACE 	Ongoing	Ongoing	<ul style="list-style-type: none"> Parent Liaisons 	<ul style="list-style-type: none"> Documentation of community partnership activities

DRAFT

REFERENCES

- Beeman, K., & Urow, C. (2013). *Teaching for biliteracy: Strengthening bridges between languages*. Philadelphia: Caslon.
- Escamilla, K. Hopewell, S., Butvilofsky, S., Sparrow, W., Soltero-Gonzalez, L., Ruiz-Figueroa, Olivia, & Escamilla, M. (2014) *Biliteracy from the start: Literacy squared in action*. Philadelphia: Caslon.
- Hamayan, E., Genesee, F., & Cloud, N. (2013). *Dual language instruction from A-Z: Practical guidance for administrators*. Portsmouth, NH: Heineman
- Howard, E. R., Sugarman, J., Christian, D., Lindholm-Leary, K. J., & Rogers, D. (2007). [*Guiding Principles For Dual Language Education*](#) (2nd ed.). Washington, DC: Center for Applied Linguistics.
- Lindholm-Leary, K.J. (2001). *Dual language education*. Avon, England: Multilingual Matters.
- Lindholm-Leary, K. J., & Howard, E. (2008). Language and academic achievement in two-way immersion programs. In T. Fortune & D. Tedick (Eds) *Pathways to bilingualism: Evolving perspectives on immersion education*. Avon, England: Multilingual Matters.
- Rogers, D. (2009). *Dual language non-negotiables*. Albuquerque, NM: Dual Language Education of New Mexico. Available: www.dlenm.org.
- Thomas, W. & Collier, C. (2012). *Dual language education for a transformed world*. Albuquerque, NM: Dual Language Education of New Mexico.