

Dual Language Recommendation



December 2018

2015 Recommendations for future

Continue to analyze data regarding student achievement and the transition to MS by investigating:

- 2-way immersion dual language
- the impact of co-teaching on CLDs
- data regarding language populations in our area
- our enrollment data for additional needs
- the national sense of urgency around the shift in focus from getting all kids to English proficiency to creating multilingual citizens.

Timeline presented for a recommendation

September through November 2018:

- Team to review research
- Team to learn from identified programs models that match in Demographics (Barrington 220, Glen Ellyn 41, and North Shore 112)

December 2018 - Recommendation for the 2019-2020 School Year

Timeline presented for a recommendation

September through November 2018:

- Team to review research
- Team to learn from identified programs models that match in Demographics (Barrington 220, Glen Ellyn 41, and North Shore 112)
- We reviewed and planned for every logistical detail necessary to make this successful.

**December 2018 - Recommendation for the 2019-2020
School Year**

July 2018

Dual Language Committee Purpose

To plan and prepare the answers to critical questions the Board and the Community will have regarding the implementation of a 2-way Immersion Dual Language program.



Contributing Committee Members

Katie Sheridan - DO, Curriculum

Lexi Robinson - CM, Math Coach

Jane Pedersen - DO, Ed Services

Julie Shaver - WG, Lit/Math Coach

Beth Dalton - DO, Human Resources

Laurel Diaz - CM, Biliteracy Teacher

Sam Miranda - DO, Facilities and Transportation

Katie Andrews - CM, Bilingual Interventionist

Meghan Bird - CM, Principal

Griselda Perales - CM, Biliteracy Teacher

Jenny Smith - WG, Principal

Abby Bolz - CM, Biliteracy Teacher

Angela Santucci - WG, Kindergarten Teacher

Lisa Zimmerman - CM, Biliteracy Teacher

Carly Kolpak - WG, LDC

Jessica Sanchez - Gonzalez - CM, Biliteracy Teacher

Shelly Scoville - WG, LDC

Ryan Zak - WL, LDC and Biliteracy Teacher

Gina Filippo - WG, Kindergarten Teacher

Jordan Myers - TG, Spanish Teacher

Clara Casas-May - CM, Biliteracy Teacher

Melissa Kumin - TG, Spanish Teacher

Louise Schmidt - CM, Literacy Coach

Dina Manka - Board of Education



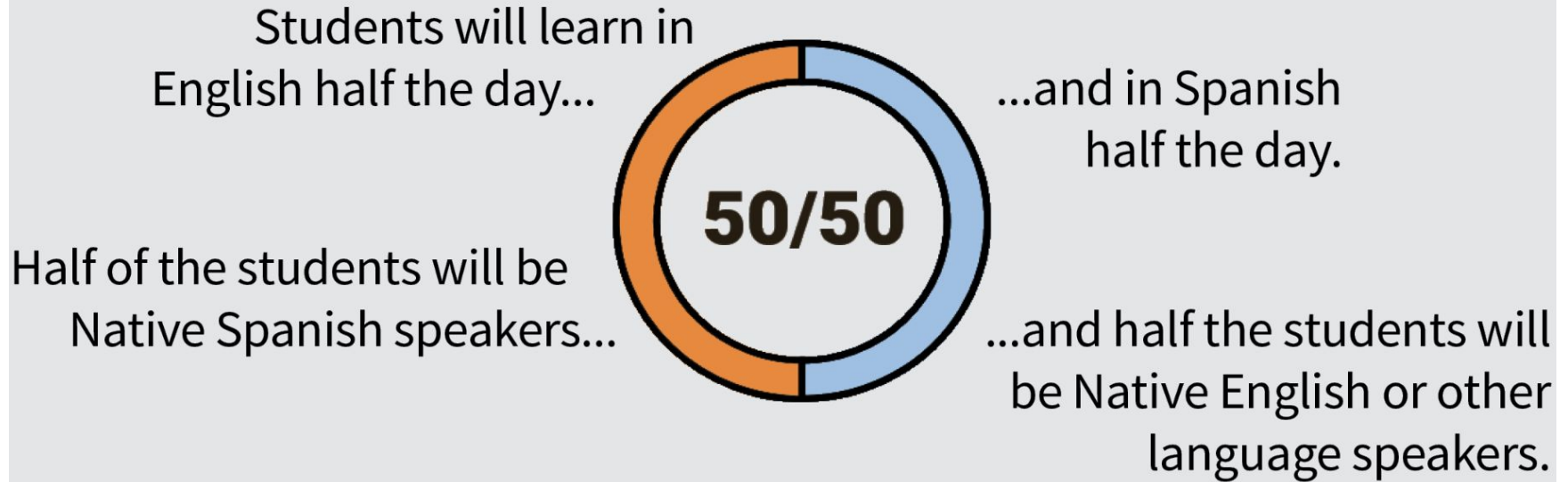
We **recommend** that we transition our Biliteracy (one-way dual language) program to a two-way **dual language program** at the **Kindergarten** level for the **2019-2020** school year.

Dual Language Defined

“Strictly structured and well-implemented dual language instruction across all subjects of the curriculum provides all students the opportunity to **develop a deep academic proficiency in two languages**, which will give them the tools to become highly-sought-after bilingual professionals in today's more globalized world.”



Dual Language Defined



- We are proposing a Spanish/English Dual Language Language program which is an effective approach to developing language proficiency and literacy in English and a partner language.
- Approximately 50% of the students in the classes would come from homes in which Spanish is spoken and approximately 50% of the class would have little to no experience with the Spanish language.
- All students will receive academic instruction in Spanish and English.
- 50% of the academic day would be delivered in Spanish and 50% of the academic day would be delivered in English.

Why?

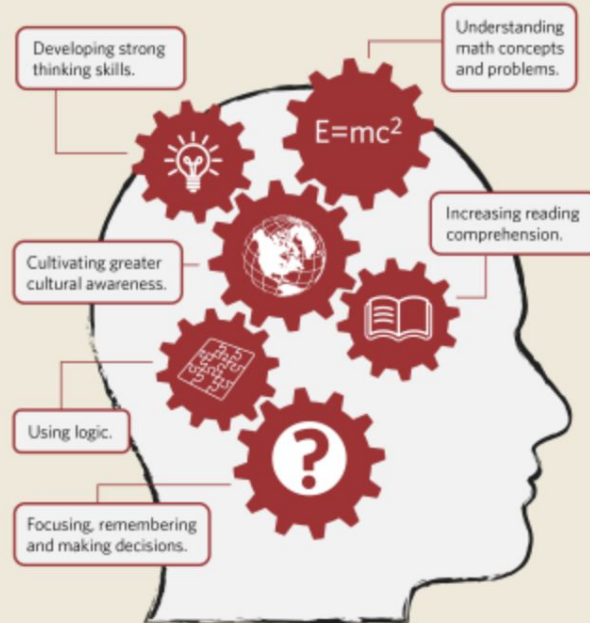
Increased...

- Cognition
- Reading Comp.
- Memory and focus
- Mental health
- Academic Performance
- Interculturalism
- Preparation for the future

Benefits of a **Bilingual Brain**

Spanish language immersion programs provide a unique and powerful opportunity to strengthen children's highest cognitive brain potentials through deliberate literacy development in two languages and authentic exposure to rich language experiences.

Research shows that **bilingual people** have an easier time with these key brain functions:



Mental Health

A multilingual brain is quicker, nimbler and more resistant to Alzheimer's and other forms of dementia.



Academic Performance

Students in dual language programs consistently outperform monolingual peers on state-mandated tests, regardless of demographic.



Preparation for the Future

Bilingual adults have several advantages over monolingual adults, including higher average salaries and greater career opportunities.

Why? From a Research Perspective

Program 1: Two-way developmental bilingual education (BE)

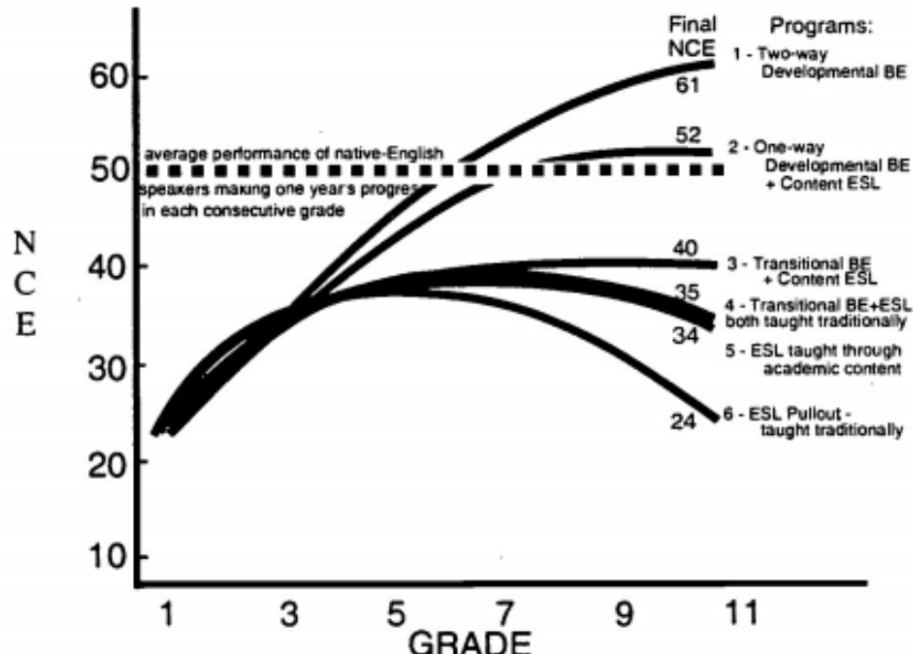
Program 2: One-way developmental BE, including ESL taught through academic content

Program 3: Transitional BE, including ESL taught through academic content

Program 4: Transitional BE, including ESL, both taught traditionally

Program 5: ESL taught through academic content using current approaches

Program 6: ESL pullout--taught traditionally



Why? From our Students' Perspective

2005-2006

- 1 self-contained 1st - 5th grade section.
- Serving about 4 students.

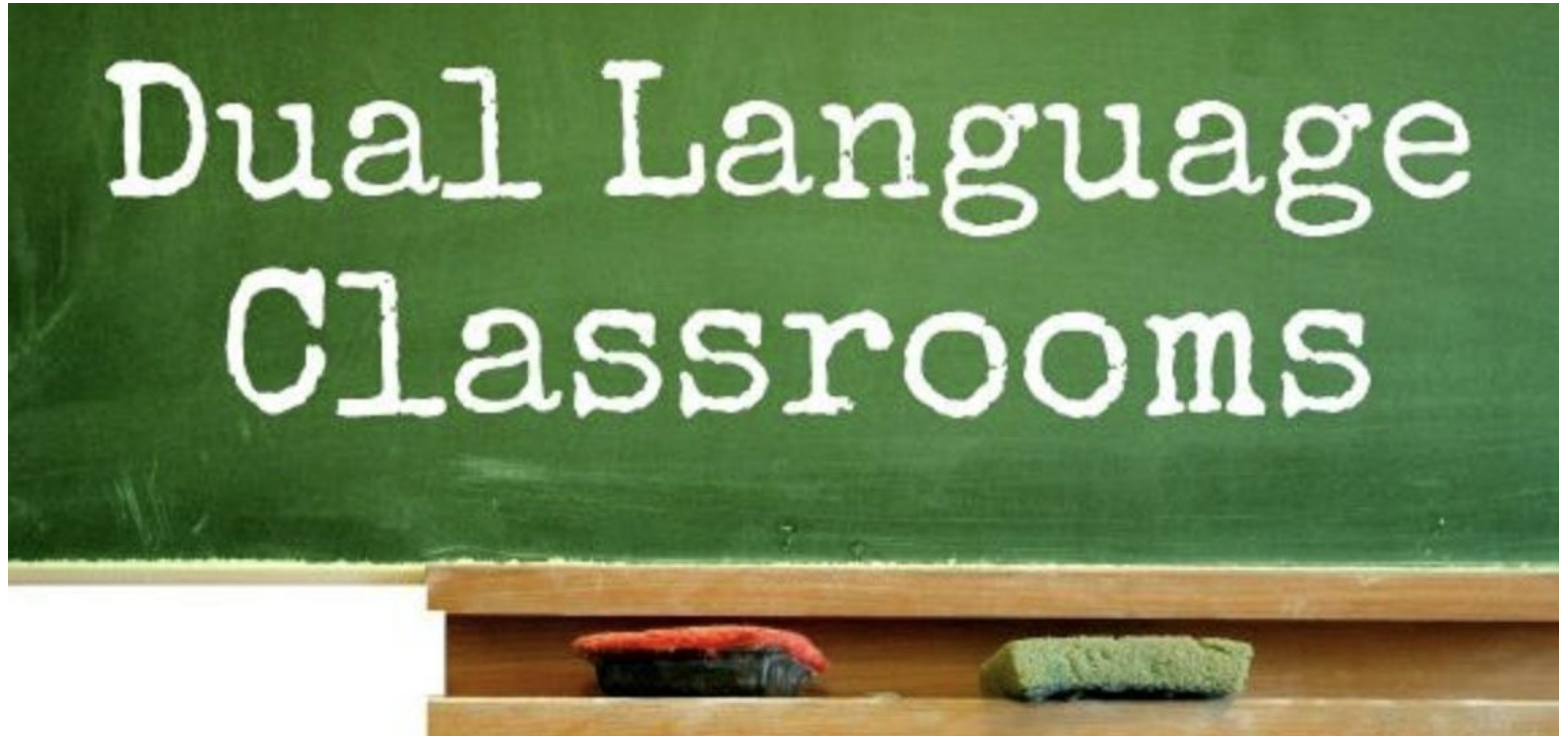
2018-2019

- 1 self-contained section of Biliteracy from Kindergarten-5th Grade complete with Spanish II Biliteracy for grade 6-8.
- Serving about 100 students.

Declining enrollment in Biliteracy at the elementary level as families opt for a more diverse experience knowing they have to give up Spanish Language Instruction.

Student feedback indicates, they are hoping for a more integrated experience with their peers.

**What would this look like in
2019-2020?**



Kindergarten Location - Willow Grove

We considered the need for co-teachers:

- to have access to grade level colleagues for collaboration.
- to regularly participate in kindergarten level professional learning.

We also considered:

- the available classroom space at WG and CM so as to not grow out of space.
- a consistent kindergarten experience for students including transportation which is provided for all students.



Who Will Be Involved?

Class A - 19 Students*

9 Spanish Speaking Students

10 Non-Spanish Speaking Students

-5 CM Students

-5 District Students

Teacher 1

Teaches in Spanish

Class B - About 19 Students*

9 Spanish Speaking Students

10 Non-Spanish Speaking Students

-5 CM Students

-5 District Students

Teacher 2

Teaches in English

Students switch classes half-way throughout the day

Kindergarten Schedule

In schedule design, research indicates a separation of languages is essential to the success of language development.

	Dual Language Class A	Dual Language Class B	Monolingual Classrooms
7:45-9:00			
9:00-9:05		Arrival/Unpack	
9:05-9:10			
9:10-9:15	Transition	Transition	Transition
9:15-9:20			
9:20-9:25			
9:25-9:30			
9:30-9:35	Specials 40 minutes	Specials 40 minutes	Intervention Block/Playful Learning 40 Minutes
9:35-9:40			
9:40-9:45			
9:45-9:50			
9:50-9:55			
9:55-10:00			
10:00-10:05			
10:05-10:10			
10:10-10:15	Math - Number Corner English 20 minutes	Math Spanish 45 minutes	Math - Number Corner English 20 minutes
10:15-10:20			
10:20-10:25			
10:25-10:30			
10:30-10:35			
10:35-10:40	Literacy English 45 minutes	Literacy Spanish 45 minutes	Literacy English 75 minutes
10:40-10:45			
10:45-10:50			
10:50-10:55			
10:55-11:00			
11:00-11:05			
11:05-11:10			
11:10-11:15	Science + Other English 25 minutes		
11:15-11:20			
11:20-11:25			
11:25-11:30			
11:30-11:35	Transition to Recess/Lunch	Transition to Recess/Lunch	Transition to Recess/Lunch
11:35-11:40			
11:40-11:45	Recess 20 minutes	Recess 20 minutes	Recess 20 minutes
11:45-11:50			
11:50-11:55			
11:55-12:00			
12:00-12:05	Lunch 20 minutes	Lunch 20 minutes	Lunch 20 minutes
12:05-12:10			
12:10-12:15			
12:15-12:20	Transition from Lunch	Transition from Lunch	Transition from Lunch
12:20-12:25			
12:25-12:30	Math Spanish 45 minutes	Math - Number Corner English 20 minutes	Literacy 15 minutes
12:30-12:35			
12:35-12:40			
12:40-12:45			
12:45-12:50			
12:50-12:55			
12:55-1:00		Literacy English 45 minutes	Math 45 minutes
1:00-1:05			
1:05-1:10			
1:10-1:15			
1:15-1:20	Literacy Spanish 45 minutes		
1:20-1:25			
1:25-1:30			
1:30-1:35			
1:35-1:40		Science + Other English 25 minutes	Science + Other 30 minutes
1:40-1:45			
1:45-1:50			
1:50-1:55			
1:55-2:00			
2:00-2:05			
2:05-2:10			
2:10-2:15	Intervention Block/Playful Learning 40 Minutes	Intervention Block/Playful Learning 40 Minutes	Specials 40 minutes
2:15-2:20			
2:20-2:25			
2:25-2:30			
2:30-2:35			
2:35-2:40	Pack-up/Dismissal		
2:40-2:45			
2:45-3:15	Collaborative Time		

Dual Kindergarten Schedule - Morning

	Dual Language Class A	Dual Language Class B	Monolingual Classrooms
7:45-9:00			
9:00-9:05	Arrival/Unpack		
9:05-9:10	Arrival/Unpack		
9:10-9:15	Transition	Transition	Transition
9:15-9:20	Specials 40 minutes	Specials 40 minutes	Intervention Block/Playful Learning 40 Minutes
9:20-9:25			
9:25-9:30			
9:30-9:35			
9:35-9:40			
9:40-9:45	Transition	Transition	Math - Number Corner English 20 minutes
9:45-9:50			
9:50-9:55			
9:55-10:00			
10:00-10:05			
10:05-10:10	Math - Number Corner English 20 minutes	Math Spanish 45 minutes	Math - Number Corner English 20 minutes
10:10-10:15			
10:15-10:20	Literacy English 45 minutes	Math Spanish 45 minutes	Literacy English 75 minutes
10:20-10:25			
10:25-10:30			
10:30-10:35			
10:35-10:40			
10:40-10:45	Science + Other English 25 minutes	Literacy Spanish 45 minutes	Literacy English 75 minutes
10:45-10:50			
10:50-10:55			
10:55-11:00			
11:00-11:05			
11:05-11:10	Transition to Recess/Lunch	Transition to Recess/Lunch	Transition to Recess/Lunch
11:10-11:15			
11:15-11:20			
11:20-11:25			
11:25-11:30			
11:30-11:35	Recess 20 minutes	Recess 20 minutes	Recess 20 minutes
11:35-11:40			
11:40-11:45			
11:45-11:50			
11:50-11:55			
11:55-12:00	Lunch 20 minutes	Lunch 20 minutes	Lunch 20 minutes
12:00-12:05			
12:05-12:10			
12:10-12:15			

Dual Kindergarten Schedule - Afternoon

11:30-11:35	Transition to Recess/Lunch	Transition to Recess/Lunch	Transition to Recess/Lunch	
11:35-11:40	Recess 20 minutes	Recess 20 minutes	Recess 20 minutes	
11:40-11:45				
11:45-11:50				
11:50-11:55				
11:55-12:00				
12:00-12:05	Lunch 20 minutes	Lunch 20 minutes	Lunch 20 minutes	
12:05-12:10				
12:10-12:15				
12:15-12:20				
12:20-12:25				
12:25-12:30	Math Spanish 45 minutes	Math - Number Corner English 20 minutes	Literacy 15 minutes	
12:30-12:35		Literacy English 45 minutes	Math 45 minutes	
12:35-12:40				
12:40-12:45				
12:45-12:50				
12:50-12:55				
12:55-1:00		Literacy Spanish 45 minutes	Science + Other English 25 minutes	Science + Other 30 minutes
1:00-1:05				
1:05-1:10				
1:10-1:15				
1:15-1:20				
1:20-1:25	Intervention Block/Playful Learning 40 Minutes	Intervention Block/Playful Learning 40 Minutes	Specials 40 minutes	
1:25-1:30				
1:30-1:35				
1:35-1:40				
1:40-1:45				
1:45-1:50				
1:50-1:55				
1:55-2:00				
2:00-2:05				
2:05-2:10				
2:10-2:15	Pack-up/Dismissal			
2:15-2:20				
2:20-2:25				
2:25-2:30				
2:30-2:35				
2:35-2:40	Collaborative Time			
2:40-2:45				
2:45-3:15				

Communication with Community

The background of the slide features a faint, stylized illustration of a diverse group of children of various ethnicities and ages holding hands in a circle, symbolizing community and unity.

- Be prepared with a Dg6 electronic flyer to be pushed out on 1/16, if approval is granted, including the Interest Form.
- Attend Kindergarten Pre-Registration Nights to share information and the Interest Form: 1/17 and 1/23.
- Host 2 parent nights to educate interested families: 2/6 and 2/12.

Lottery Timeline

- **January 16** - Electronic flyer is shared with our families. Interest forms which enters the student's name into the lottery are available.
- **January 17 and 23** - Kindergarten pre-registration nights are hosted and representatives will be at WG to answer questions for parents.
- **February 6 and 12** - Dual Language parent education evening are hosted.
- **March 22** - Interest forms are due on or before this date.
- **April 4** - We will host an in person lottery drawing at WG.
- **April 8** - Confirmation emails will be sent to parents with statement of commitment to the program.
- **April 18** - Family Commitment to Dual Language is due. Waitlist procedures will commence if needed.

Lottery Details

Spanish Language Experience
Lottery

18 Students

*Has experience with Spanish
in the home.



If a lottery is needed students are assessed with a language proficiency tool. If their skills indicate they qualify for language services, they will be entered into the Spanish Experience Lottery. If their skills do not require language services, they will be entered into either the Host School or District Lottery.

Host School Lottery
Country Meadows

10 Students

*Has little to no experience
with Spanish.



Host school students who are not selected will be placed on a Host School Waiting List based on the order in which their names were drawn in the Host School Lottery.

District-Wide Lottery
Ivy Hall, Kildeer, and Prairie

10 Students

*Has little to no experience
with Spanish.



District-wide students who are not selected will be placed on a Host School Waiting List based on the order in which their names were drawn in the Host School Lottery.

What next?

2019-2020

-Kindergarten Biliteracy transitions to Dual Language. 1st-5th Grade Biliteracy classes remain the same.

-B-PAC will be expanded

- Continually review the benefits of the program
- Gather feedback from the parents.
- Support one another as the grade levels expand.

-Plan for 1st Grade implementation:

- Position Co-Teachers
- Buses
- Academic Schedule

2020-2021

Our inaugural class will move to CM for 1st Grade.

The K/1st grade dual language teachers will form a job-alike for collaboration.

Parents will continue to be educated through our growing B-PAC

By 2025-2026

We will be prepared for our inaugural class to move to WL.

Have not made decisions about what middle school programming will look like but intend to return to the Board with a plan closer to implementation.

We do commit to increasing the percentage of Spanish Language instruction at the middle school level.

Continue Collaboration with SHS

What questions do you have?

