

Update on the Dual Language Immersion, (DLI) Program Master Plan

Elisabeth Harrington, Supervisor of World Languages
Wendy Bermúdez, World Languages Specialist
Jonathan Turrisi, Director of Strategic Planning
October 26, 2021





The Inception of the DLI Program in APS

- **The first program founded in 1986** at Key Elementary
- **The program expanded** within the district
 - 1992, DLI was implemented at Oakridge and Abingdon
- **APS grew the Dual Language pathway**
 - 1991 Williamsburg Middle School
 - 1997 Middle school program moved to Gunston
 - 2000 Wakefield High School (K-12 pathway)
- **APS replicated Key School** in 2003 by consolidating Oakridge and Abingdon into **Claremont Immersion School** serving the Western part of Arlington.

Outcomes for Today's Meeting

- Understand our APS DLI history
- Learn about our work to date
- Review research findings on DLI and two different models
- Understand Task Force vision of how we strengthen APS DLI





Why is APS Engaging in a Visioning Process for Immersion?

- Typically, Dual-Language Immersion (DLI) programs engage in a visioning process every five years
- APS Policy A-6.31-Accountability & Evaluation states that APS programs undergo a program evaluation
- The APS program evaluation for World Languages was completed in February 2021 and includes data to inform this visioning process



Goals of the Visioning Process

- Conduct an inclusive and collaborative process
- Ensure biliteracy and bilingualism
- Align curriculum framework
- Adopt curricular resources for Spanish language arts
- Ensure equity and access
 - Close the achievement/opportunity gap
 - Address areas of under-representation
- Develop long-range plans
- Recruit and retain diverse staff



Timeline

Date	Activity
January 2021	Meetings with DLI staff, immersion community
February 2021	World Languages Program evaluation presented to School Board
Winter-Spring 2021	Internal work with DLI staff K-12
Spring-Fall 2021	Formation and work of Task Force
January 2022	School Board presentation on Master Plan
TBD	Implementation begins with Kindergarten

Work to Date with DLI Staff

- Planning Meetings with Principals, Office of Planning and Evaluation, Office of Academics
- Program Evaluation (2021)
- Professional learning for all DLI Teachers and Administrators
- Research reviewed
- DLI Task Force
- Shared update with Superintendent

Task Force Collaborative Process

**June
2**

**August
23 & 24**

**September
20 & 21**

**October
18**

**November
1**

**December
7**

**January SB
Presentation**

Purpose of the DLI Task Force: Program Design

A district and community-based group charged with the review, redesign, and recommendations of an instructional program.

The Task Force:

- Has a beginning and end with deliverables
- Incorporates dedicated internal stakeholders at the school, district office, and community levels
- Is charged with creating a Master Plan that is district-reviewed and School Board-approved

The Task Force is not:

- A district advisory, like the WLAC or ACTL
- It is not an independent group advising the district
- It is not an oversight committee

Elementary Schools

Claremont

Jessica Panfil, Principal

Denise Santiago, Assistant Principal

Teacher: Spanish side

Claudia Delgadillo

Teacher: English side

Anna Engelbrecht

Key

Marleny Perdomo, Principal

Meg Enriquez, Coach

Teacher: Spanish side: Esmeralda
Alomia

Teacher: English side

Jeremy Sullivan

Secondary Schools

Gunston

Dena Gollopp, Principal Designee & Coach

Daniel Ríos, Teacher: social studies

Nadia Robles, Teacher: Science

Megan Stetson, Teacher: special education

Wakefield

Frances Lee, former Assistant Principal

Dr. Ana Muñoz-Gonzalez, Teacher: science

Central Office and Community Liaisons

Syphax

Kati Costar, Specialist: Office of English Learners

Elisabeth Harrington, Supervisor of World Languages

Wendy Bermúdez, World Languages Specialist

Carolyn Jackson, Supervisor of Office of Equity and Excellence

Sarah Putnam, Director of Curriculum and Instruction

Jonathan Turrisi, Director, Planning and Evaluation

Community

Cristina Diaz-Torres, School Board member

Adriana McQuillan, World Languages Advisory Committee Chair

Claremont PTA:

Marisol Rocha

Melissa Schwaber

Key PTA:

Erin Freas-Smith

Natalie Hardin

Gunston PTA:

Lyzbeth Monard

Jenny Rizzo

Wakefield PTA:

Cynthia Cocuesta

Cuttier

Bill Gillen

Community Engagement

- Letter from PTA parents
- Virtual Community Meetings
 - January 2021- Elementary DLI community (joint Claremont/Key PTA meeting)
 - Oct. 26, 2021 - DLI community
- Updates shared with DLI community in Spring 2021 via School Talk
- Updates on process provided on the Engage Page, including answers to Frequently Asked Questions:
 - <https://www.apsva.us/engage/ipp/immersionvisioning/>

Community Engagement

How can I provide feedback in this process?

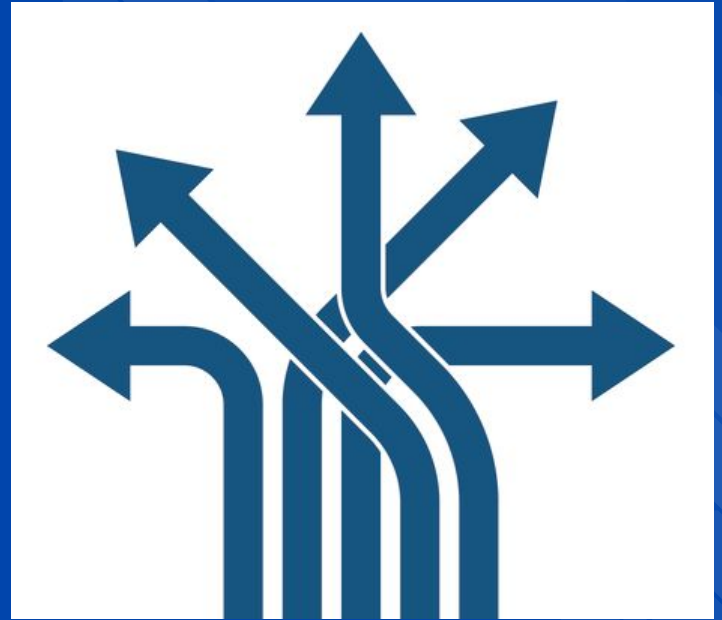
Questions and feedback can be sent to:

- Engage@apsva.us
- Parent representatives on the Task Force

Work with DLI Revisioning Task Force

- **Program Structure:** partial or full immersion and additional classes at the high school level
- **Staffing**
- **Marketing**
- **Assessment and accountability**
- **Instructional materials**
- **Professional Learning**

Program Structure: K-12 Course offerings and Pathways



Variations in Two-Way Program Models

Where we are

50/50 Programs

Partial Immersion programs for English speakers and target language speakers.

Simultaneous Bilingual Program where all students learn to read in both languages at the same time.

Studies demonstrate that **English speakers in DLI outscore their English speaking counterparts in a monolingual program by 5th grade in English proficiency levels.**

Native Speakers (ELs) in DLI achieve higher levels of academic achievement in English as compared to their peers in EO programs.

Studies also demonstrate that **Spanish proficiency levels are not as strong** in students in 50/50 programs compared to students in 90/10.

Where we want to be

90/10 (80/20) Programs

Early full immersion programs for English speakers and target language speaking students

Sequential bilingual program where students learn to read in the target language first and add on English reading

Early foundation in Spanish reading leads to stronger Spanish skills in the upper elementary levels

Students demonstrate **strong academic skills in both languages** by 7th and 8th grades closing the academic gaps between English and Native Language (ELs) speakers



Staffing



Staffing

Where we are

Recruitment:

- targeted states
- Job fairs
- University visits

Where we want to be

- Intentional hiring of bilingual/biliterate staff in anticipation of full Immersion roll-out (including SpEd and RTGs)
- Working with Embassies
- Securing International candidates (Visas)
- Hire a DLI Coordinator
- Hire elementary Spanish reading specialists

Marketing



Marketing

DLI Task Force discussed Marketing at the October 18 meeting

Where we are

- Video
- Brochure
- Program markets itself
- Linguistically balanced classrooms

Where we want to be

- Linguistically balanced classrooms
- EL Families/benefits of program
- Increase underrepresented populations

Core Materials



Core Materials for SLA

DLI Task Force will be discussing the need for core materials

Where we are

K-5

- Curriculum framework English/Spanish
- District-provided reading resources
- Lucy Calkins Writing

K-2

- Supplemental resources

Middle School

- Spanish textbook, readers, teacher created units, district resources

High School

- Teacher created units, readers, district resources

Where we want to be

- Core Spanish program aligned to standards and research in Spanish
- Acceleration materials for essential skills
- Reinforcement/Supplemental

Assessment and Accountability



Assessment and Accountability

Where we are

- Need for:
 - System-wide Spanish reading and writing assessments
 - Accountability for our Program outcomes
- STAMP: world language proficiency test; not an effective measurement for DLI programs

Where we want to be

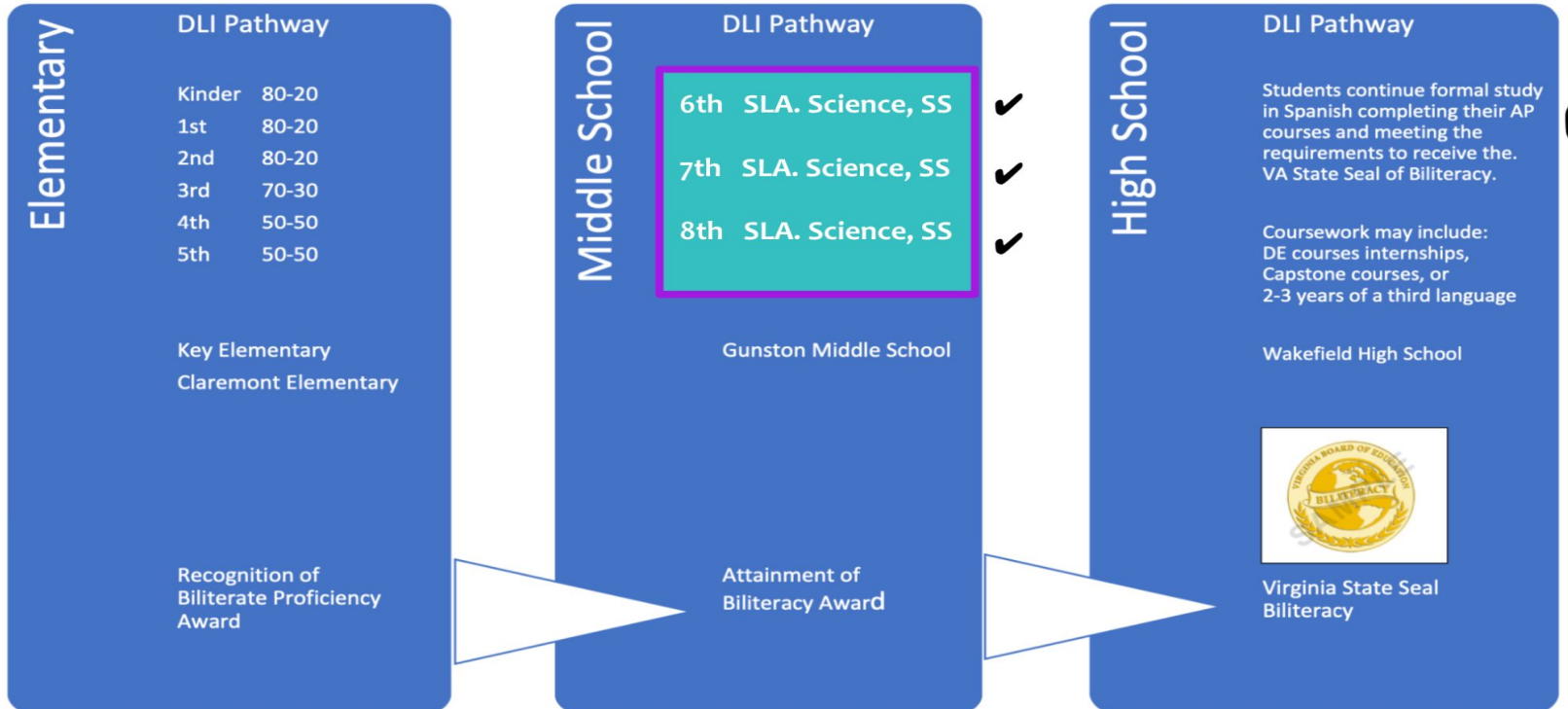
- Full immersion at the lower grades with common assessments
- Tools for progress monitoring
- Standardized assessments (ex: Aprenda, IDEL/DIBELS)
- Valid program outcomes accountability

How Do We
Strengthen Our DLI
Program Model?

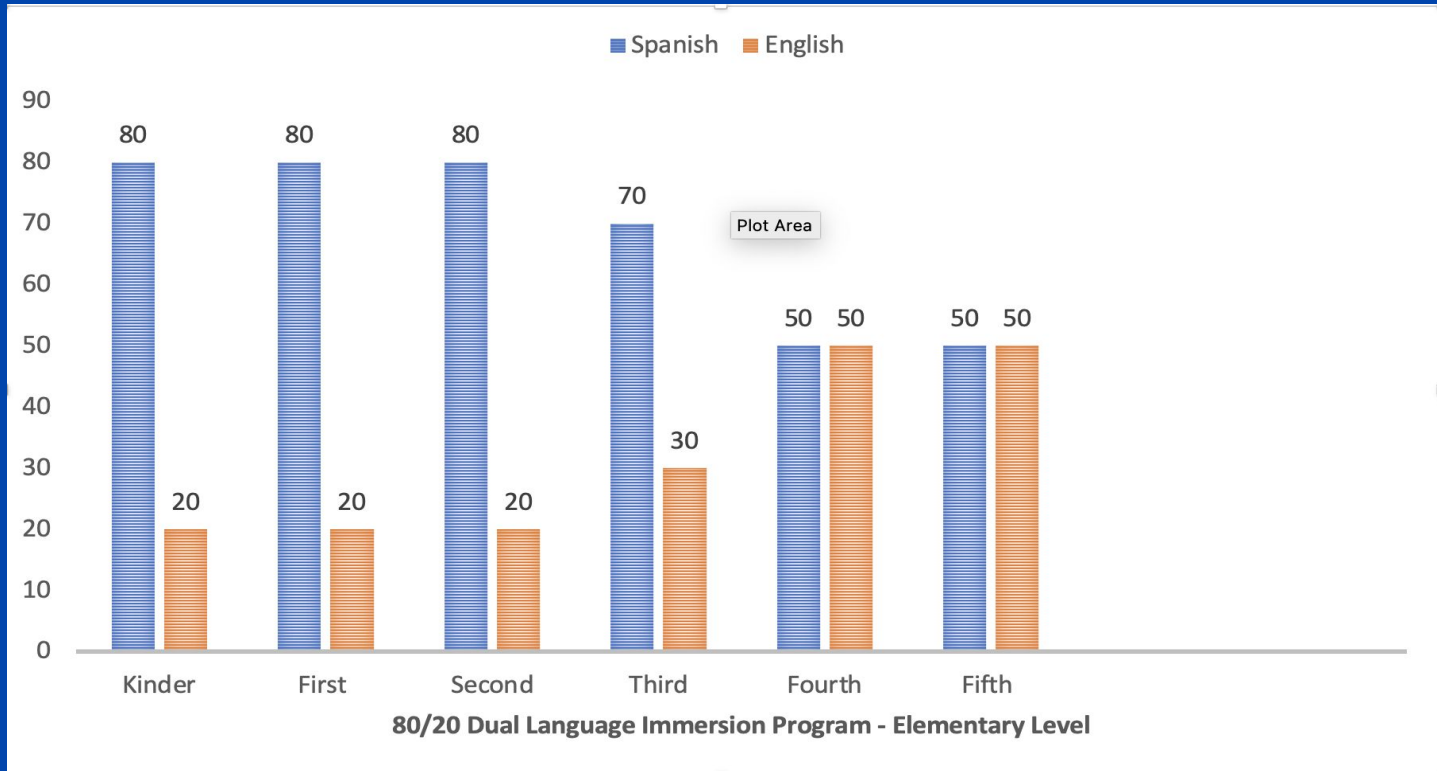


Implement Task Force Recommendations

Arlington Public Schools Dual Language Immersion Program Pathway Proposed Course of Study K-12



Elementary Full Immersion for APS Students





Recommendation:

Roll the Program Out Over Six Years

- Kinder in **first year** 80/20
- First Grade in **first/second year** 80/20
- Second Grade in **third year** 80/20
- Third Grade in **fourth year** 70/30
- Fourth Grade in **fifth year** 50/50
- Fifth Grade in **sixth year** 50/50



Additional Coursework at High School Implementation fall 2023 POS

- Ideas: Spanish
Capstone
- Dual Enrolled courses
- Spanish for Special
Purposes



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Questions?

More Information:

- Dual Language Immersion Visioning Process Engage Page

<https://www.apsva.us/engage/ipp/immersionvisioning/>

- Dual Language Immersion Elementary Feeder School Structure Committee (Led by Planning & Evaluation Office)

<https://www.apsva.us/engage/immersionelementaryfeedercommittee/>

- Send questions and comments to: Engage@apsva.us