

School District U-46



ELL Department

Dual Language

High School Implementation

SY 2018-19

Being multilingual and multi-literate are just as fundamental to a student's education as is a solid foundation in science, mathematics, and the arts. It is no longer acceptable to regard a second language as an add-on, rather than a core component of a basic education.

-Chris Livaccari (AsiaSociety.org from *New Ways of Seeing: How Multilingualism Opens Our Eyes and Trains Our Minds for a Complex World*, March 2017)

Dr. Annette Acevedo and Patricia Makishima
Incoming Freshman Transition Meetings
December 2017

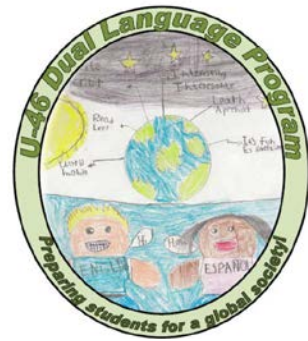
Planning Committee Members

- Dr. Suzanne Johnson, Deputy Superintendent of Instruction
- Dr. Terri Lozier, Assistant Superintendent for Secondary
- Dr. Annette Acevedo, ELL Program Director
- Ms. Patricia Makishima, ELL Initiatives Coordinator
- Mr. Christopher Boden, Lead Guidance Counselor
- Mr. Jamie Crosen, Larkin High School Principal
- Ms. Jackie Johnson, Secondary Literacy Coordinator
- Mr. Rafael Martinez, EHS ELL Divisional
- Mr. Pedro Perez, Gifted Specialist
- Ms. Elizabeth Verges, LHS ELL Counselor





U-46 Strategic Plan & Dual Language Program Board Policy Code 6.165



Thematic Category:

Student Achievement

Aspiration:

We will educate the whole student by providing an enriched, high quality experience that empowers all graduates to be competitive members of the global society.

Policy:

The Superintendent or designee shall develop and maintain an “80:20” Dual Language Program from preschool to 12th grade for limited English proficient and English dominant students...

- Adopted July 2014

Why Dual Language? The Research Rationale

Figure 1.4

Why Dual Language? The Research Rationale

- **Full gap closure and high academic achievement for all students**
- **Graduating proficient bilinguals**
 - accelerated cognitive development
 - additive bilingualism for all students
 - language and knowledge transfer across the two languages
- **A vehicle for school system reform**
 - enrichment for all, rather than remediation
 - innovative, research-based teaching practices
 - creative administrative practices
 - systemic evaluation practices (e.g., focus on K-12 long-term outcomes)
- **The two most important outcomes of dual language schooling:**
 - Increased cognitive development
 - Higher student engagement

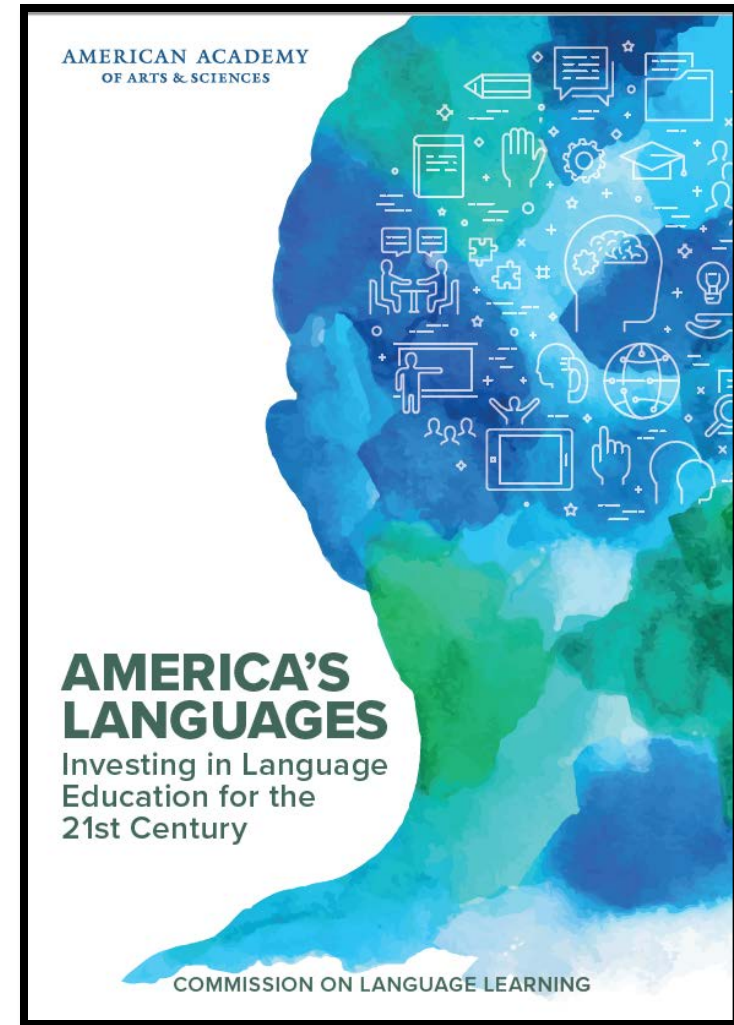
Copyright © 2015-2017, W.P. Thomas and V.P. Collier. p. 13

“When our schools prepare our students for a highly charged, fast-paced, 21st century environment that will continue to change and even redefine itself rapidly, we will be serving our students and communities well...Dual language schooling is for everyone.”

Thomas & Collier, (2017, p. 75)

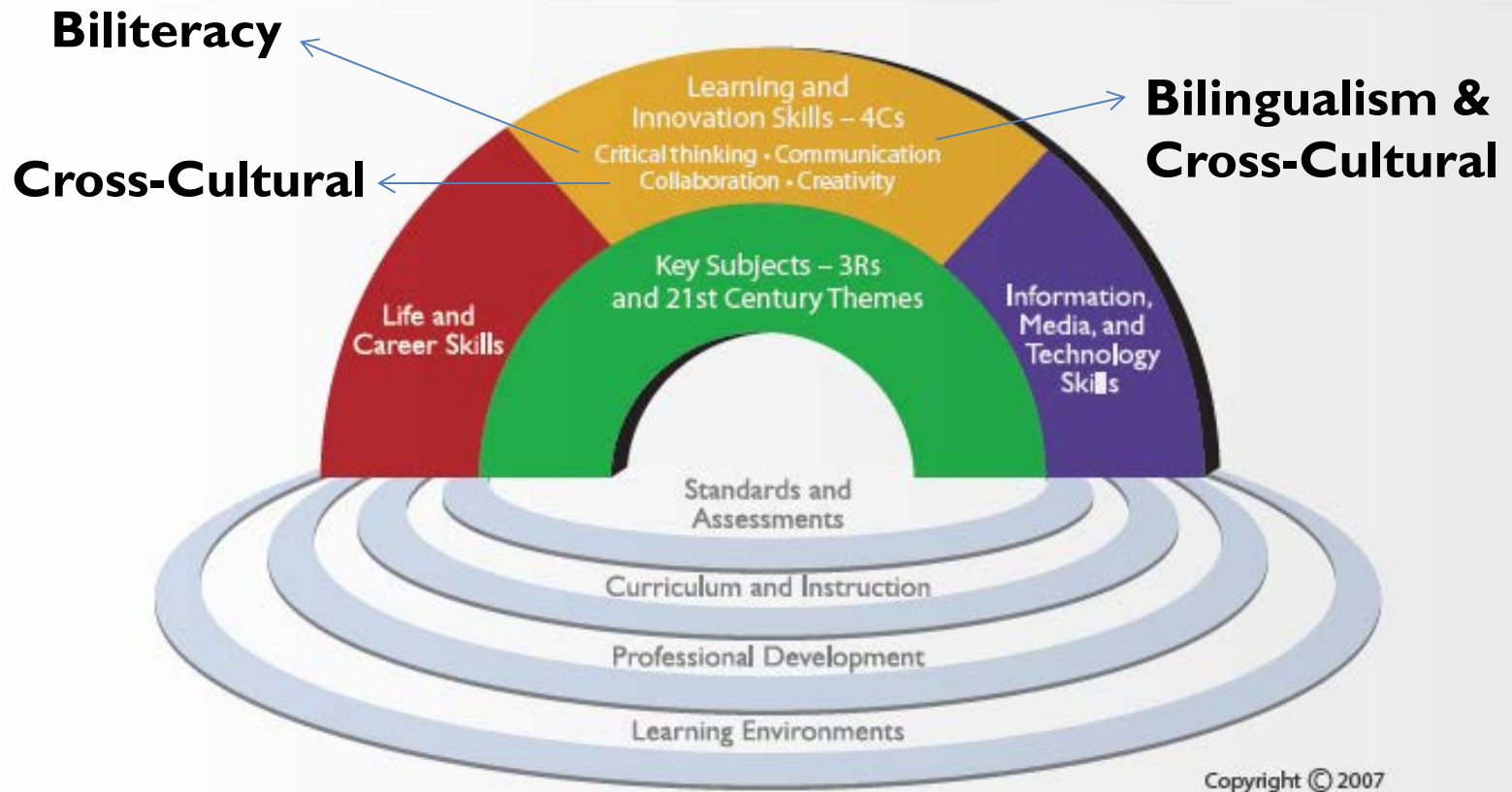
Key Findings:

- The ability to understand, speak, read, and write in world languages, in addition to English, is critical to success in business, research, and international relations in the 21st century.
- The study of a second language has been linked to improved learning outcomes in other subjects, enhanced cognitive ability, and the development of empathy and effective interpretive skills. The use of a second language has been linked to a delay in certain manifestations of aging.



Framework for 21st Century Learning

A unified vision for learning to ensure student success in a world where change is constant and learning never stops.

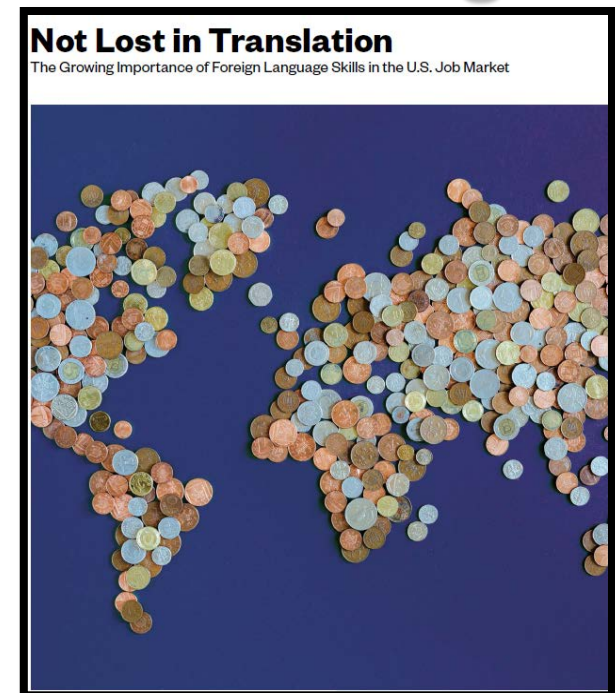
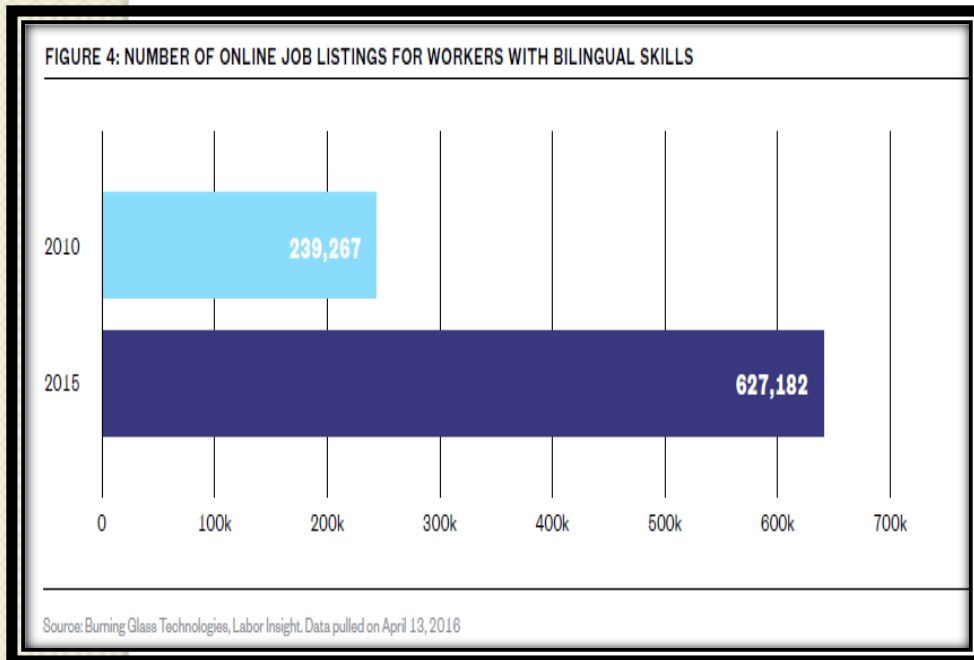


The case for Global Competence

- A study on soft skills conducted in 367 companies in nine countries found that employers increasingly need employees who “are not only technically proficient but also **culturally astute** and able to thrive in a global work environment.” Other key skills identified: **ability to understand different cultural contexts and viewpoints**, respect for others, and knowledge of **a foreign language**.
- Learning at least one additional language is a crucial element of global competence; an analysis of 14.6 million job postings found bi- or multi-lingualism to be not only one of the top twenty skills required for high-growth/high-wage occupations, but also one of the top eight skills required for all occupations.
- 63 % of employers rated knowledge of foreign languages as increasingly important for high school and college graduates—“more so than for any other basic knowledge area or skill.”

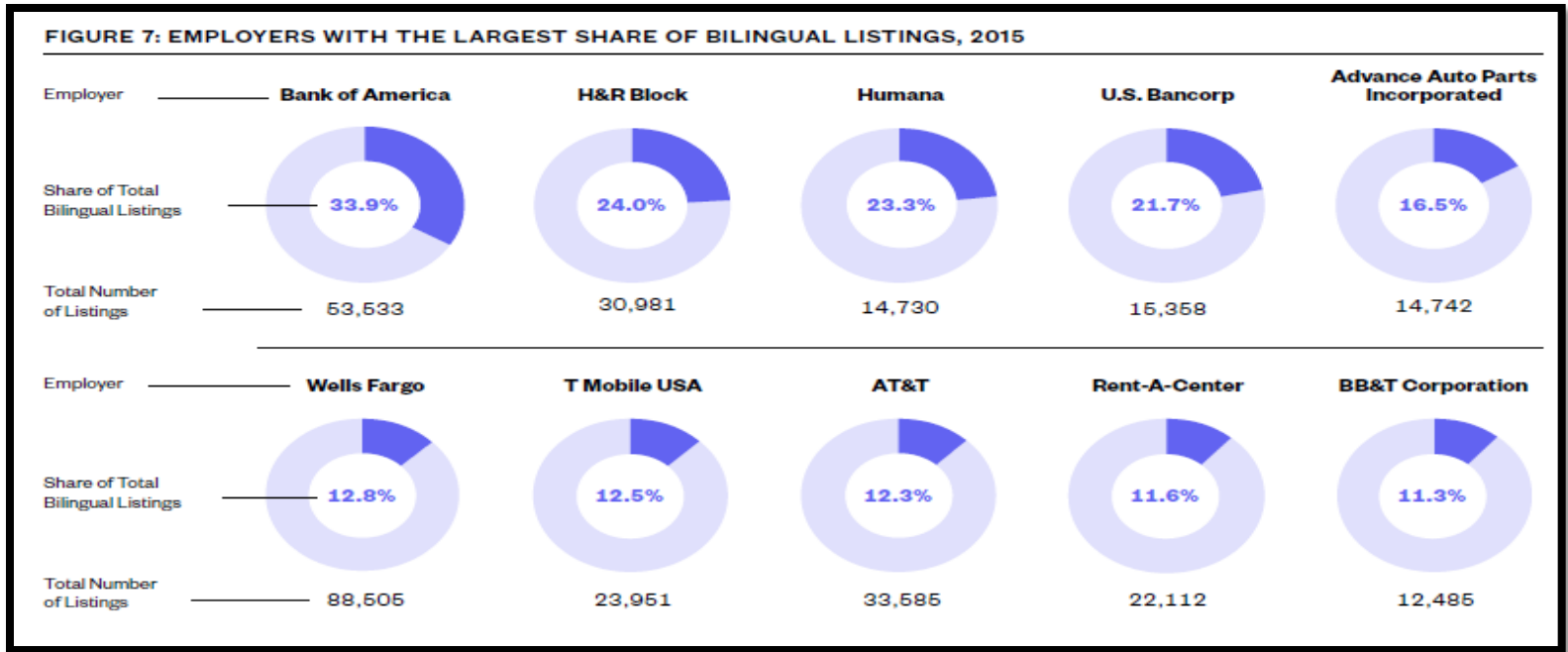
-Preparing a Globally Competent Workforce through High-Quality Career and Technical Education, June 2016

The demand for bilingual workers is rising.



New American Economy, *Not Lost in Translation*, March 2017

Employers most in need of bilingual workers:



Target Language:

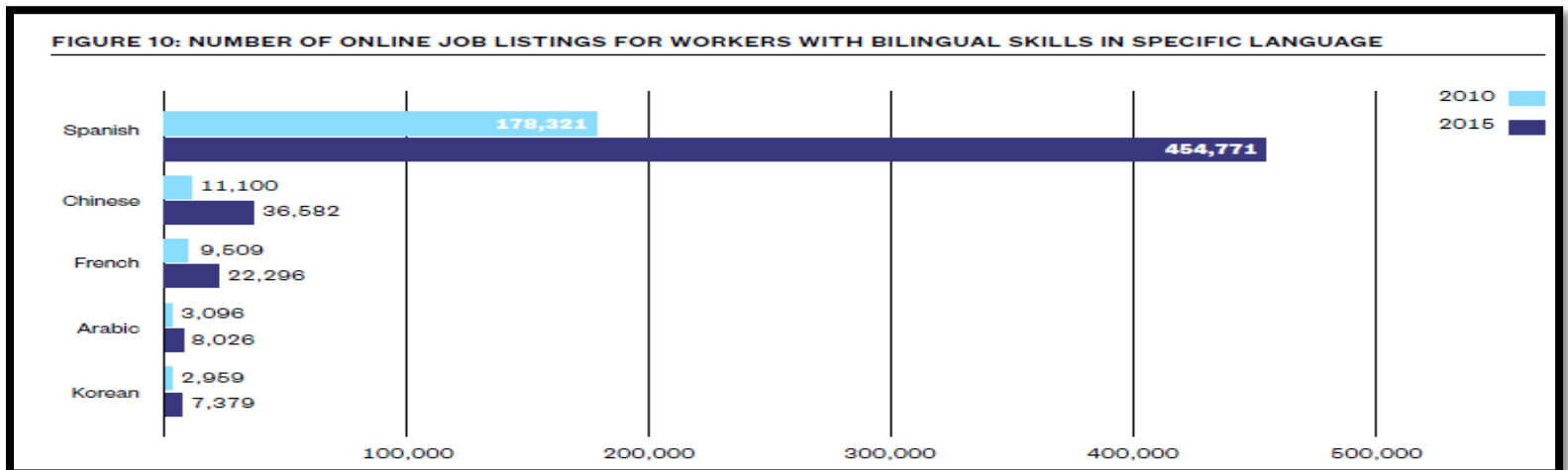


FIGURE 9: RELATIVE DISTRIBUTION OF BILINGUAL JOB POSTINGS BY METROPOLITAN AREA, 2015

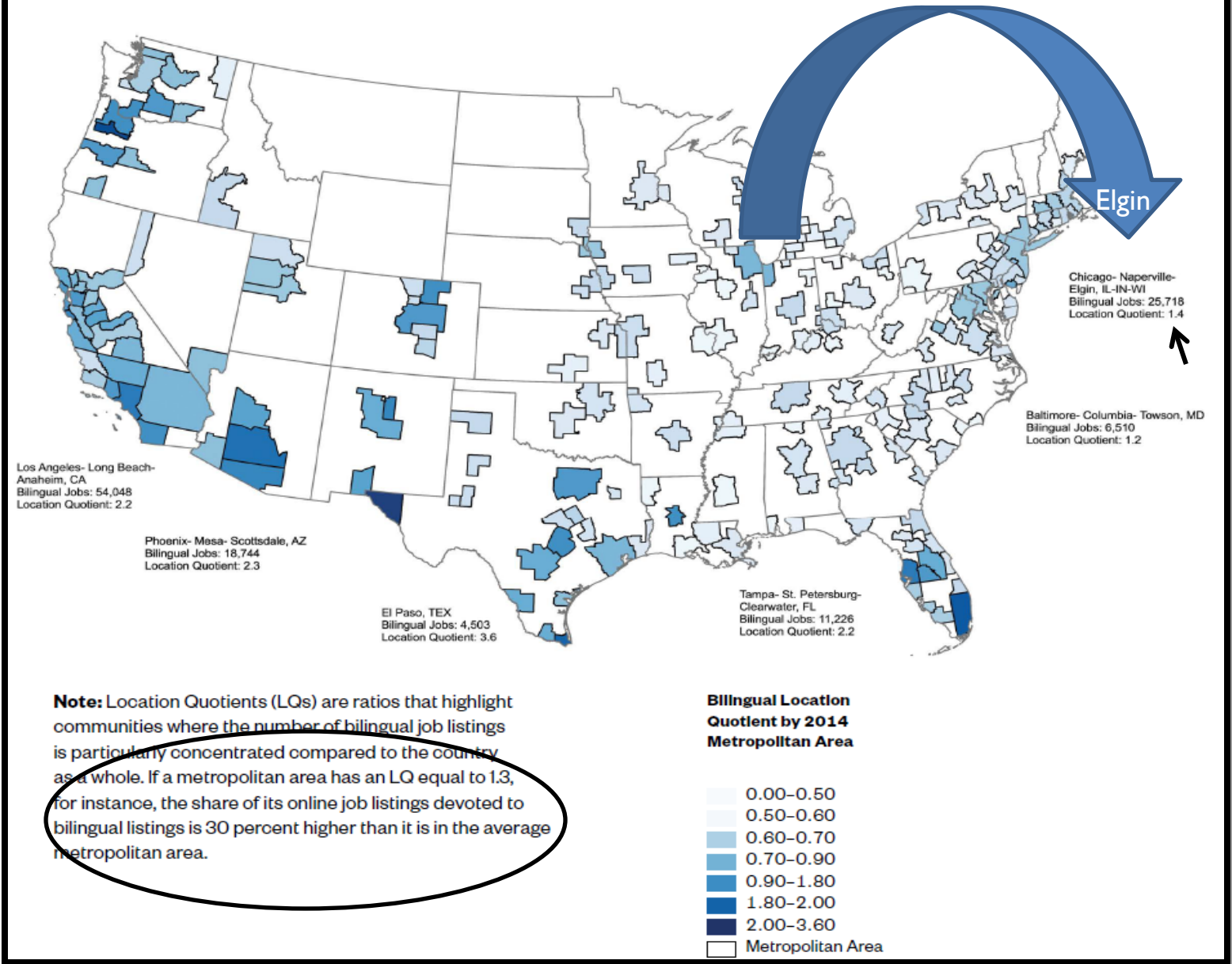
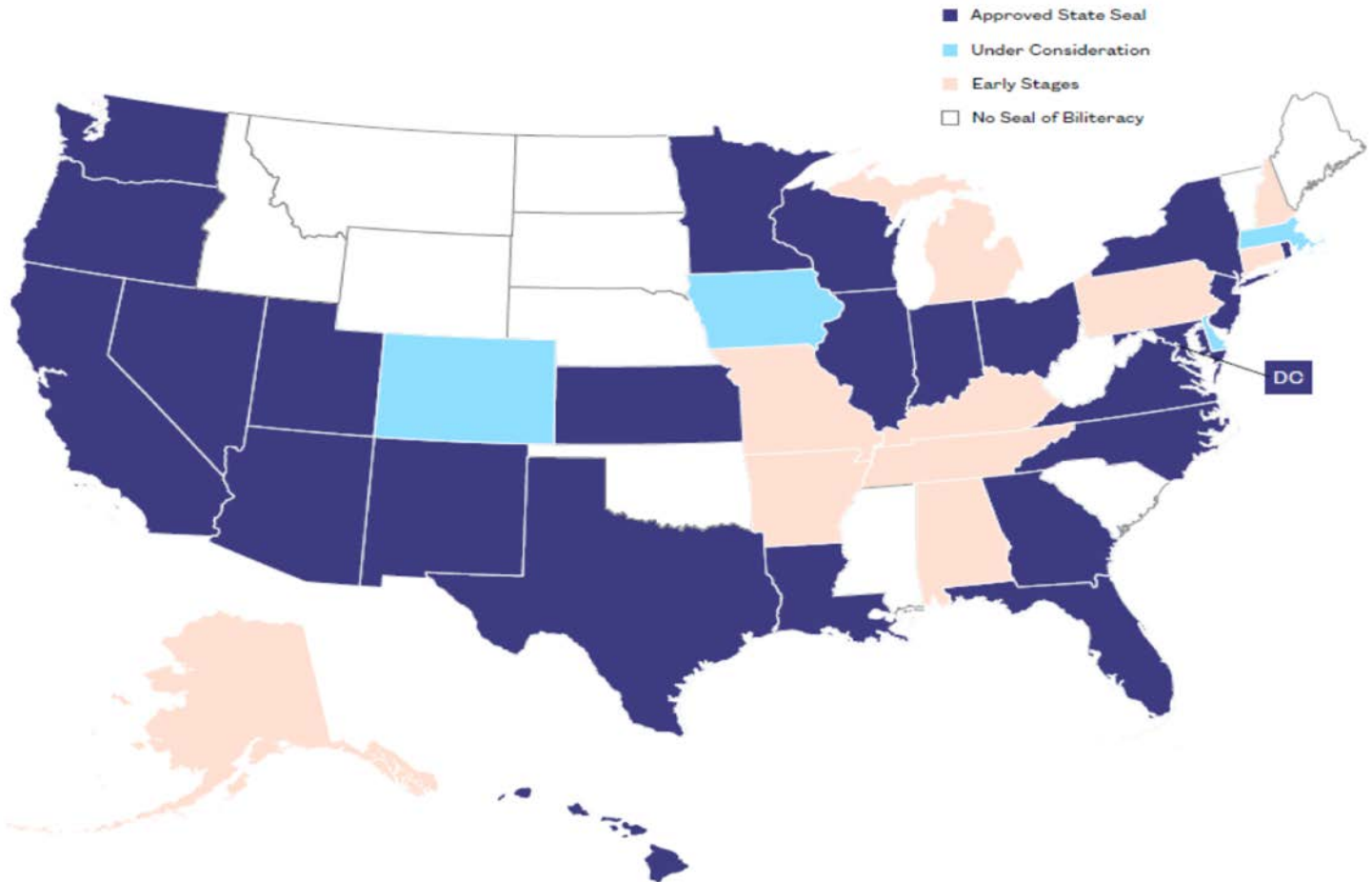


FIGURE 2: STATE LAWS REGARDING THE SEAL OF BILITERACY



Source: The Seal of Biliteracy

Policy initiatives such as the Seal of Biliteracy will help ensure that the United States is equipped to compete in today's **global, multilingual economy.**

Parent Testimonials

Furthermore, one can even put a number on it. A friend's granddaughter (from an English only family) went through 8th grade in Dual. She chose to do 4 years at the Streamwood Academy learning Japanese. This past fall she attended SIU Edwardsville. She took the Spanish placement test. She tested into 400 level classes and earned 15 credit hours towards her degree. They wanted to give her more, but were not allowed to do so. How much does a semester at college cost? A few thousand? Ten thousand?

Dual Language is more valuable than we could ever measure.

Thank you for your time and thank you for your continued support of Dual Language.

Kate Thommes

Good Afternoon Dr. Acevedo,

I will not be able to attend the School Board meeting tonight but I wanted to get some information regarding when Dual Language roles up to the high school level. Rolling up Dual Language Spanish to high school is the most responsible decision that can be made by the board for all our students. We are a global society and our students need to have the best opportunities to compete in a global economy.

Does U-46 have a dual credit agreement with ECC? My youngest daughter took Spanish in District 211 and there was a dual credit arrangement with Harper College. The dual credit arrangement allowed her and other students to get credit for higher level Spanish classes that were taken in high school. Upon graduation from high school, completion of the classes and AP Spanish credits, she was able to transfer those credits to Illinois State University and receive a Spanish Minor at the end of her first year of college. I am mentioning this because it is a fantastic and economic opportunity for students who are planning to go to college.

Respectfully,
Michelle Baldwin



Dual Language High Schools

Recommended Dual Language High School Sites

*increases access to neighborhood schools

- Bartlett HS
- Elgin HS
- Larkin HS
- South Elgin HS
- Streamwood HS




Projected Number of Students Per Dual Language High School Site

SCHOOL	SY2017-2018 Current 9th Grade Enrollment	SY2018-2019 Projected DL 9th Grade Enrollment	Projected DL Increase from SY2017-2018 to SY2018-2019	SY2019-2020 Projected DL 9th Grade Enrollment	SY2019-2020 Projected DL 10th Grade Enrollment	Projected DL Increase from SY2018-2019 to SY2019-2020
BARTLETT HS	0	103	103	111	103	8
ELGIN HS	99	278	179	310	278	32
LARKIN HS	59	207	148	240	207	33
SOUTH ELGIN HS	0	31	31	53	31	22
STREAMWOOD HS	58	112	54	142	112	30
Totals	216	731	515	856	731	125

Dual Language Program Implementation SY 2018-2019			Dual Language Program Implementation SY 2019-2020		Dual Language Program Implementation SY 2020-2021	
SCHOOL	DL 9 th Grade	TBE 10 th -12 th Grade	DL 9 th -10 th Grade	TBE 11 th -12 th Grade	DL 9 th -11 th Grade	TBE 12 th Grade
Bartlett HS	✓		✓		✓	
South Elgin HS	✓		✓		✓	
Elgin HS	✓	✓	✓	✓	✓	✓
Larkin HS	✓	✓	✓	✓	✓	✓
Streamwood HS	✓	✓	✓	✓	✓	✓

For SY 2021-2022 ALL Dual Language students will be housed at 5 U-46 High Schools



Transitional Program of Instruction (TPI)/ESL

Recommended TPI/ESL School Sites for 9th Graders SY 2018-19

***consolidate to sites where the majority of TPI/ESL students reside**

- Bartlett High School
- South Elgin High School



Transitional Program of Instruction (TPI)/ESL Implementation SY 2018-2019			Transitional Program of Instruction (TPI)/ESL Implementation SY 2019-2020		Transitional Program of Instruction (TPI)/ESL Implementation SY 2020-2021	
SCHOOL	TPI 9 th Grade	TPI 10 th -12 th Grade	TPI 9 th -10 th Grade	TPI 11 th -12 th Grade	TPI 9 th -11 th Grade	TPI 12 th Grade
Bartlett HS	✓		✓		✓	
South Elgin HS	✓		✓		✓	
Elgin HS		✓		✓		✓
Larkin HS		✓		✓		✓
Streamwood HS		✓		✓		✓

For SY 2021-2022 ALL TPI students will be housed at BHS & SEHS

Dual Language Program Goals Secondary Level



1. Continue the development of high academic abilities and language skills in both English and Spanish
2. Become bilingual and biliterate
3. Develop multicultural competencies
4. Promote student leadership
5. Prepare students for global careers and global citizenship

Dual Language and General Education Graduation Requirements

Graduation Requirements for DL Students	Electives
Science – 1 year in Spanish Science – 1 year in English Social Science - 1 year in Spanish Social Science - 1 year in English/Spanish (FT ELs) Math – 2 years in Spanish Math – 1 year in English PE – 4 years English Health – 1 sem. English/Spanish (FT ELs) ELA – 4 years in English	Artes del Lenguaje en Español (ALE) – 8 credits – 4 years in Spanish Electives - 6-8 credits in Spanish

GRADUATION REQUIREMENTS		
SUBJECT	LENGTH	CREDITS
English	4 Years	8.0
Math (Algebra 1-2, Geometry & Algebra 3-4)	3 Years	6.0
Science (Biology and a Physical Science required)	2 Years	4.0
Physical Education	3.5 Years	7.0
Health	1 Semester	1.0
US History	1 Year	2.0
Civics	1 Semester	1.0
Economics	1 Semester	1.0
Electives	8 Semesters	8.0
Art or Music or Career and Technical Education or World Language	2 Semesters	2.0
TOTAL CREDITS NEEDED TO GRADUATE		40.0

All students will follow the minimum general graduation requirements.

9th Grade Dual Language students will take 7 classes

Spanish classes

- Honors Spanish Language Arts I
- Biology/Honors Biology
- Math/Honors Math

English classes

- ESL or English Language Arts/Honors English Language Arts
- P.E.
- Elective
- Elective

Dual Language HS Instructional Program Matrix

Grade level	Language Allocation	COURSE OF STUDY 1 Full-Time ELs	COURSE OF STUDY 2 Reclassified/English-dominant & Part-Time ELs	COURSE OF STUDY 3 Transitional Program of Instruction (TPI)
9 th	SP	<ol style="list-style-type: none"> ALE I Honors ** Biology/Biology Honors Math/Math Honors <p>AP Spanish Language Test</p>	<ol style="list-style-type: none"> ALE I Honors ** Biology/Biology Honors Math/Math Honors <p>AP Spanish Language Test</p>	<ol style="list-style-type: none"> ESL Math*/Math Honors*/Trans. Math Biology*/Biology Honors*/Trans. Biology Elective/Trans. Elective Elective/Trans. Elective PE
	EN	<ol style="list-style-type: none"> ESL PE Elective/Trans. Elective Elective/Trans. Elective 	<ol style="list-style-type: none"> ELA/ELA Honors/ESL (PT ELs) PE Elective/Trans. Elective Elective/Trans. Elective 	
10 th	SP	<ol style="list-style-type: none"> AP Spanish Language/ ALE II Honors** Math/Math Honors US History/AP US History Salud (Health)* <p>AP Spanish Language Test</p>	<ol style="list-style-type: none"> AP Spanish Language/ ALE II Honors** Math/Math Honors US History/AP US History <p>AP Spanish Language Test</p>	<ol style="list-style-type: none"> ESL Math*/Math Honors*/Trans. Math US History*/ AP US History*/Trans. US History Chemistry*/Chemistry Honors*/Trans. Chemistry Elective/Trans. Elective Elective/AP Elective*/Trans. Elective Health*/Trans. Health/PE
	EN	<ol style="list-style-type: none"> ESL Trans. Chemistry/Trans. Chemistry Honors PE Elective /Trans. Elective 	<ol style="list-style-type: none"> ELA/ELA Honors/ESL (PT ELs) Chemistry*/Chemistry Honors*/Trans. Chemistry/ Trans. Chemistry Honors Health*/Trans. Health/PE Elective/Trans. Elective 	
11 th	SP	<ol style="list-style-type: none"> ALE II Honors/AP Spanish Literature** Elective/AP Elective Civics and Economics/AP Macro Economics and US Government* <p>AP Spanish Literature Test</p>	<ol style="list-style-type: none"> ALE II Honors/AP Spanish Literature** Elective/AP Elective Elective/AP Elective <p>AP Spanish Literature Test</p>	<ol style="list-style-type: none"> ESL Civics and Economics*/AP Macro Economics and US Government*/Trans. Civics and Economics Math*/Math Honors*/Math AP*/Trans. Math PE
	EN	<ol style="list-style-type: none"> ESL Trans. Math Trans. Elective PE 	<ol style="list-style-type: none"> ELA/AP Language & Composition/ESL Civics and Economics*/AP Macro Economics and US Gov.*/*Trans. Civics and Economics Math/Math Honors/Math AP/Trans. Math PE 	
12 th	SP	<ol style="list-style-type: none"> AP Spanish Literature/ALE – Dual Credit 1** Elective/AP Elective Elective/AP Elective <p>AP Spanish Literature Test</p>	<ol style="list-style-type: none"> AP Spanish Literature/ALE – Dual Credit 1** Elective/AP Elective Elective/AP Elective <p>AP Spanish Literature Test</p>	<ol style="list-style-type: none"> ESL PE Elective/AP Elective*/Trans. Elective Elective/AP Elective*/Trans. Elective
	EN	<ol style="list-style-type: none"> ESL PE Elective/Trans. Elective 	<ol style="list-style-type: none"> ELA/AP Literature & Comp./ESL (PT ELs) PE Elective/Trans. Elective 	
	SP/EN	<ol style="list-style-type: none"> Elective 	<ol style="list-style-type: none"> Elective 	

* Based on student English Language Proficiency (ELP) Level

Recommended Pathway for Spanish Language Arts/Artes de Lenguaje en Español (ALE) Required Coursework

- **All students in Honors ALE I are required to take the AP Spanish Language test at the end of 9th grade.**
- **If a student scores 1-2 on the AP Spanish Language test at the end of 9th grade, student will be enrolled in AP Spanish Language in 10th grade.**
- **If a student scores 3-5 on the AP Spanish Language test at the end of 9th grade, student will be enrolled in Honors ALE II in 10th grade.**
- **Dual credit offering will be Spanish language specific with the goal of career pathway alignment.**

SLA vs. Heritage vs. Spanish

Target Audience for Spanish Offerings within Different Instructional Programs

<i>Artes del Lenguaje en Español I y II (ALE I y ALE II) de Honor/ Honors Spanish Language Arts I & II (SLA I & II)</i>	Heritage Spanish (World Languages Department)	Spanish 1-2 through 7-8 (World Languages Department/Foreign Language Approach)
<ul style="list-style-type: none">• Core dual language students (students moving up from the 80:20 DL program)• Transitional Bilingual Education (TBE) Spanish background full-time and part-time students• Former dual language students on a case by case basis	<ul style="list-style-type: none">• Primarily students with a home background of Spanish (from parents, grandparents, other), with higher than basic proficiency skills, enrolled in the general education program	<ul style="list-style-type: none">• Primarily students with no or limited background in Spanish (native English) enrolled in a general education program

Communication Plan: Informing Stakeholders

• Informational Letter

Target Audience:

- Parents of DL 8th grade students

Target Message:

- DL High Schools
- DL HS Instructional Program / Language allocation

• Meeting with stakeholders

- DL HS Site Visits on HS Implementation
 - November/December 2017
- DL Students at Middle Schools (ELL Dept. with Counselors)
- DL 8th grade Parents
- Bilingual Parent Advisory Committee (BPAC)
 - December 13, 2017
- CAC
 - April 12, 2018
- HPLI and AAPLI
- ELL HS Divisionals and ELL Lead Teachers
 - December 11, 2017 & December 14, 2017
- DL Advisory Committee
- Continued Updates at Instructional Cabinet Meetings
- Instructional Council
- Curriculum and Instruction (C&I Plus)
- Continued Updates at Elementary and Secondary Principals' Meetings
- ELL Informational Meeting
 - February 15, 2018

- DL Informational Meetings
 - Informational posters/flyers
- Guidance Counselor Meetings
 - November 29, 2017

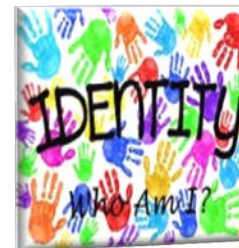
• ELL Website www.u-46.org

- Schools' websites
- Media & Social Media
- Quarterly Newsletters
- ELL Administrator's Handbook
- ELL Parent Handbook





Ethnic identity is twin skin to linguistic identity – I am my language. Until I can take pride in my language, I cannot take pride in myself.



-Gloria Anzaldúa