



EVANSTON/SKOKIE
SCHOOL DISTRICT 65

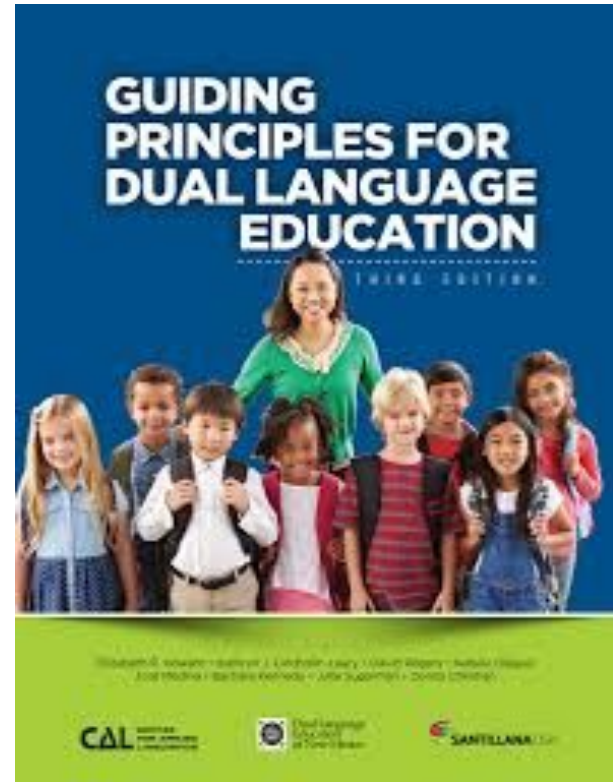
Every Child, Every Day, Whatever it Takes

Dual Language Update 11.18.24

SAP III: Dual Language Update



- SAP III: Next Steps
 - Review Expansion Plan
- Best Practices for Success
- Dual Language Principles
 - Program Structure



SAP III: 6-Year Dual Language Expansion Plan



2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Bessie Rhodes 6th Grade Dual Language		Stand-alone Middle School #2 6th Grade Dual Language	Stand- alone Middle School #3 6th Grade Dual Language		
	Bessie Rhodes 6th- 7th Grade Dual Language	5TH WARD SCHOOL OPENS!	Stand-alone Middle School #2 6th - 7th Grade Dual Language	Stand- alone Middle School #3 6th - 7th Grade Dual Language	
		Haven* 6th-8th Grade Dual Language		Stand-alone Middle School #2 6th -8th Grade Dual Language	Stand- alone Middle School #3 6th - 8th Grade Dual Language

Haven Program →

Building #2 Program →

Building #3 Program →

SAP III will recommend the next middle school location for the dual language program (building expansion based on enrollment and demand).



Authentic Question

Where will the next Dual Language Middle School Expansion program open in 2026-27?

Stakeholders	Data Deep Dive
<ul style="list-style-type: none">● Middle school administrators● D65 educators● Spanish & English speaking TWI parents● District Dual Language experts	<ul style="list-style-type: none">● TWI enrollment projections● Mapping where TWI students reside● Operationalizing: staffing, scheduling, building space● Long-term projections

SAP III Community Engagement



Schedule

Action	Timeframe
Stakeholder Recruitment	December - January 2025
Data Collection & Review	November - February 2025
Stakeholder Meetings	February - June 2025
Logistical & Contingency Planning	April - June 2025
Final Recommendation	September 2025

*SAP III work around TWI programming awaits further deficit reduction program outcomes.

Best Practices for Dual Language Success in Implementation



The state only requires six years for a program to be considered a DL program(K-5).

With the implementation at Bessie Rhodes, the District is surpassing the minimum number of years

IMPLEMENTATION HIGHLIGHTS: Building a full Pre-K-8th grade Dual Language program to hand off to ETHS, which is adding a high school dual language program, strengthens the path to the Seal of Biliteracy and a gold standard for Evanston students

Best Practices for Dual Language Success in Implementation



The two languages have designated instruction time and include intentionally planned opportunities for cross-linguistic transfer

Spanish Language Arts (SLA), Math, and Science classes are offered in Spanish.

ELA and Social Studies classes are offered in English.

IMPLEMENTATION HIGHLIGHTS: The literacy department, multilingual team, and the dual language committee selected the SLA/ELA curriculum (Mis Perspectivas/My Perspectives) and worked with the Science department to translate supplemental materials.

Best Practices for Dual Language Success in Implementation

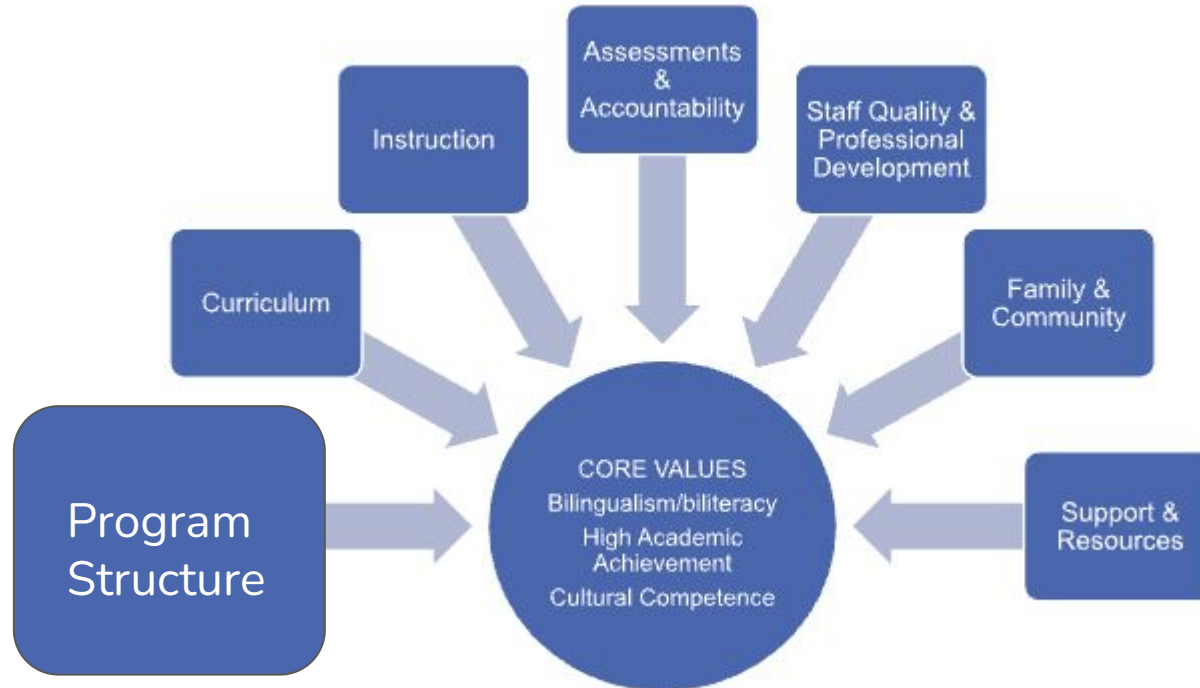


At least 50% of core instruction is in Spanish

Grade 6 Total= 10 Periods		Literacy	Science	Math	Social Studies	FAPEL/Advisory/AVID
6th	50/50 Middle School Model	2 periods 78 minutes Unit 1, 3, 5 Spanish Unit 2, 4 English	1 period <input type="checkbox"/> (Spanish) 39 minutes	2 periods (Spanish) 78 minutes	1 period (English) 39 minutes	3 Periods throughout the day (English) 39 minutes/each

IMPLEMENTATION HIGHLIGHTS: ML Department has developed a language allocation walkthrough process in collaboration with the Dual Language committee. Language allocation was observed to be on-target in classroom visits at Rhodes.

Dual Language Guiding Principles



Program Structure: Rhodes



Planning vs. Real-World Implementation

Student Enrollment at Bessie Rhodes

Grade	Students	TWS/TWX
6th (Dual Language)	21	86%
5th (TWI)	23	74%

- One strand program for 6th grade
- Unexpected staffing changes have resulted in program structure changes- which has made 6th grade a self-contained room, similar to the K-5 setting.

Program Structure: Glows and Grows



Glows	Grows
There can be a successful single strand model in the middle school setting	Two strands can have more of a middle school feel. Does this affect stand-alone schools?
D65 teachers became founding members in the first year of implementation	Staffing issues outside the DLMS program can add pressure to staffing the DLMS classrooms
Administrators have strong foundation of knowledge around Dual Language	It's never too early to start sending administrators to dual language professional development/trainings.
Bilingual families choose to enroll their children in the new program	Continuing to find pathways to connection with both Spanish-speaking families and English-speaking families

Questions?

