





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. Terri Lozier, Dr. Suzanne Johnson, Dr. Annette Acevedo and Patricia Makishima
BOE Presentation, November 20, 2017

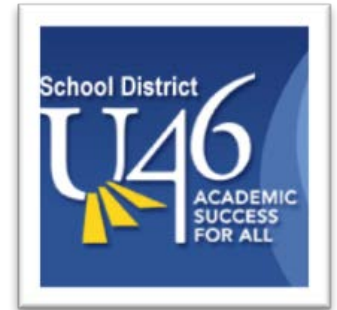
Planning Committee Members

- Dr. Terri Lozier, Assistant Superintendent for Secondary
- Dr. Suzanne Johnson, Assistant Superintendent for Teaching and Learning
- 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



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.

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

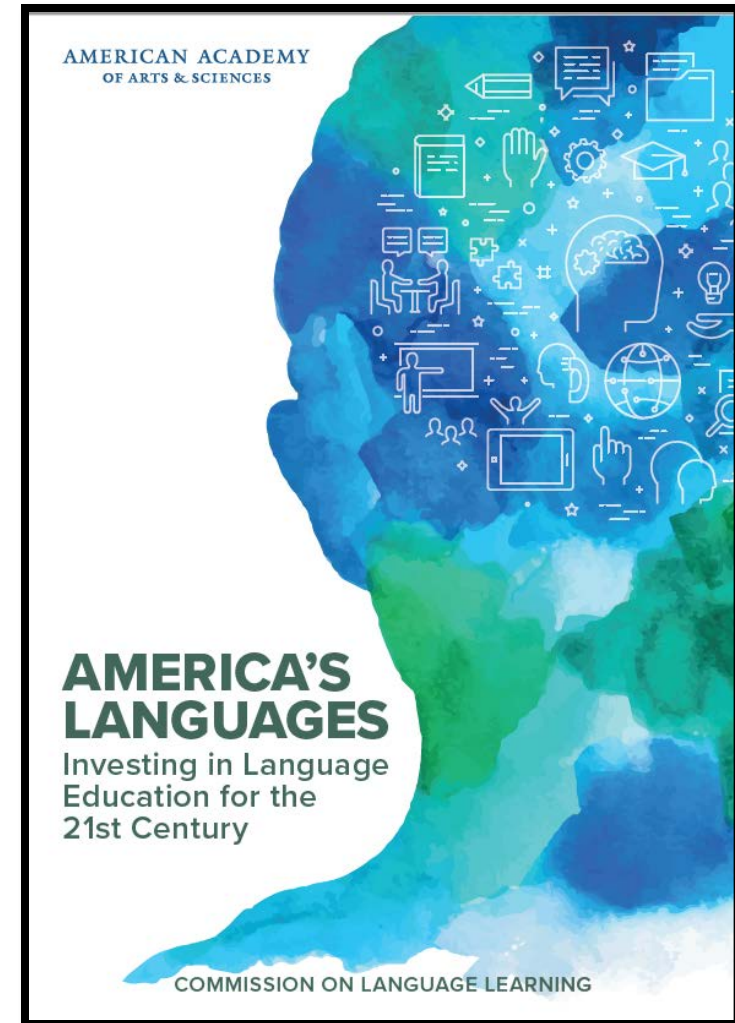
The Teaching & Learning Program of the 21st Century

“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.”



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.

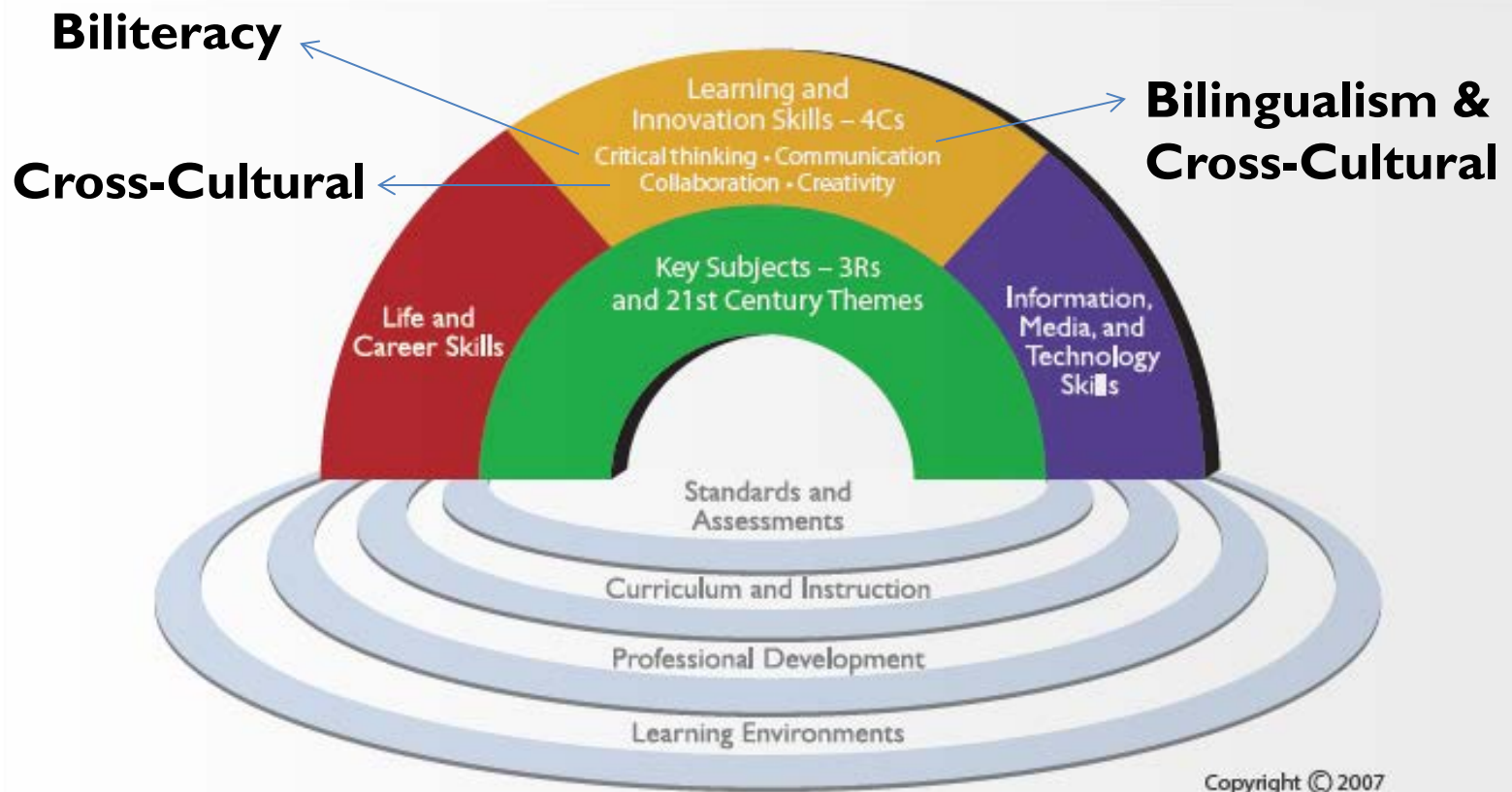




P21
PARTNERSHIP FOR
21ST CENTURY LEARNING

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.



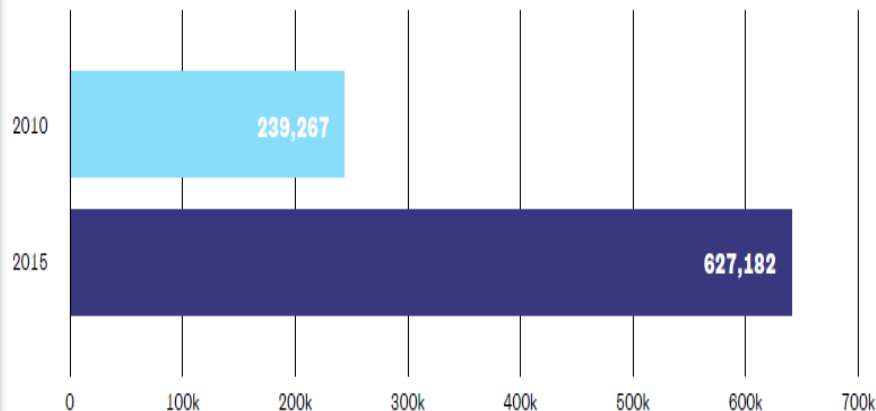
The case for Global Competence

- 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.

FIGURE 4: NUMBER OF ONLINE JOB LISTINGS FOR WORKERS WITH BILINGUAL SKILLS



Source: Burning Glass Technologies, Labor Insight. Data pulled on April 13, 2016

Not Lost in Translation

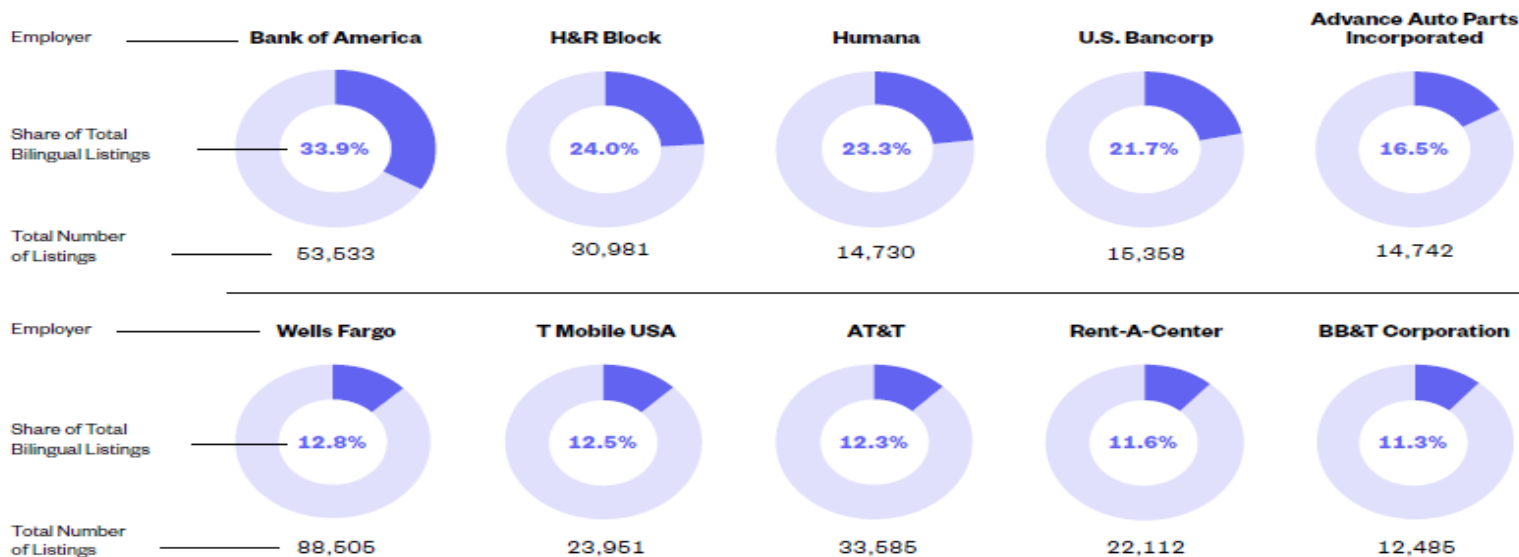
The Growing Importance of Foreign Language Skills in the U.S. Job Market



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

Employers most in need of bilingual workers:

FIGURE 7: EMPLOYERS WITH THE LARGEST SHARE OF BILINGUAL LISTINGS, 2015



Target Language:

FIGURE 10: NUMBER OF ONLINE JOB LISTINGS FOR WORKERS WITH BILINGUAL SKILLS IN SPECIFIC LANGUAGE

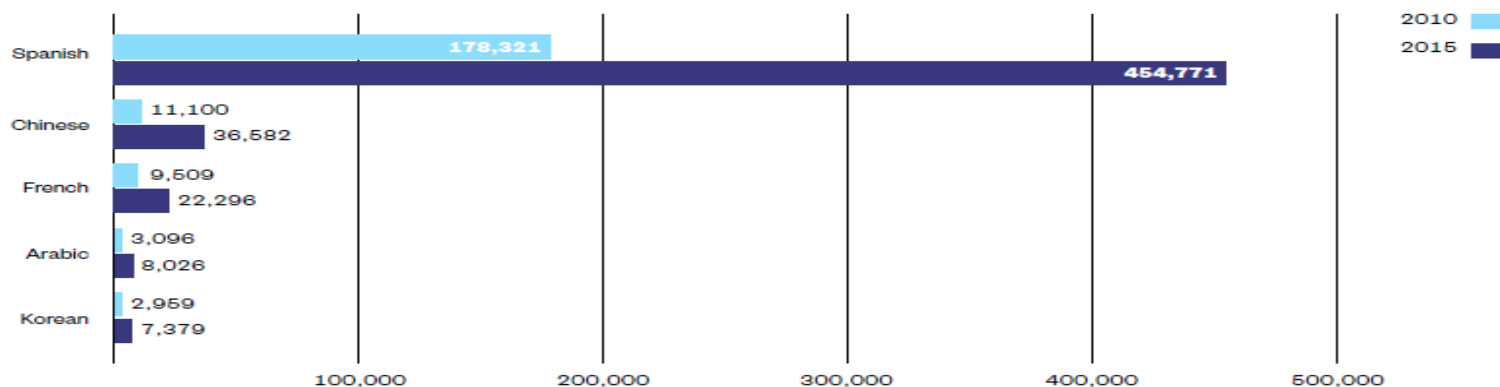


FIGURE 9: RELATIVE DISTRIBUTION OF BILINGUAL JOB POSTINGS BY METROPOLITAN AREA, 2015

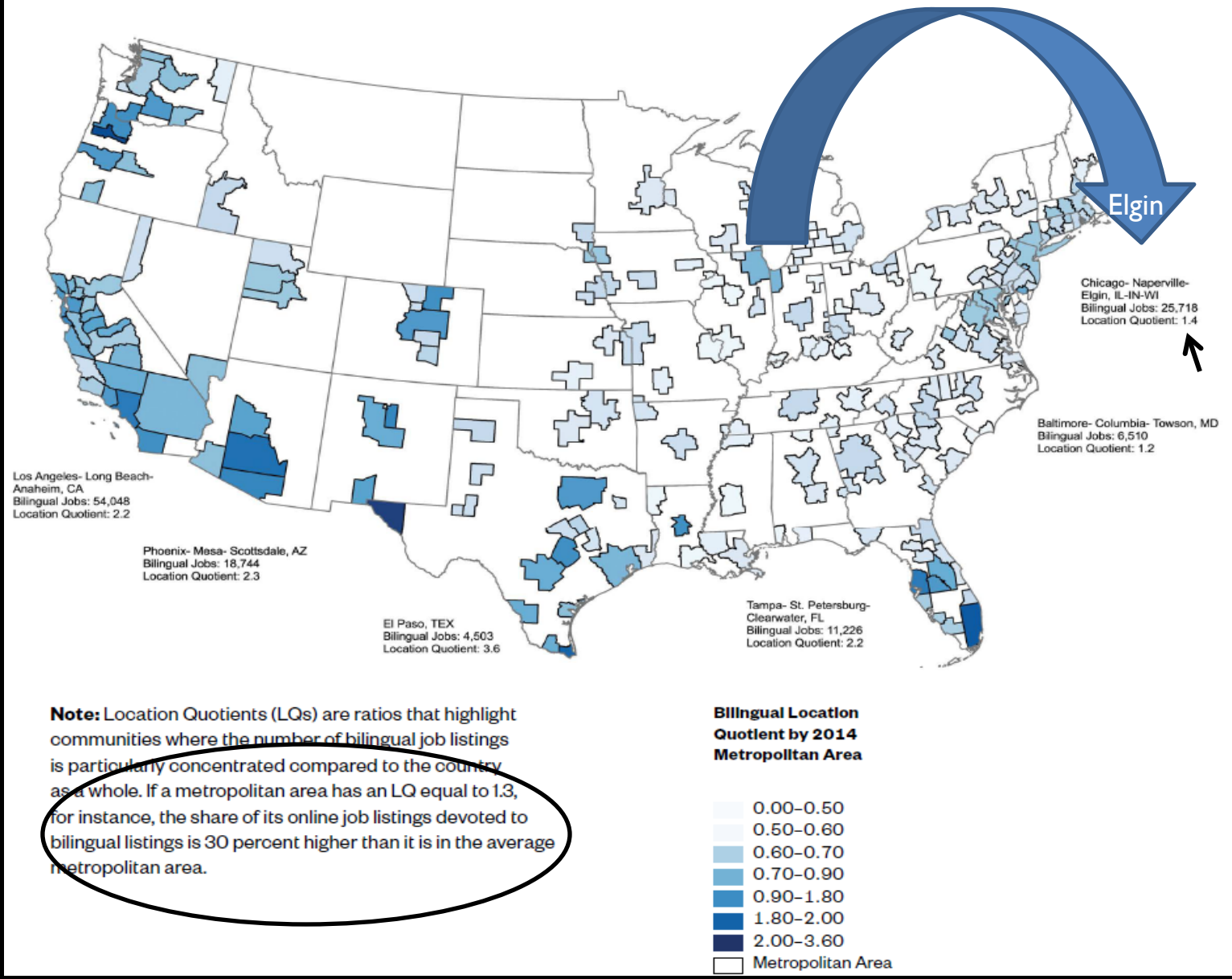
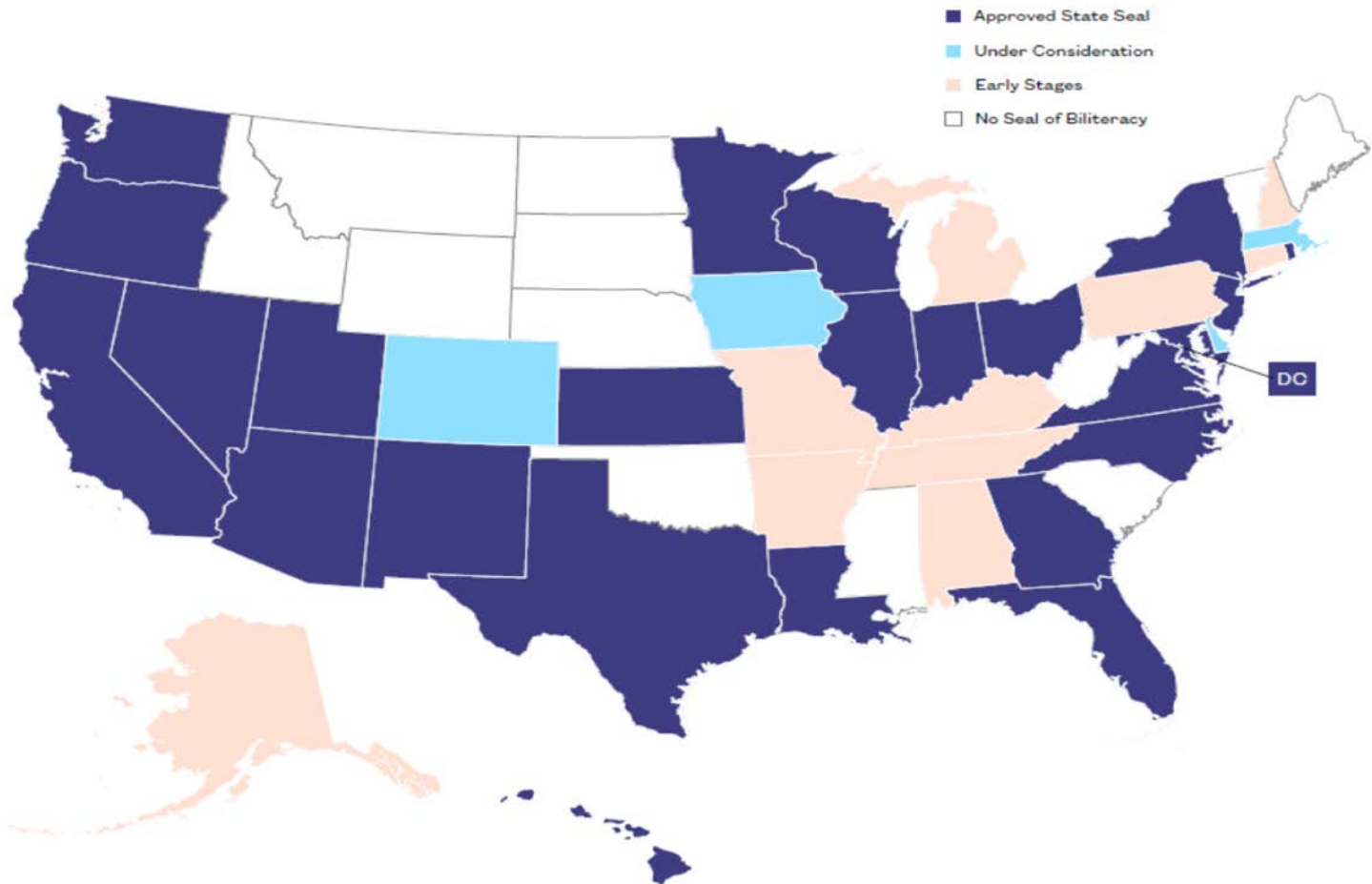


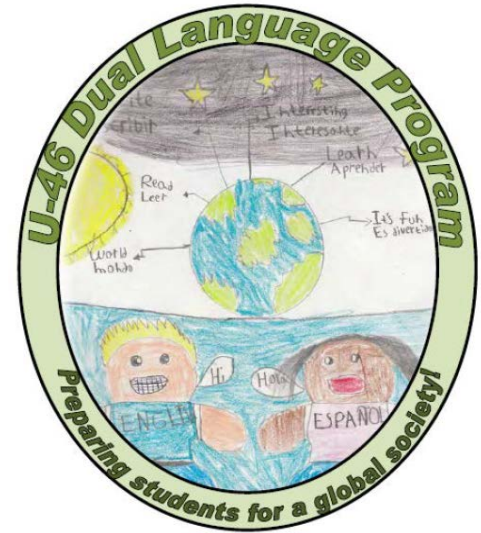
FIGURE 2: STATE LAWS REGARDING THE SEAL OF BILITERACY



Source: TheSealofBiliteracy.org

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.**

Dual Language Program Board Policy Code 6.165



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



Dual Language High School Projections

DL 9TH & 10TH Grade Implementation PROJECTION for SY 2019-2020

SCHOOL	DL Enrollment SY17-18		DL Projection SY18-19		DL Projection SY19-20	
	7th Grade	8th Grade	8th Grade	9th Grade	9th Grade	10th Grade
ABBOTT MS	144	139	144	139	144	139
ELLIS MS	209	189	209	189	209	189
KIMBALL MS	111	74	111	74	111	74
LARSEN MS	138	115	138	115	138	115
TEFFT MS	254	214	254	214	254	214
Grand Total	856	731	856	731	856	731

← Preliminary numbers subject to change →

Source: Infinite Campus – October 2, 2017

Recommended Dual Language High School Sites

*increases access to neighborhood schools

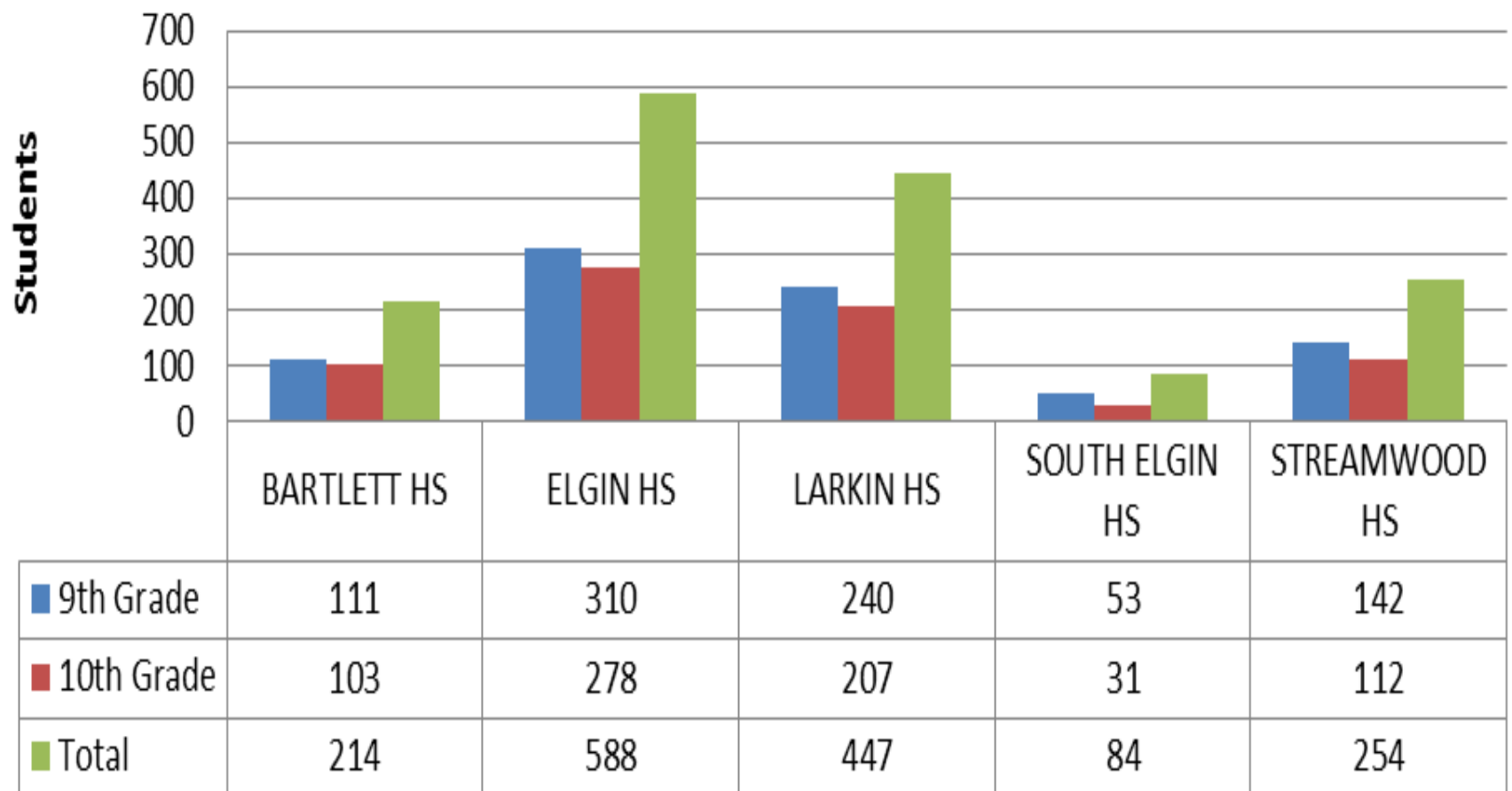
- Bartlett HS
- Elgin HS
- Larkin HS
- South Elgin HS
- Streamwood HS



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

DL 9th and 10th Grade **PROJECTION** for SY2019-2020



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	✓	✓	✓	✓	✓	✓

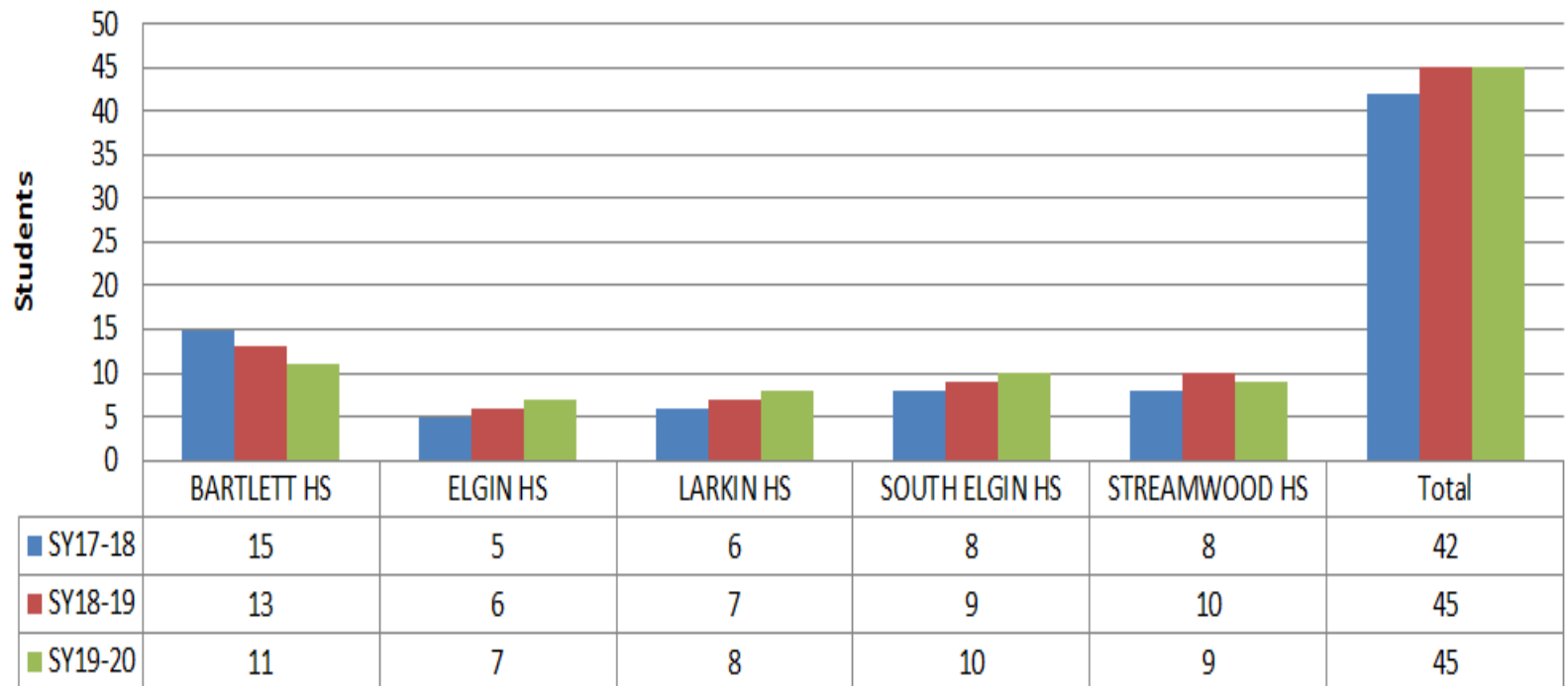
For SY 2021-2022 ALL Dual Language students will be housed at 5 U-46 High Schools



Transitional Program of Instruction (TPI)/ESL Projections & Recommendation for Sites

EL Active TPI High School Projected Enrollment

Active ELs TPI High School Projected Enrollment



Projected ELs

Refusals/Withdrawals

per High School by Grade Level and Program (Language)

Projected ELs Refusals/Withdrawals									
High Schools	School Year 18-19			School Year 19-20					
	9th Grade			9th Grade			10th Grade		
	TBE	TPI	Total	TBE	TPI	Total	TBE	TPI	Total
BARTLETT HS	18	4	22	19	10	29	18	4	22
ELGIN HS	28	1	29	41		41	28	1	29
LARKIN HS	26		26	32		32	26		26
SOUTH ELGIN HS	36	12	48	22	12	34	36	12	48
STREAMWOOD HS	23	2	25	28	5	32	23	2	25
Grand Total	131	19	150	142	27	168	131	19	150

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.

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	1. ALE I Honors ** 2. Biology/Biology Honors 3. Math/Math Honors AP Spanish Language Test	1. ALE I Honors ** 2. Biology/Biology Honors 3. Math/Math Honors AP Spanish Language Test	1. ESL 2. Math*/Math Honors*/Trans. Math 3. Biology*/Biology Honors*/Trans. Biology 4. Elective/Trans. Elective 5. Elective/Trans. Elective 6. PE
	EN	1. ESL 2. PE 3. Elective/Trans. Elective 4. Elective/Trans. Elective	1. ELA/ELA Honors/ESL (PT ELs) 2. PE 3. Elective/Trans. Elective 4. Elective/Trans. Elective	
10 th	SP	1. AP Spanish Language/ ALE II Honors** 2. Math/Math Honors 3. US History/AP US History 4. Salud (Health)* AP Spanish Language Test	1. AP Spanish Language/ ALE II Honors** 2. Math/Math Honors 3. US History/AP US History AP Spanish Language Test	1. ESL 2. Math*/Math Honors*/Trans. Math 3. US History*/ AP US History*/Trans. US History 4. Chemistry*/Chemistry Honors*/Trans. Chemistry 5. Elective/Trans. Elective 6. Elective/AP Elective*/Trans. Elective 7. Health*/Trans. Health/PE
	EN	1. ESL 2. Trans. Chemistry/Trans. Chemistry Honors 3. PE 4. Elective /Trans. Elective	1. ELA/ELA Honors/ESL (PT ELs) 2. Chemistry*/Chemistry Honors*/Trans. Chemistry/ Trans. Chemistry Honors 3. Health*/Trans. Health/PE 4. Elective/Trans. Elective	
11 th	SP	1. ALE II Honors/AP Spanish Literature** 2. Elective/AP Elective 3. Civics and Economics/AP Macro Economics and US Government* AP Spanish Literature Test	1. ALE II Honors/AP Spanish Literature** 2. Elective/AP Elective 3. Elective/AP Elective AP Spanish Literature Test	1. ESL 2. Civics and Economics*/AP Macro Economics and US Government*/Trans. Civics and Economics 3. Math*/Math Honors*/Math AP*/Trans. Math 4. PE
	EN	1. ESL 2. Trans. Math 3. Trans. Elective 4. PE	1. ELA/AP Language & Composition/ESL 2. Civics and Economics*/AP Macro Economics and US Gov.* /Trans. Civics and Economics 3. Math/Math Honors/Math AP/Trans. Math 4. PE	
12 th	SP	1. AP Spanish Literature/ALE – Dual Credit 1** 2. Elective/AP Elective 3. Elective/AP Elective AP Spanish Literature Test	1. AP Spanish Literature/ALE – Dual Credit 1** 2. Elective/AP Elective 3. Elective/AP Elective AP Spanish Literature Test	1. ESL 2. PE 3. Elective/AP Elective*/Trans. Elective 4. Elective/AP Elective*/Trans. Elective
	EN	1. ESL 2. PE 3. Elective/Trans. Elective	1. ELA/AP Literature & Comp./ESL (PT ELs) 2. PE 3. Elective/Trans. Elective	
	SP/EN	1. Elective	1. 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)
• 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	• Primarily students with a home background of Spanish (from parents, grandparents, other), with higher than basic proficiency skills, enrolled in the general education program	• Primarily students with no or limited background in Spanish (native English) enrolled in a general education program

Instructional Program – Teacher Certification

High School Dual Language Instructional Program 9 th Grade			
Green=Spanish Blue=English		DRAFT	
COURSE OF STUDY 1 ELIGIBLE ELs - TBE Below 3.5 Literacy Composite (TBE Full-Time)	COURSE OF STUDY 2 ELIGIBLE ELs - TBE 3.5 or Above Literacy Composite (TBE Part-Time)	COURSE OF STUDY 2 RECLASSIFIED ELs/ ENGLISH DOMINANT (NEB DNQ*)/ NATIVE ENGLISH ACCESS 4.8 Overall Composite	COURSE OF STUDY 3 Transitional Program of Instruction (TPI)/ ESL
Bilingual Licensed Teacher	Bilingual Licensed Teacher	Bilingual Licensed Teacher	ESL Licensed Teacher
SHELTERED SPANISH INSTRUCTION Honors Spanish Language Arts I Biology Math	SHELTERED SPANISH INSTRUCTION Honors Spanish Language Arts I Biology Math	SHELTERED SPANISH INSTRUCTION Honors Spanish Language Arts I Biology Math	SHELTERED ENGLISH INSTRUCTION All Content Area Classes
Bilingual and ESL Licensed Teacher	Bilingual and ESL Licensed Teacher or ESL Licensed Teacher	Bilingual and/or ESL and/or General Ed. Licensed Teacher with proper ELA endorsement	ESL (1 period) ESL Level 1 ESL Level 2 ESL Level 3 ESL Level 4 ESL Level 5** TPI students may be combined with DL students according to ESL placement level. ESL levels within this column may be combined. **TPI students may take content area classes in general education
SHELTERED ENGLISH INSTRUCTION ESL (1 period) ESL Level 1 ESL Level 2 ESL Level 3 ESL levels within this column may be combined.	SHELTERED ENGLISH INSTRUCTION ESL (1 period) ESL Level 3 ESL Level 4 ESL Level 5** ESL levels within this column may be combined. **DL students may take content area classes in general education	English LA	
Bilingual and/or ESL and/or Gen. Ed. Licensed Teacher	Bilingual and/or ESL and/or Gen. Ed. Licensed Teacher	Gen. Ed. Licensed Teacher	Bilingual and/or ESL and/or Gen. Ed. Licensed Teacher
Physical Education 2 Electives (Gen. Ed./Trans.)	Physical Education 2 Electives (Gen. Ed./Trans.)	Physical Education 2 Electives	Physical Education 2 Electives (Gen. Ed./Trans.)
School District U-46 *NEB DNQ=Non-English Background - Does Not Qualify		ELL Department	

- 
- **Course of Study 1** – All subjects need to be taught at a minimum by bilingual licensed teachers; additionally, ESL teachers require an ESL endorsement. Graduation requirements in Spanish and English will depend on student's ACCESS score for English language proficiency.
 - **Course of Study 2** – Subjects in green (Spanish) need to be taught by a bilingual licensed teacher. ESL and Trans. content area classes are to be taught by bilingual/ESL Licensed teachers.
 - **Course of Study 3** – Students will be taught by ESL-licensed teachers and/or general education teachers based on students' English language proficiency.

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, 2017

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

• ELL Website www.u-46.org/ell

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



Next steps:



- Middle school student video
- District Biliteracy Seal with portfolio senior year
- Articulation and collaboration with Cabinet members
- Continued articulation with Teaching and Learning overall, and specifically with the C&I department regarding resources to ensure fidelity to language allocation of the program
- Collaboration with HR on staffing implications and continued recruitment
- Professional Development for key stakeholders (guidance counselors, secondary administrators, teachers, etc.)
- Completion of 9th Grade Honors ALE I Curriculum Writing with resource selection and associated teacher PD





¡Muchos lenguajes, un sólo mensaje, éxito académico
para **TODOS!**

Many languages, one message:
ACADEMIC SUCCESS FOR ALL!

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

