

2023



Accelerating Student Achievement through the Implementation of Dual Language Programs. Aligning Your Vision of Educating All Students Through an Additive Language Model



The School District of Palm Beach County



Team Palm Beach



Keith Oswald Chief of Equity and Wellness



Melissa Patterson
Director of Multicultural Education





Mission

The mission of the School District of Palm Beach County is to educate, affirm, and inspire each student in an equity-embedded school system.

Vision

We envision...

The School District of Palm Beach County is an educational and working environment, where both students and staff are unimpeded by bias or discrimination. Individuals of all backgrounds and experiences are embraced, affirmed, and inspired. Each and every one will succeed and flourish.

The School District of Palm Beach County will take ownership for students' academic mastery, emotional intelligence, and social-emotional needs by creating environments where students, families, staff, and communities will develop agency and voice.

A joy of learning is fostered in each student and a positive vision for their future is nurtured. Each student's cultural heritage is valued and their physical, emotional, academic, and social needs are met.

met.

THE SCHOOL DISTRICT OF PALM BEACH COUNTY

WE SEE YOU.

Equity Statement

The School District of Palm Beach County is committed to creating safe, equitable and inclusive learning environments that ensure students have what they need to be successful in life.

The School District of Palm Beach County will provide each student – regardless of race, ethnicity, economic status, disability, national origin, religious affiliation, gender identity or sexual orientation – access to any and all opportunities, resources and support they need to develop agency, voice and achieve their dreams.

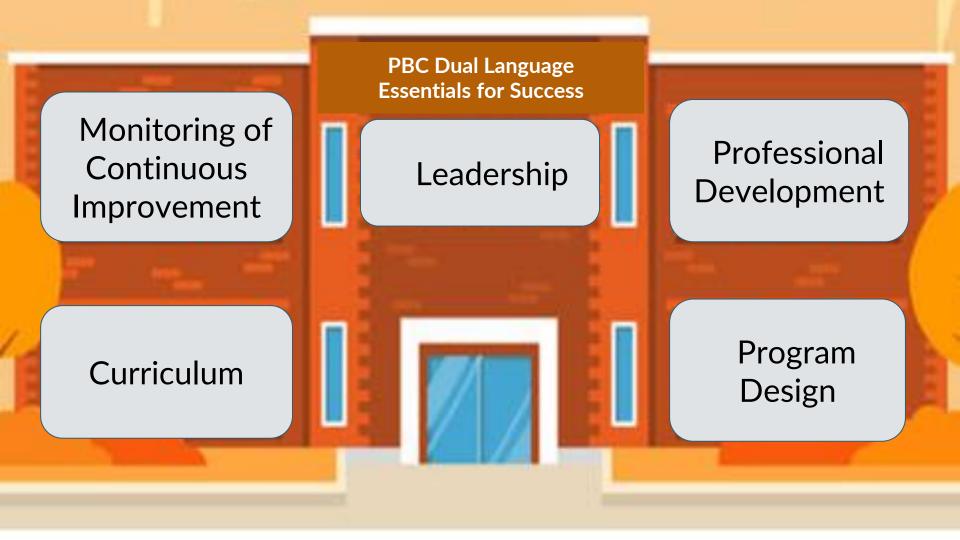
The School District of Palm Beach County will embrace, celebrate and honor our students, families, staff and community members and their unique cultural histories, while ensuring each student achieves personal, academic and sustainable success.





Accelerating Student Achievement
through the
Implementation of Dual Language Programs
Palm Beach County's Journey Starts with
Executive Leadership Prioritizing the End in Mind





Superintendent & Board Members

- Prioritize the value of bilingualism among students
 - Prioritize and augment the essential resources
- Partners with local organizations to support and promote multilingualism

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Department of Multicultural Education

- Hosts Dual Language Teams (Spanish and Haitian Creole), including a reading intervention team
- Professional Development
- Program Design
- Curricular Design and Adoption of Core Materials
- Monitoring for Continuous Improvement
- Support school based hiring practices

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Department of Teaching and Learning

Adopts materials in partnership with the Dual Language Team

Department of Research and Evaluation

Includes DL students in all data reports as a student subgroup

FTE and Student Information Department

Identifies DL students based on their schedules

School Leadership

- Prioritizes the master board around DL programs
 - Adheres to hiring process and standards
- Monitors the effective implementation and enhancement in scope, sequence, rigor, and student representation of DL programs

Equally values English and the partner language School Leadership

Create systems for professional development, common planning, and collegiality

Understands how to meet state requirements while promoting the value of bilingualism

Knowledgeable about bilingualism and bilingual education

Serve as the primary program advocate among stakeholders, including central administration



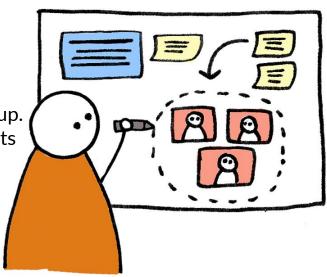
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Resource: https://www.cal.org/wpcontent/uploads/2022/07/NDLF-White-Paper-October-2017.pdf



Program Design

- Clear implementation <u>guidelines</u>, including a planning implementation <u>toolkit</u>
 - **Step 1:** Establish a leadership team.
 - **Step 2:** Conduct self-reflection survey and discussion group.
 - Step 3: Research dual language immersion key components and best practices.
 - Step 4: Identify stakeholders outside of the leadership team to involve in discussions and planning processes.
 - **Step 5:** Conduct dual language immersion program site visits.
 - **Step 6:** Create a plan of action.
 - Step 7: Begin planning for the future.
- Envision and plan for accelerated and advanced coursework, at all levels, taught in the partner language.







Annual Conference for Administrators, Principals, DL Coaches, and Teachers

- Keynote Speakers
- Round Table Discussions
- Metalinguistic and Metacognitive Training Sessions
- Other Best Pedagogical Practices

Monthly Coaching Sessions for DL Coaches

- Data Analysis
- Best Practices
- Focused Classroom Visits

Semester Parent and Community Engagement Meetings

Model and share parent/student support tools

At least once during the implementation cycle

- Build whole staff capacity on cultural competence
- Build whole staff capacity on multilingualism from an asset based perspective



INSPIRE

Curriculum

- State Standards have been translated, transadapted, and linguistically augmented to the target language
- Core and intervention materials are available in English and the target language (for Spanish and Haitian Creole)
- Assessments are available in English and the target language
- The acquisition of the target language is assessed for accountability purposes
- Advanced coursework is offered in the target language at the elementary and secondary levels

ELA.K.F.1.3/HCLA.K.F.1.3

Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.

- a. Demonstrate knowledgeFor the of the most frequent sound for each consonant.
- b. Demonstrate knowledge of the short and long sounds for the five major yowels.
- c. Decode consonant-vowel-consonant (CVC) words.
- d. Encode consonant-vowel-consonant (CVC) words.

Benchmark Clarifications

Clarification 1: Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds). Clarification 2: Students will decode decodable high frequency words appropriate to the grade level. See K.F.1.4 and Dolch Word List and Fry word lists. Students will read grade-level appropriate high frequency words, decodable or not. with automaticity.

Itilize konesans fonik ak teknik analiz fonik ak mo ki apwopriye ak laj, pou dekode mo kòrèkteman.

- Demontre konesans sou son chak konsòn bay. Chak konsòn gen yon sèl son.
- b. Demontre konesans son pou douz (12) wayèl yo (lang kreyôl gen 12 wayèl). Chak wayèl bay yon sèl son eksepte /an/ /e/ avèk /o/ ki chanje son lè ou mete yon aksan fòs sou têt yo /ân/, /ê/ ak /ò/.
- Dekode mo konsòn-vwayèl-konsòn (KVK)
- d. Kode mo konsòn-vwayèl-konsòn (KVK)

Eklèsisman

Eklèsisman 1:Fonik fè referans avèk relasyon ant grafèm (lèt oswa konbinezon lèt) ak fonèm (son lè moun ap pale).

Eklesisman 2: Elèv yo ap dekode mo kouran ki dekodab ki apwopriye ak nivo klas yo. Gade K.F.1.4 ak lis mo yo itilize anpil yo. Elèv yo pral li mo kouran ki apwopriye ak laj yo, dekodab ou pa, yon fason otomatik. An kreyöl, pa gen son ki eple nan fason iregiliyè. Tout lèt yo konsève menm son an (donk yo toujou eple menm jan an) nan kelkeswa mo/silab la).



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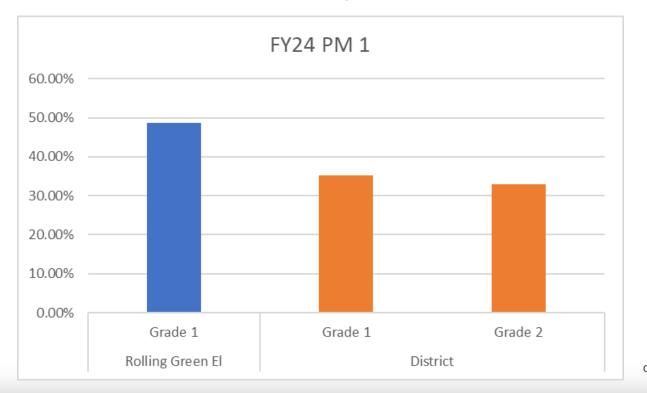
Monitoring Continuous Improvement

- Enrollment by subgroups
- Master board configurations
- Assessment (local and state) outcomes
- Advanced coursework enrollment
- Comparative data across grade levels
- Expansion programming across schools and feeder patterns



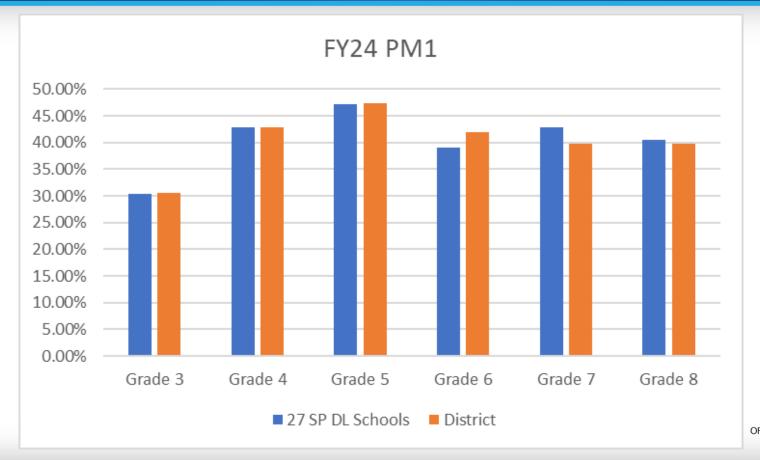


Haitian Creole 1st Grade DL @ Rolling Green Elementary: FY24 PM1













Home of the Mighty Lancers

Established in 1965

"B" Rated School

Total Population: 3,295

• Black: 16%

Hispanic: 76%

White: 5%

Other: 2%

• ELL: 32%

• SWD: 13%

• FRL: 61%

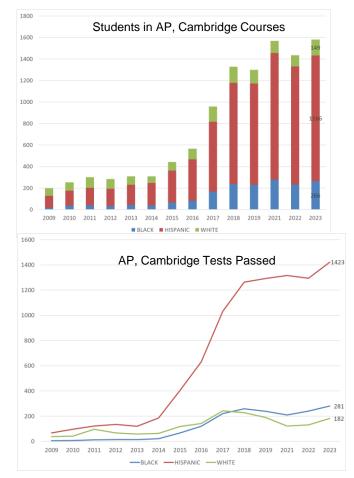


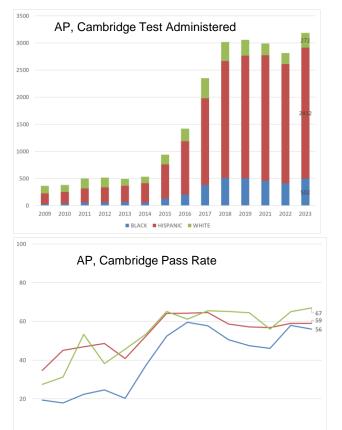
	AP, IB, AICE, DE		
	FY23		FY24
HS Accel	Enroll	Ach	Enroll
Total	60%	72%	67%
White Fem	59%	78%	62%
Black Fem	65%	75%	66%
Hisp. Fem	68%	72%	73%
ELL Fem	46%	72%	60%
SWD Fem	37%	53%	39%
White Male	54%	78%	65%
Black Male	45%	52%	57%
Hisp. Male	56%	70%	64%
ELL Male	38%	81%	58%
SWD Male	21%	58%	32%
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OF PALIVI DEACH COUNTY



JI Leonard HS Acceleration (AP, Cambridge International)





2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019 2021 2022 2023

* 2020 School year excluded due to COVID impact on testing

To access this presentation and the links, use this QR Code.



THE BENEFITS OF BEING BILINGUAL GO BEYOND THE ABILITY TO COMMUNICATE IN ANOTHER LANGUAGE. BILINGUALISM GIVES KIDS A BROADER PERSPECTIVE OF THE WORLD



BilingualKidspot.com



