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.

...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
Leadership
Monitoring of Continuous Improvement
Curriculum
Professional Development
Program Design

PBC Dual Language Essentials for Success
<table>
<thead>
<tr>
<th>High-performing A-rated District</th>
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<td><strong>Superintendent &amp; Board Members</strong></td>
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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

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
High-performing A-rated District

### 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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### 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

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

Knowledgeable about bilingualism and bilingual education

Create systems for professional development, common planning, and collegiality

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

Program Design

- Clear implementation guidelines, including a planning implementation toolkit
  - **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
**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 knowledge for the of the most frequent sound for each consonant.
- b. Demonstrate knowledge of the short and long sounds for the five major vowels.
- 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.

**Utilize konesans fonik ak teknik analiz fônik ak mo ki apwopriye ak laj, pou dekòde mo kòrèlèman.**

- c. Dekòde mo konsòn-vwayèl-konsòn (KKV),

**Éksèisman**

Éksèisman 1: Fonik fò reformas avèk rolasyon antr grafèm (liò oswa kombinezon liò) ak fonèm (son li moun ap pale).

Éksèisman 2: Eliv yo ap dekòde mo kouann ki dekòdab ki apwopriye ak nivo klas yò. Gade K.F.1.4 ak li li mo yo fitilize anpil yo. Eliv yo pral li mo kouann ki apwopriye ak laj yo, dekòdab ou pa, yon fason otomatik. An kreyòl, pa gen son ki epl nan fason irigiyò. Tout lòt yo konvèvè manm son an (donk yo toujou epl manm jen an) nan kòlikèswa mo/sib laj.**
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
High-performing A-rated District

FY24 PM1

grade 3  grade 4  grade 5  grade 6  grade 7  grade 8

27 SP DL Schools  District

EDUCATE • AFFIRM • INSPIRE
Established in 1965
“B” Rated School
Total Population: 3,295
- Black: 16%
- Hispanic: 76%
- White: 5%
- Other: 2%
- ELL: 32%
- SWD: 13%
- FRL: 61%

<table>
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<tr>
<th>HS Accel</th>
<th>FY23</th>
<th>FY24</th>
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<tbody>
<tr>
<td>Total</td>
<td>60%</td>
<td>72%</td>
</tr>
<tr>
<td>White Fem</td>
<td>59%</td>
<td>78%</td>
</tr>
<tr>
<td>Black Fem</td>
<td>65%</td>
<td>75%</td>
</tr>
<tr>
<td>Hisp. Fem</td>
<td>68%</td>
<td>72%</td>
</tr>
<tr>
<td>ELL Fem</td>
<td>46%</td>
<td>72%</td>
</tr>
<tr>
<td>SWD Fem</td>
<td>37%</td>
<td>53%</td>
</tr>
<tr>
<td>White Male</td>
<td>54%</td>
<td>78%</td>
</tr>
<tr>
<td>Black Male</td>
<td>45%</td>
<td>52%</td>
</tr>
<tr>
<td>Hisp. Male</td>
<td>56%</td>
<td>70%</td>
</tr>
<tr>
<td>ELL Male</td>
<td>38%</td>
<td>81%</td>
</tr>
<tr>
<td>SWD Male</td>
<td>21%</td>
<td>58%</td>
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JI Leonard HS Acceleration (AP, Cambridge International)

Students in AP, Cambridge Courses

AP, Cambridge Test Administered

AP, Cambridge Tests Passed

AP, Cambridge Pass Rate

* 2020 School year excluded due to COVID impact on testing
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