

Dual Language

JPS DLE Program Context:

90:10 DLE Program Model

	Elementary School	Middle School	High School
Program Model	<p>K–12 commitment – JPS is currently ‘rolling up’ the first cohort of DLE schools into middle school following feeder pattern lines to account for space utilization challenges</p> <p>Sufficient resources (personnel, instructional, space) – the district and state work in close collaboration to ensure sufficient partner language teaching staff for JPS’s side-by-side model. Local bilingual and international teachers are included in the Spanish DL teaching staff while ESL-certified teachers make up the English (ELD) DL teachers. In addition, DL schools in JPS are now adding bilingual interventionists and SpED staff based on need.</p> <p>Assessment and accountability - DLE assessment & accountability has changed over the years in JPS, but it is always aligned to all three goals of DLE. The district is very supportive on decisions within their control. This support has allowed JPS’s DL schools to leverage assessments in both partner languages to measure language development and literacy in both partner languages. These bilingual and biliterate assessments are a part of the DL teacher evaluation system. In addition, formative and summative assessments from both program languages are part of the districts robust cluster meeting (grade level team) structure.</p> <p>Continuous improvement planning process – Each year, JPS uses a range of assessment and accountability to data refine and improve its systems and support plan. Based on a range of data and the continued staffing challenges in post-Katrina years, 2024-2025 improvement efforts are slated to focus on finalizing the DL MTSS framework and matrix, intensive teacher and leader coaching for data-driven focus schools, and initiating new biliteracy trajectories for the recent state-required literacy assessment requirements.</p>		
Students PARTNER LANGUAGE	<p>Equal enrollment numbers: Partner language model students and English language model students. While enrollment numbers are not always perfect halves, enrollment does not surpass a ratio of one-third to no more than two-thirds ratio of student populations in either direction. Program model shifts are considered based on continuous monitoring of this data.</p>		
Content & Language Allocation	<p>80–90% PreK-K partner language instruction – based on each school’s access to partner language fine arts staff</p> <p>10 percent minimum initial English instruction Increase English content instruction to 50 percent by fourth/fifth grade</p>	<p>Literacy instruction begins in Spanish DLE classrooms only using cross-language connections made to English through English Language Development during their kindergarten year. Recent policy changes at the state level have dictated literacy assessment changes for DLE programs. Despite these changes, most of the JPS DL students score the same or higher than non-DL peers on early literacy assessments taken in English. Bilingual and biliterate results are dependent on their cluster (PLC, team, etc.) structure.</p>	

Dual Language Data Framework®

Language of instruction	<p>Purposeful integrity of the languages for instruction Strategic opportunities to leverage and connect all linguistic resources (translanguaging pedagogy, metalanguage strategies, transfer using cross-linguistic connections)</p>		
Literacy	<p>Sequential: Students first learn to read in partner language authentically</p> <p>Paired: Students' early literacy instruction is in both program languages</p>	<p>Continued biliteracy growth/development</p> <p>Use of authentic materials</p>	<p>Continued biliteracy growth/development</p> <p>Use of culturally, linguistically, and pedagogically authentic materials</p>
Teaching staff	<p>Native or native-like proficiency in instruction language Knowledge of bilingual theory/ bilingual education, language acquisition, multicultural education</p> <p>Recruitment plan and process</p>		
Professional Development	<p>Aligned to program goals Addresses equity and social justice</p> <p>Meets teacher abilities and needs in holistically serving the DL community</p>		

Cluster Biliterate and Bilingual Learning Dual Language Data Framework Schedule Semester 2			
UNIT:	DATE:	Cluster WEEK:	CLUSTER FOCUS:
Unit 6	1/4/2024 – 1/26/2024	Week 1: 1/8 – 1/12	MOY Sort 1: Class SMARTDLE Goal Progress Monitoring
		Week 2: 1/15 – 1/19	MOY Sort 2: Biliterate Reading Regrouping
		Week 3: 1/22 – 1/26	MOY Sort 3: Biliterate Reading and Bilingual Language Student Goals
Unit 7	1/29/2024 – 2/23/2024	Week 1: 1/29 – 2/2	Unit 7 Unpacking
		Week 2: 2/5 – 2/8	Sort 1 & 2 – Reteach small groups & Well-matched Scaffolds
		Week 3: 2/19 – 2/23	Sort 2 & 3 – Well-matched Scaffolds & 4 Dictados
Bridge Week:		2/26 – 3/1	Unit 8 Unpacking
Unit 8	2/29/2024 – 3/22/2024	Week 1: 3/4 – 3/8	Sort 2 & 3 – Cycle of Learning New DL/EB Strategy
		Week 2: 3/11 – 3/15	Sort 2 & 3 - Cycle of Learning New DL/EB Strategy
		Week 3: 3/18 – 3/22	Summative Sort 1 Reteach & Strategy Impact
Bridge Week:		3/25 – 3/27	Unit 9 Unpacking
Unit 9	4/3/2024 – 4/23/2024	Week 1: 4/1 – 4/5	Sort 1 & 2 - Well-matched Scaffolds
		Week 2: 4/8 – 4/12	Sort 2 & 3 – 4 Dictados
		Week 3: 4/15 – 4/19	Summative Sort 1 Reteach & Bridge Plan
Bridge Week:		Week of 4/22 – 4/26	Unit 10 Unpacking
Unit 10	4/29/2024 – 5/17/2024	Week 1: 4/29 – 5/3	EOY Sort 1: Class SMARTDLE Goal Attainment
		Week 2: 5/6 – 5/10	EOY K-2 Post Assessment
		Week 3: 5/13 – 5/17	EOY 3-8 LEAP 2025
Biliterate Reading Data		ENIL/IRLA	
		Bilingual Learning Data	Benchmark

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