INNOVATION CONFIGURATION

Dual Language Program

2023-2024

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Course Group Number: 10456247

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VISION

Support our culturally diverse population to compete in a global workforce.

Mission

The Broward County Public Schools Bilingual/ESOL Dual Language program will empower and develop bilingual, bi-literate, and bicultural students. All aspects of the program will promote family and community engagement and advocacy aligned with the three pillars of Dual Language Education. Grade-level academic achievement, bilingualism and biliteracy, and sociocultural competence.

Purpose

The BCPS Dual Language Program is a division of the Bilingual/ESOL Department. This department serves to provide resources to all our stakeholders, students, teachers/staff, parents, district and the community. We provide professional learning, materials and support to all Broward County elementary, middle, and high schools, as well as educational centers and K-8/6-12 schools. We address the need to develop multilingual skills necessary to fully participate and compete in an increasingly globalized world. Learning a second or third language improves students' opportunities to compete in today's job market. The District's Dual Language strategy makes the most of the critical language-learning period during primary and intermediate grades. By deepening fluency in two languages and across multiple subject areas. Dual Language students will complete elementary school prepared to enter world language curriculum pathways for native speakers in secondary school.

The Dual Language Program offers a school-within-a-school approach to second language acquisition. The program's goal is to provide students the opportunity to become fully bilingual and biliterate by teaching listening, speaking, reading, and writing skills in both English and the target language. Dual Language or Two-Way-Immersion (TWI) Programs are those in which two languages are used for instruction: English and another language. The program adheres to the State of Florida's high expectations and standards for all students, while providing standards-based instruction, in both English and the second language, for both English-speaking students and students whose native language is other than English.

Based on language acquisition research, the district recommends students start the program in Kindergarten or First-grade. Students who participate in the program for one year will continue in the next grade level. Through coordination with school administrators and ongoing professional development for dual language teachers, the district plans to expand the availability of these programs by five elementary schools per year, starting with kindergarten classrooms, expanding by one grade per year at each school. Upon successful completion of the program in 5th grade and demonstration of native language proficiency, students can continue with world language classes for native speakers in middle school and beyond. In the long term, students in the Dual Language Program are on a Pathway to Biliteracy, with the goal of attaining the Florida State Seal of Biliteracy at graduation.

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State Statute **F.S. 1003.432 - Florida Seal of Biliteracy Program for high school graduates**

The Florida Seal of Biliteracy Program is established to recognize a high school graduate who has attained a high level of competency in listening, speaking, reading, and writing in one or more foreign languages in addition to English.

The Commissioner of Education shall award the Seal of Biliteracy upon graduation to a high school student who meets the qualifications in this section. The seal must differentiate between two levels of competency, designated as Gold and Silver, which must be at least as rigorous as is recommended in the biliteracy seal guidelines established by national organizations supporting foreign languages instruction.

The purpose of the Florida Seal of Biliteracy Program is to:

(a) Encourage students to study foreign languages.

(b) Certify attainment of biliteracy.

(c) Provide employers with a method of identifying an individual with biliteracy skills who is seeking employment.

(d) Provide a postsecondary institution with a method of recognizing an applicant with biliteracy skills who is seeking admission to the postsecondary institution.

(e) Recognize and promote foreign language instruction in public schools.

(f) Affirm the value of diversity, honor multiple cultures and foreign languages, and strengthen the relationships between multiple cultures in a community.

Beginning with the 2016-2017 school year, the Gold Seal of Biliteracy or the Silver Seal of Biliteracy must be awarded to a high school student who has earned a standard high school diploma and who: (a) Has earned four foreign language course credits in the same foreign language with a cumulative 3.0 grade point average or higher on a 4.0 scale; (b) Has achieved a qualifying score on a foreign language assessment; or (c) Has satisfied alternative requirements as determined by the State Board of Education pursuant to subsection (8).

Needs Assessment

Currently, Dual Language Programs are available in English and Spanish at 50 schools. The number of schools has steadily increased each to 50 this year, with additional middle schools projected for next year. The number of schools over time and corresponding numbers of teaching teams and students are listed in Table 1, below.

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The district coordinates with school administrators to introduce Dual Language Programs in Pre-Kindergarten, Kindergarten, or 1st Grade classrooms, conduct professional development activities for teachers, model best practices for instruction, and provide continuous support. As students complete each year of study and advance to the next grade, additional teaching teams need to be prepared to continue their dual language instruction. See Table 2 below for numbers of teaching teams by grade level for the past few years, and the projected need for the 2022 – 2023 school year.

Table 1. Dual Language Teaching Teams

Teaching Teams, and Students, 2020 – 2023	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Schools	44	48	49	45	41
Dual Teachers	345	287	265	234	300
Dual Teams	180	110	79	66	49
Students (est.)	5,870	4,897	5,062	4,748	4,670

Table 2. Dual Language Teaching Teams & Students (est.)

The Dual Language Program supports current teachers and prepares additional teachers to establish new DL classrooms through workshops, follow-up support, and assistance with the establishment of Professional Learning Communities. Each year, the program partners with other PD Providers to plan and conduct four days of workshops during the district's summer professional development institute, Seasons of Learning. Participants used a scale of 1 to 5 to rate their agreement with prompts starting with, "As a result of this activity, I am better able to implement standards-based strategies to promote…." Teacher enrollment and average survey responses are reported in LAB feedback.

Dual Language Teaching Teams, 2020 – 2023 Grade Levels	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Pre-K*	4	4	6	6	6
Kindergarten	38	32	32	30	30
First Grade	37	32	32	29	27
Second Grade	36	32	30	27	27
Third Grade	29	26	25	24	23
Fourth Grade	18	17	25	24	23
Fifth Grade	18	21	24	23	23
Sixth Grade	5	9	15	10	9
Seventh Grade	2	5	6	9	3
Eighth Grade	1	3	3	4	2
Ninth Grade	1	2	2	3	3
Tenth Grade	–	0	1	2	2
Imagine Charter Grades K-5	3	3	6	6	6
Total	192	186	207	197	182

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Level 1 – Participant Reactions - What were the results of professional learning feedback surveys for all courses under the MP/IC? How many attended each course?

Data Table 1. DL Seasons of Learning VII – Course Completions, 2022-23

Course Name	articipants who Attended	npleted by Target Audience
Dual Language Adelante	21	86%
Dual Language BEST SLA & ELA	36	58%
TLFA 22-23 9817 Dual Language K-12	6	67%

Data Table 2. DL Seasons of Learning VII – Course Completions Results, 2022-23

Strongly Disagree	Disagree	Undecided	Agree	trongly Agree	Grand Total
20	3	20	34	403	480
4%	.01%	4%	7%	84%	100%

91% of the feedback fell in the strongly agree and agree categories. We are extremely pleased with these results. We work diligently to prepare course offerings and consistently seek new strategies and approaches to meet the needs of our adult learners.

We appreciate all feedback. While we regret 8.1% of the feedback fell into the undecided, disagree, and strongly disagree categories, we will endeavor to reach all our participants and address diverse learning styles. Overall, the feedback received proved helpful as we revised the courses throughout the year. Department administrators and course facilitators reviewed feedback to reflect and make modifications on future offerings.

How were members of the target audience identified and informed? Flyers, emails, principal memoranda, and training schedules were distributed to stakeholders via email, Learning Across Broward (LAB) and PIVOT. In addition, announcements were posted on BCPS Alerts, Yammer & TEAMS groups, Dual Language Facebook, and WhatsApp pages.

We understood substitute teachers were in short supply, while some school-based administrators preferred staff to take advantage of professional learning during early release and planning days. We are aware of these situations and to keep the lines of communication open we offer:

Monthly meetings (monthly Dual Language What's up Wednesdays, Dual
Language Monthly Online Newsletter
Dual Language Instructional Facilitator (IF) Visit schools providing support, model lessons
provide PD.

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Level 2 – Participant Learning (impact) – What were the impacts on participant learning?

The Dual Language Program supports current teachers and prepares additional teachers to establish new DL classrooms through workshops, follow-up support, and assistance with the establishment of Professional Learning Communities. Each year, the program partners with other PD Providers to plan and conduct four days of workshops during the district's summer professional development institute, Seasons of Learning. Participants used a scale of 1 to 5 to rate their agreement with prompts starting with, "As a result of this activity, I am better able to implement standards-based strategies to promote…." Teacher enrollment and average survey responses are reported in Data Table 3, below.

Data Table 3. Seasons of Learning – Dual Language Enrollment and Evaluation Results, 2022-23

By: Grade Level	Teacher Participants	BEST Spanish Standards	Istation
Kindergarten	4	4.4	4.4
Grade 1	22	4.4	4.3
Grade 2	11	4.3	4.3
Grades 3 – 4	14	4.3	4.4
Grades 5 – 7	12	4.3	4.4
Total/Averages	63	**4.3**	**4.4**

Due to the COVID19 Pandemic no results were available for the 19-20 or 20-21 school years for 3rd, 4th, and/or 5th grade.

The following results below are from the Dual Language Program schools with 3rd, 4th, 5th, 6th, 7th, 8th, grade during the 21-22 school year. We then looked at the scores 3 or above on the FSA and compared them to the rest of the school's population. Data representing participation in Dual Language Programs is available for 2021 -2022. Results show that Dual Language students scored much higher than students in traditional programs at the same schools and higher than the District as a whole.

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Data Table 4. Dual Language Students' Performance on the 2022 FSA ELA and Comparison to Counterparts by Grade Level

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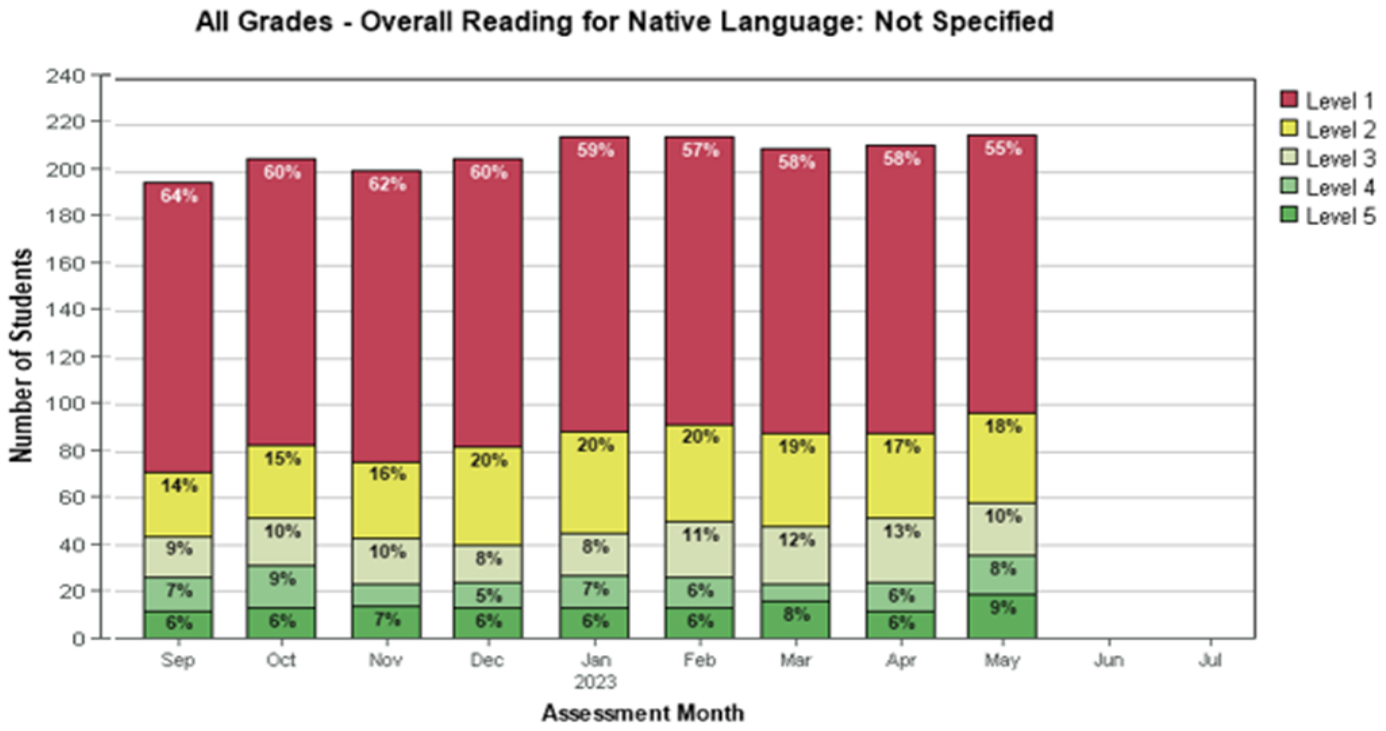
Dual Language Students' Performance on the 2022 FSA ELA and Comparison to Counterparts by Grade Level

					2022 FSA ELA Achievement Level				
Grade Level	Dual Language Status	Number of Students Tested	Number Students Proficient	% Proficient	1	2	3	4	5
03	Dual Language	766	610	79.6%	76	80	264	245	101
03	Non-Dual Language	2,539	1,409	55.5%	620	510	707	483	219
03	Dual Language Gap			24.1%					
04	Dual Language	658	527	80.1%	55	76	159	224	144
04	Non-Dual Language	2,373	1,455	61.3%	499	419	574	520	361
04	Dual Language Gap	c		18.8%					
05	Dual Language	592	460	77.7%	47	85	189	168	103
05	Non-Dual Language	2,051	1,175	57.3%	400	476	488	438	249
05	Dual Language Gap			20.4%					
06	Dual Language	48	36	75.0%	5	7	13	15	8
06	Non-Dual Language	765	383	50.1%	215	167	161	170	52
06	Dual Language Gap			24.9%					
07	Dual Language	106	79	74.5%	11	16	23	32	24
07	Non-Dual Language	1,241	627	50.5%	337	277	276	235	116
07	Dual Language Gap			24.0%					
08	Dual Language	72	52	72.2%	7	13	18	18	16
08	Non-Dual Language	983	542	55.1%	247	194	243	178	121
08	Dual Language Gap			17.1%					

Dual Language students will additionally be progress monitored using Istation Español ISIP. Chart 1, Below shows a 9% increase in Spanish Language acquisition of from September 2022 to May 2023 as indicated by the Istation Español ISIP monthly progress monitoring tool.



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As of the 2022-2023 school year all students in K-12 will be progressed monitored using the FAST State Assessment for ELA and Math. These results have not been tabulated at this time.

Due to the COVID19 Pandemic no results were available for the 19-20 or 20-21 school years for 3rd, 4th, and/or 5th grade.

We were able to gather iReady data from our Dual Language schools. Please see the tables below.

Chart 2, below Dual Language vs Non-Dual Language iReady 20-21

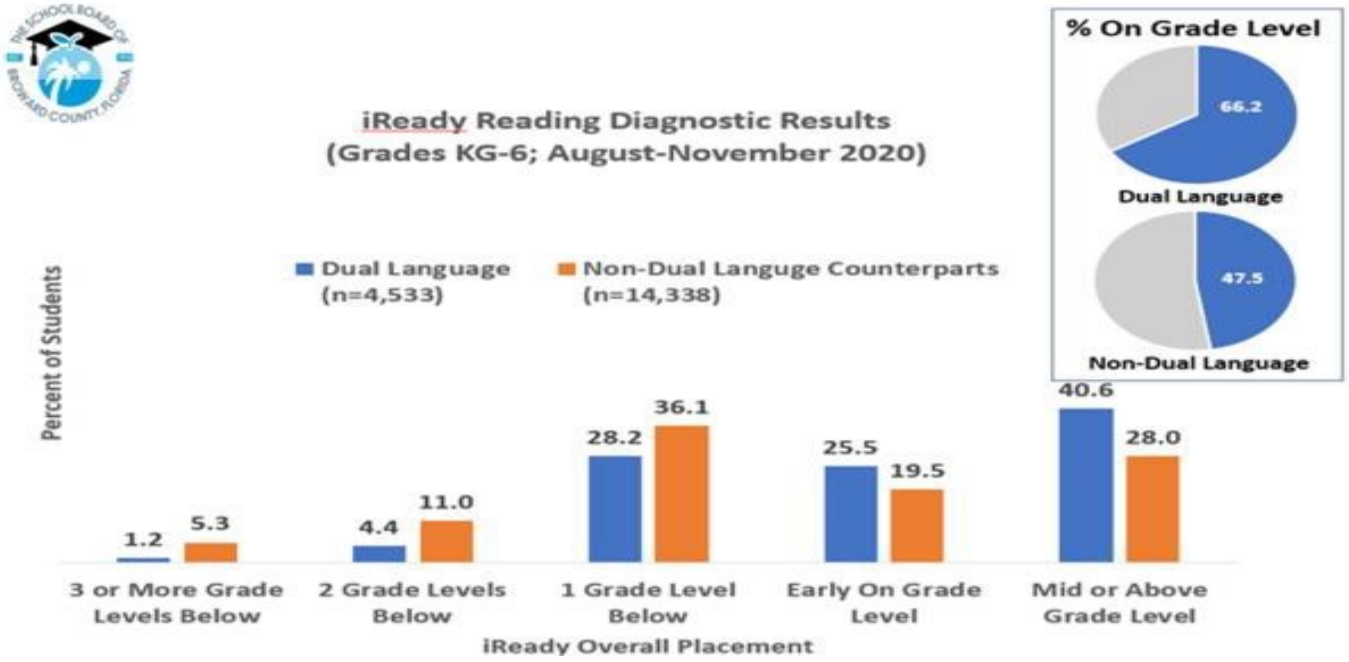

Chart 3, below Dual Language vs Non-Dual Language iReady 20-21

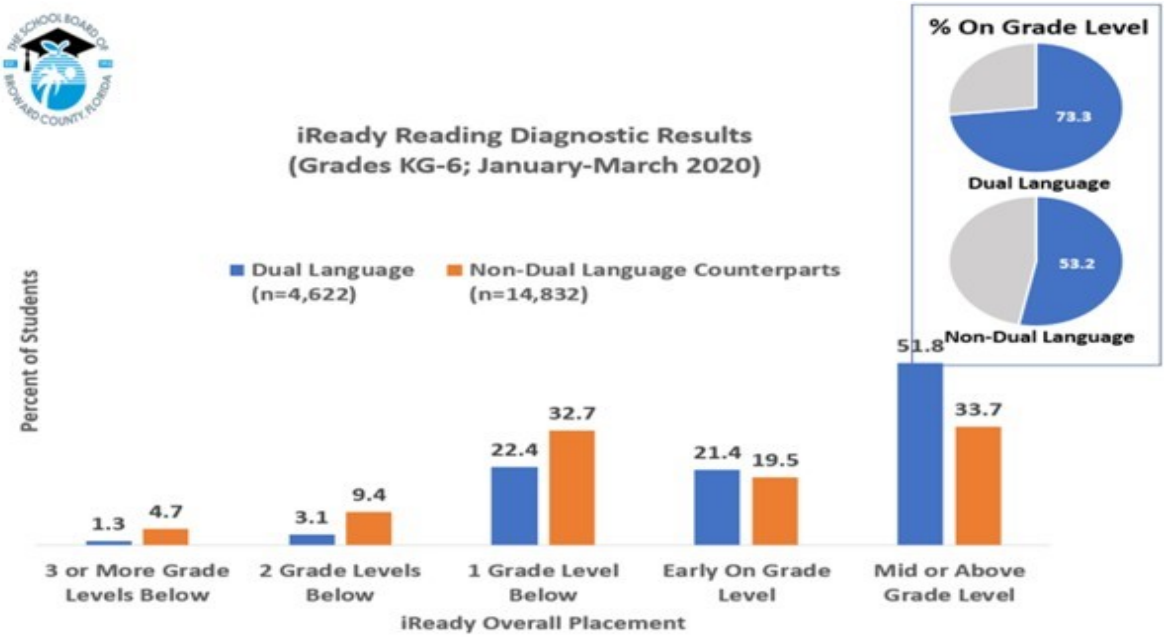

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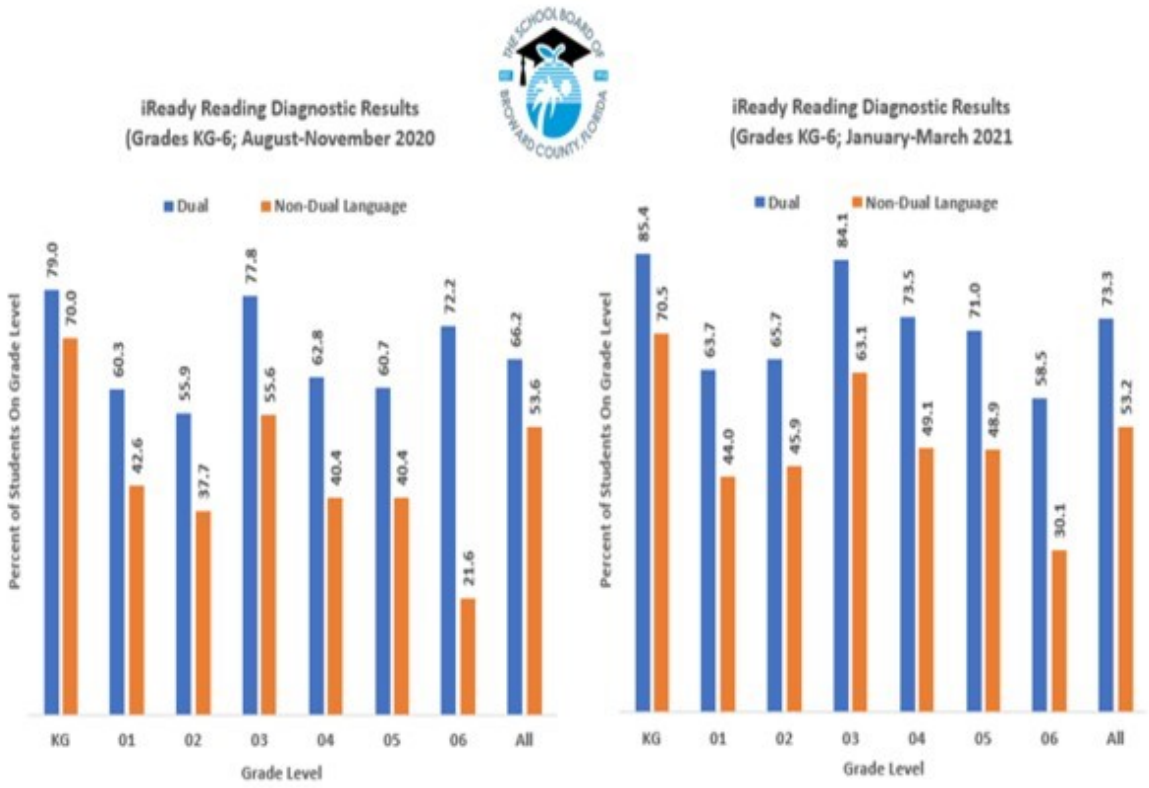
Chart 4, below Dual Language vs Non-Dual Language iReady 20-21



Continue collaboration with Talent Acquisition to recruit, and administer the District Required Language Proficiency Screener to provide highly qualified World Languages teachers to our schools.

The tables on the following pages describe the Desired Outcomes for professional learning in support of each role associated with this Master Plan to include Teachers, Teacher Leaders, and Administrators.

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Desired Outcomes and Performance Indicators

1.0 Teacher/Individual			
1.1 Desired Outcome: Incorporates Standards-Based Instructional Planning Language Development standards are evident and selected based on student's assessments. Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Language Development materials are used during posted instructional block (minimum of 90 minutes (about 1 and a half hours) daily for 1½-hour model schools and minimum of 120 minutes (about 2 hours) daily for 2½- hour model schools). New vocabulary, language forms and functions are selected to support learning the standards and development of the instructional theme. Supplemental Language Development materials create a comprehensible context for a new language and are appropriate for the Language Development level. Creates a well-developed plan for the year tightly aligned with state standards/assessments and the district's strategic goals. Designs lessons with clear, measurable goals closely aligned with standards and based on learning outcomes. Designs lessons using a variety of research-based curriculum materials including those available through the school, the district, in the community, and through professional organizations and	Plans the year's instructional focus based on state standards to ensure students are ready for external assessments that align the plan with the district's strategic goals. An instructional theme is evident and links Language Development with grade-level content standards. Plans units of study using content standards, big ideas, and essential questions. Designs lessons and activities based on learning outcomes. Designs lessons that utilize core programs as well as other research-based curricular materials available through the school, district, and related outside organizations, when appropriate, to support student learning. Provides students a clear sense of purpose by communicating the essential questions and goals.	Demonstrates foundational knowledge of the standards and can locate them to identify desired outcomes. Plans daily lessons in direct alignment with the textbook suggested standards and curriculum. Displays an awareness and use of resources available at the school level. Posts the main learning objectives of each lesson as directed by the school to inform students of learning expectations. Demonstrates willingness to implement new classroom practices.	Is unable to plan to use the B.E.S.T., Language Arts Florida State Standards and the Next Generation Sunshine State Standards for Social Studies and Science. Is unable to plan using effective strategies to meet the needs of various learners.

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aligned to the B.E.S.T., Language Arts Florida State Standards and the Next Generation Sunshine State Standards for Social Studies and Science. Models for students exactly what is expected by communicating essential questions and posting goals, rubrics, and exemplars of proficient work. Actively seeks new ideas and engages in action research with colleagues.	Seeks effective teaching ideas from colleagues and other professionals to meet the diverse needs of learners.		

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1.2 Desired Outcome: Assessment of and for Student Learning The teacher systematically gathers, analyzes, and uses relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Analyzes student needs based on quantitative and qualitative assessment data to make instructional decisions that align assessment resources to desired learning outcomes. Explains how and why a particular assessment resource aligns with a desired learning outcome. Evaluates the quality of authentic assessment resources based on reliability, objectivity, and validity. Utilizes various authentic formative and summative assessments to collect data about student mastery, learning gains, and social growth. Analyzes student performance data to evaluate the effectiveness of instructional strategies to revise initial strategies and/or identify appropriate instructional interventions for a group or individual students. Regularly shares practice with colleagues, seeking feedback and revising Practice through interactive dialogue. Provides specific feedback and recommended resources to both students and parents in a timely fashion throughout the school year.	Bases instructional decisions on student needs and assessment data. Utilizes traditional formative and summative assessments to gauge student mastery and learning gains. Reviews student performance data to evaluate the effectiveness of instructional strategies. Reflects on initial teaching strategies and student assessment data. Reflects on instructional practice and revises accordingly. Identifies possible instructional interventions for groups and/or individual students. Requests feedback and guidance from colleagues. Provides specific feedback resources to both students and parents in a timely fashion throughout the school year.	Utilizes assessment results when making instructional decisions. Aligns assessment results with decisions being made but may not be able to explain why a specific assessment resource is appropriate for measuring the desired learning outcomes. Utilizes assessment resources provided by the textbook or as part of the curriculum resources and occasionally modifies them to better align with desired learning outcomes. Identifies when an instructional strategy is not effective but may not know how to select appropriate instructional interventions.	Is unable to gather, analyze, or use relevant data to measure student academic progress, plan instructional practices, or provide feedback to both parents and students.

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1.3 Desired Outcome: Monitors Student Academic Progress The work of the teacher results in acceptable, measurable, and appropriate student academic progress.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Ensures challenging yet appropriate rigor when designing formative and summative assessments based on Webb's Depth of Knowledge. Supports peers (mentoring, lesson creation, professional learning) in collaborating within Professional Learning Communities to develop common assessments aligned to the B.E.S.T., Language Arts Florida State Standards and the Next Generation Sunshine State Standards for Social Studies and Science. Supports peers (mentoring, lesson creation, professional learning) in using various formative assessments throughout instruction, analyzing the data, and differentiating instruction based on the results of the assessments.	Includes some moderate to high- level cognitive processes in daily classroom activities and assessments. Collaborates within Professional Learning Communities to develop common assessments aligned to the B.E.S.T., Language Arts Florida State Standards and the Next Generation Sunshine State Standards for Social Studies and Science. Uses various formative assessments throughout instruction, analyzes the data, and differentiates instruction based on the results of the assessments.	Uses assessments that require students to remember, recall, or process information at the lower end of Webb's Depth of Knowledge. Develops assessments aligned to the B.E.S.T., Language Arts Florida State Standards and the Next Generation Sunshine State Standards for Social Studies and Science. Uses one type of formative assessment and differentiates instruction based on the results of the assessment.	Limited use of assessments. Assessments classified as low complexity. Limited collaboration within Professional Learning Communities to develop assessments. Limited use of formative assessment.

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Data Collection Plan			
Level of Measurement 1. Participants' Reactions	Instrument/Data Type Specialized Feedback Form in LAB	Frequency 1x/workshop	Person Responsible for Collecting Data School-based Administrators and District Personnel
2.Participants' Learning	Performance-based and written assessments embedded into workshops	1x/workshop	Workshop facilitators
3. Organization Support & Change	District enrollment records Needs assessment survey for teachers	1x/year	District personnel
4. Participant Use of New Knowledge and Skills	Completion Reports Performance Rubrics Meeting Agendas/Presentation Products developed by teams Program Implementation Plans Lesson Plans	1x/workshop	School-based Administrators and District Personnel
5. Student Learning Outcomes	Student Work Samples Primary Reading Tests End-of- Year Course Assessments AP1-AP2-AP3 FAST ELA &/or Math Progress Monitoring Results Istation ISIP	1x/year	School-based Administrators and District Personnel

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2.0 School Administrator			
2.1 Desired Outcome: Engages staff in effective Dual Language Development Actively creates a culture that ensures target language equity high-quality learning in the Dual Language classroom is maintained and extended.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Engages staff in effective implementation of instructional strategies and language development practices. Engages in regular, inclusive, and shared professional learning among teachers in both grade level (horizontal) and cross- grade (vertical) teams, internally, and between district-wide and local dual language neighboring schools. Coordinates planning with other schools in feeder pattern to ensure smooth transition to middle school dual language program. Analyzes assessment data to monitor and improve individual student outcomes, school- wide learning, and teaching practices.	Identifies instructional strategies to support language development practices. Engages in regular and inclusive professional learning among teachers in both grade level (horizontal) and cross-grade (vertical) teams, and local dual language neighboring schools. Analyzes assessment data to monitor individual student outcomes, school-wide learning, and teaching practices. Creates multiple partnerships with district or local dual language schools.	Identifies language development practices. Understands and communicates the benefits of dual language programs. Supports regular, inclusive, and shared professional learning among teachers in grade level (horizontal). Identifies and collects assessment data to monitor individual student. Identifies and collects student outcome data to inform decisions about instructional strategies and learning environment. Discusses data on instructional quality and effectiveness with individual teachers. Creates at least one partnership with a district or local dual language school.	Fails to identify language development practices. Fails to understand or communicate the benefits of dual language programs. Fails to support regular professional learning among teachers. Fails to identify assessment and outcomes data. Fails to discuss data with individual teachers. Fails to create partnerships with district-wide and local dual language neighboring

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Data Collection Plan			
Level of Measurement	Instrument/Data Type	Frequency	Person Responsible for Collecting Data
1. Participants' Reactions	Specialized Feedback Form in LAB	1x/workshop	District Personnel
2. Participants' Learning	Meeting Agendas/Presentation	1x/workshop	Workshop facilitators
3. Organization Support & Change	District enrollment records Needs assessment	1x/year	District personnel
4. Participant Use of New Knowledge and Skills	Availability of dual language classes	1x/workshop	District Personnel
5. Student Learning Outcomes	Primary Reading Tests End-of- Year Course Assessments AP1-AP2-AP3 FAST ELA &/or Math Progress Monitoring Results Istation ISIP	1x/year	School-based Administrators

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Mid-Year and End-of-Year Evaluation Plan		
Level 1. Participants' Reaction		
Level of Impact	Mid-Year Evaluation	End-of-Year Evaluation
Teacher	Specialized Feedback Form in LAB	Summary of LAB Feedback
Administrator	Specialized Feedback Form in LAB	Summary of LAB Feedback
Level 2. Participants' Learning		
Level of Impact	Mid-Year Evaluation	End-of-Year Evaluation
Teacher	Performance-based and written assessments embedded into workshops	Summary of results of embedded assessments
Administrator	Meeting Agendas/Presentation	Meeting Agendas/Presentations
Level 3. Organization Support & Change		
Level of Impact	Mid-Year Evaluation	End-of-Year Evaluation
Teacher	District enrollment records Needs assessment survey for teachers	District enrollment records Summary of assessment survey for teachers
Administrator	District enrollment records Needs assessment survey for principals	District enrollment records Summary of assessment survey for teachers
Level 4. Participant Use of New Knowledge and Skills		
Level of Impact	Mid-Year Evaluation	End-of-Year Evaluation
Teacher	Meeting Agendas/Presentation Products developed by teams Program Implementation Plans Lesson Plans	Completion Reports Performance Rubrics
Administrator	Availability of dual language classes	Sustainability and growth of Dual Language Program over time
Level 5. Student Learning Outcomes		
Level of Impact	Mid-Year Evaluation	End-of-Year Evaluation
Teacher	AP1 & AP2 FAST ELA &/or Math Progress Monitoring Results Istation ISIP	Primary Reading Tests End-of- Year Course Assessment AP3 FAST ELA &/or Math Progress Monitoring Results Istation ISIP
Administrator	AP1 & AP2 FAST ELA &/or Math Progress Monitoring Results Istation ISIP	Primary Reading Tests End-of- Year Course Assessment AP3 FAST ELA &/or Math Progress Monitoring Results Istation ISIP

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