

A report listing each dual language program in the District including the school, grade(s) and language in which the program is offered and setting forth the efforts made to encourage new and certificated staff with dual language certifications to teach in such programs and the results of such efforts. USP Section V.F(1)(l)

Appendix 58

TUSD

Dual Language Report 2012-13

I. USP LANGUAGE

V. QUALITY OF EDUCATION

F. Reporting

1. *The District shall provide, as part of its Annual Report:*

- l. *A report listing each dual language program in the District including the school, grade(s) and language in which the program is offered and setting forth the efforts made to encourage new and certificated staff with dual language certifications to teach in such programs and the results of such efforts.*

II. OVERVIEW

TUSD has recently hired a new Deputy Superintendent for Teaching and Learning and a new Assistant Superintendent for Curriculum and Instruction. Together with the Director for Language Acquisition, this group is working to revise TUSD's dual language model. This revision will take into account all USP obligations related to Dual Language including, but not limited to, expansion, recruitment of staff, and revisions and changes to the dual language magnet programs and schools. This report covers school year 2012-13, including a list of the dual language programs offered in SY 2012-13, and efforts made in SY 2012-13 to increase TUSD's dual language staff capacity.

III. DUAL LANGUAGE PROGRAMS

School	Grade(s)	Language Offered
Davis	K-5	English/Spanish
Grijalva	K-5	English/Spanish
Hollinger	K-5	English/Spanish
McCorkle	K-2	English/Spanish
Mission View	K-5	English/Spanish
Roskruge	K-8	English/Spanish
Van Buskirk	K-5	English/Spanish
White	K-5	English/Spanish
Pistor	6-8	English/Spanish
Pueblo	9-12	English/Spanish

IV. EFFORTS TO INCREASE DUAL LANGUAGE STAFF CAPACITY

In 2012-13, the Language Acquisition Department encouraged new staff to teach in the programs by providing funding for course reimbursement as part of the "Grown Our Own" certification program. Discussion is underway on how to expand this effort for 2013-14. Had discussion with central leadership in collaborating

with human resources to establish a teacher incentive for 2014-2015. Collaborated with University of Arizona staff, Cecilia Valenzuela and Dr. Carol Evans, to discuss potential placements of student teachers with the goal of recruiting for future Dual Language positions.

**Dual Language Program
Schools K-12/ Escuelas con
Programa De Lenguaje Dual
K-12**

Davis K-5 (Spanish Immersion)

Grijalva K-5

Hollinger K-5

Mary Belle McCorkle PreK-8

Mission View K-5

Roskruge K-8

Van Buskirk K-5

White K-5

Pistor 6-8

Wakefield 6-8

Pueblo Magnet High School



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El Distrito Escolar Unificado de Tucson no discrimina en base a raza, color, origen nacional, sexo, orientación sexual, edad, religión, o discapacidad en la admisión o acceso a, o tratamiento de personas o empleo, en sus programas educativos o actividades.

TUCSON UNIFIED SCHOOL DISTRICT
LANGUAGE ACQUISITION DEPARTMENT
Ignacio Ruiz, Director

Diane Alvarez, K-8 Specialist
Diana Brena, K-6 Specialist
Paula Cortés, 6-12 Specialist
Jean D'Andrea, 6-12 Specialist
John D'Andrea, World Languages Specialist
Cathy Espinoza, K-6 Specialist
Cruz Herrera, K-6 Specialist
Tom Lynch, 6-12 Specialist
Josefina Marin-Varelas, Family and Student Support Liaison
Pat Sandoval-Taylor, K-6 Specialist
Tracie Van Ert, Technology Specialist

DISTRITO ESCOLAR UNIFICADO DE TUCSON
DEPARTAMENTO DE ADQUISICION DE LENGUAJE
Ignacio Ruiz, Director

Diane Alvarez, Especialista K-8
Diana Brena, Especialista K-6
Paula Cortés, Especialista 6-12
Jean D'Andrea, Especialista 6-12
John D'Andrea, Especialista en lenguajes mundiales
Cathy Espinoza, Especialista K-6
Cruz Herrera, Especialista K-6
Tom Lynch, Especialista 6-12
Josefina Marin-Varelas, Enlace de apoyos a las familias y estudiantes
Pat Sandoval-Taylor, Especialista K-6
Tracie Van Ert, Especialista en Tecnología



Dual Language Program

**Programa De Lenguaje
Dual**

K-12



**Language Acquisition
Department
Departamento de
Adquisición de Lenguajes**

**LIRC Building
2025 E. Winsett St.
(520)225-4600
TUSD_001778**

Dual Language Program

Grades K-12

GOALS:

Students in this program will develop the ability to speak, read, and write in English and Spanish. Students will be expected to achieve at or above grade level in all academic areas. Instruction is provided by a bilingual education endorsed teacher.

Programa De Lenguaje Dual

Grados K-12

METAS:

Los estudiantes de este programa desarrollarán la habilidad de hablar, leer, y escribir en inglés y español. Se espera que los estudiantes realicen logros al nivel de su grado o más alto, en todas las áreas académicas. La instrucción es proporcionada por un maestro con certificación en educación bilingüe.

Dual Language Program

All subjects are taught in English and in Spanish. The instruction includes:

- English Language Development (ELD) instruction for English Language Learners (ELLs); and Spanish as a Second Language (SSL) for English speakers
- Language Arts in English and Spanish (K-5)
- Math, science, social studies in English and Spanish using sheltered instructional strategies, which are techniques that are used to make the concepts understandable to all students

Programa De Lenguaje Dual

La instrucción en todas las materias se imparte en inglés y español. La instrucción incluye:

- Instrucción del desarrollo de inglés como segundo idioma para aprendices del inglés; y español como segundo idioma para estudiantes anglo parlantes
- Artes de lenguaje en inglés y en español (K-5)
- Matemáticas, ciencias, estudios sociales en inglés y español, utilizando las estrategias instruccionales, las cuales son técnicas que se utilizan para hacer los conceptos comprensibles para todos los estudiantes



LANGUAGE EDUCATION POLICY
AND PROGRAM OPTIONS
GRADES K-12

POLÍTICA DE LA EDUCACIÓN
DEL LENGUAJE Y OPCIONES DEL
PROGRAMA
GRADOS K-12

All students have a right to the opportunity to develop a full command of the English language and to be provided at their local school with an English language public education and, as permitted by law, to develop skills in the use of other languages. English Language Learners (ELLs) shall be educated through Structured English Immersion (SEI). All students, however, whose parents have requested and received approval for waivers shall have their children taught through bilingual education techniques or other generally approved methodologies.

Todos los estudiantes tienen la oportunidad de desarrollar un cabal dominio del lenguaje inglés y de que se les proporcione en su escuela local una educación pública de inglés; y según lo permita la ley, de desarrollar habilidades en el uso de otros idiomas. Los estudiantes aprendiendo inglés (English Language Learners - ELLs) serán instruidos mediante el Programa de inmersión estructurada en el idioma inglés (Structured English Immersion - SEI). A todos los estudiantes, sin embargo, cuyos padres han solicitado y recibido aprobación de permiso de exención, se les dará instrucción mediante las técnicas de la educación bilingüe u otras metodologías generalmente aprobadas.

FROM BOARD POLICY IHAA
REVISED 5/18/06

DEL PLAN DE ACCIÓN EL CONSEJO IHAA
ENMENDADO 5/18/06

TUCSON UNIFIED SCHOOL DISTRICT
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Cam Juárez, Member
Dr. Mark Stegeman, Member

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Maria Menconi, Ph.D.

LANGUAGE ACQUISITION DEPARTMENT

Ignacio Ruiz, Director

DISTRITO ESCOLAR UNIFICADO DE TUCSÓN
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Ignacio Ruiz, Director

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LANGUAGE EDUCATION POLICY

POLÍTICA DE LA EDUCACIÓN DEL
LENGUAJE

LANGUAGE ACQUISITION DEPARTMENT

DEPARTAMENTO DE ADQUISICIÓN DE IDIOMAS

TUSD
Tucson Unified School District



STRUCTURED ENGLISH IMMERSION [SEI] PROGRAM

All subjects (except foreign language) are taught in English. The instruction includes:

- English Language Development (ELD) instruction for English Language Learners
- Math, science, social studies through sheltered instructional strategies, which are techniques that are used to make the concepts understandable to all students

GOALS

Students in this program will develop the ability to speak, read, and write in English. Students will be expected to achieve at or above grade level in all academic areas. Instruction is provided by an SEI, bilingual education or ESL endorsed teacher.

MATERIALS

District adopted textbooks in English are used for all subjects with the addition of the district's ELD adoption. A list of the adopted texts is available at your child's school.

PROGRAMA DE INMERSIÓN ESTRUCTURADA EN EL IDIOMA INGLÉS

La instrucción en todas las materias, con la excepción de las clases de lenguas extranjeras, se proporciona en inglés. La instrucción incluye:

- Instrucción del desarrollo de inglés como segundo idioma para aprendices del inglés
- Matemáticas, ciencias, estudios sociales mediante las estrategias instruccionales especialmente diseñadas en inglés, las cuales son técnicas que se utilizan para hacer los conceptos comprensibles para todos los estudiantes

METAS

Los estudiantes de este programa desarrollarán la habilidad de hablar, leer, y escribir en inglés. Se espera que los estudiantes realicen logros al nivel de su grado o más alto, en todas las áreas académicas. La instrucción es proporcionada por un maestro con endoso en el programa de inmersión, en educación bilingüe o inglés como segundo idioma.

MATERIALES

Los libros de texto en inglés, adoptados por el distrito, se utilizan para todas las materias, añadiéndose los textos del desarrollo de inglés como segundo idioma del distrito. Se hace disponible en la escuela de su hijo(a) una lista de los libros de texto adoptados.

DUAL LANGUAGE PROGRAM

All subjects are taught in English and in Spanish. The instruction includes:

- English Language Development (ELD) instruction for English Language Learners (ELLs); and Spanish as a Second Language (SSL) for English speakers
- Language Arts in English and Spanish
- Math, science, social studies in English and Spanish using sheltered instructional strategies, which are techniques that are used to make the concepts understandable to all students

GOALS

Students in this program will develop the ability to speak, read, and write in English and Spanish. Students will be expected to achieve at or above grade level in all academic areas. Instruction is provided by a bilingual education endorsed teacher.

MATERIALS

District adopted textbooks in English and Spanish are used for all subjects with the addition of the district's ELD adoption. A list of the adopted texts is available at your child's school.

PROGRAMA DE LENGUAJE DUAL

La instrucción en todas las materias se proporciona en inglés y español. La instrucción incluye:

- Instrucción del desarrollo de inglés como segundo idioma para aprendices del inglés; y español como segundo idioma para estudiantes anglo parlantes
- Artes de lenguaje en inglés y en español
- Matemáticas, ciencias, estudios sociales en inglés y español, utilizando las estrategias instruccionales diseñadas en inglés, las cuales son técnicas que se utilizan para hacer los conceptos comprensibles para todos los estudiantes

METAS

Los estudiantes de este programa desarrollarán la habilidad de hablar, leer, y escribir en inglés y español. Se espera que los estudiantes realicen logros al nivel de su grado o más alto, en todas áreas académicas. La instrucción es proporcionada por un maestro con endoso en educación bilingüe.

MATERIALES

Los libros de texto en inglés y español, adoptados por el distrito, se utilizan para todas las materias, añadiéndose los textos del desarrollo de inglés como segundo idioma del distrito. Se hace disponible en la escuela de su hijo(a) una lista de los libros de texto adoptados.

MAINSTREAM PROGRAM

All subjects (except foreign language) are taught in English. The instruction includes:

- Language Arts in English
- Math, science, social studies
- Individual Language Learner Plan (ILLP) for ELLs

GOALS

Students in this program will develop the ability to speak, read, and write in English. Students will be expected to achieve at or above grade level in all academic areas. A general classroom teacher provides instruction.

MATERIALS

District adopted textbooks in English are used for all subjects. A list of the adopted texts is available at your child's school.

PROGRAMA TRADICIONAL

La instrucción en todas las materias, con la excepción de las clases de lenguas extranjeras, se proporciona en inglés. La instrucción incluye:

- Artes de Lenguaje en inglés
- Matemáticas, ciencias, estudios sociales en inglés
- Plan Individual para el Aprendizaje del inglés para aprendices del inglés

METAS

Los estudiantes de este programa desarrollarán la habilidad de hablar, leer, y escribir en inglés. Se espera que los estudiantes realicen logros al nivel de su grado o más alto, en todas las áreas académicas. La instrucción es proporcionada por un maestro de salón de clase general.

MATERIALES

Los libros de texto en inglés, adoptados por el distrito, se utilizarán para todas las materias. Se hace disponible en la escuela de su hijo(a) una lista de los libros de texto adoptados.

Helping at Home

Many parents whose children are in a dual immersion program worry about reading with their children in the "wrong" language. Whatever the language of the home, that is the language that should be used for reading time together. Skills learned in one language transfer as the child uses another language.

Encourage your child to



read "environmental print" - words

that can be found all around us, from bill-

Read with your child every day to support language learning.

boards to street signs to fast food signs. Also be sure your child sees you reading and writing for a variety of purposes, so s/he knows literacy is important to you.

Your child's teacher may send home books to be read aloud with you in the child's second language. Let your child be the "expert," helping you with any words you may not be familiar with.

Encourage your child to write letters to family members and friends.



Tucson Unified School District

Tucson Unified School District

Davis Bilingual Magnet School
500 W. St. Mary's Road
Tucson, AZ 85701
Phone: 520-225-1400
Fax: 520-225-1401
Flyer Design by E.C. Murphy

Tucson Unified School District

Teaching and Learning
in Two Languages

Biliteracy Development
At
Davis Bilingual Magnet School



About Biliteracy Development

One thing we have learned about developing literacy in two languages is that every child does so differently. Many factors influence the rate at which children learn to read and write in their first and second languages. One of the most important is the language ideology of the child. In other words, what does the child think about language? Does s/he value bilingualism and biliteracy? Does s/he believe it is easy to acquire a second language, or view it as a struggle? Does s/he find real purposes for using each language? Another important factor is whether parents express their support or their doubts about



Second language learning takes time.

learning in two languages. Second language learning takes time, just as learning a first language does. Supportive parents of students in dual immer-

sion programs practice patience and celebrate each small achievement, knowing that fluent bilingualism and biliteracy will come with time.

Spanish First

At Davis, the dual language immersion program is structured so that all children learn to read and write first in Spanish, gradually adding English literacy. Instruction in kindergarten and first grade is conducted entirely in Spanish. In second grade, a small amount of English instruction is introduced (15%), and in third, fourth and fifth grades, Spanish is still the favored language for instruction (70% of the time).



Students are learning to read the word and the world - in Spanish!

In kindergarten, students begin learning the sounds of Spanish, following the teacher's modeling of writing sentences in Spanish, associating each letter with a picture, or concrete example. Whole group work, learning centers, and homework support familiarity with these sounds and their

representations as letters and words. By first grade, students are reading and writing, using their knowledge of Spanish sounds. In third grade, students begin to focus more on English reading and writing, especially building the sight vocabulary needed for academic work. English spelling can be difficult for students who have learned Spanish first, so it is an instructional priority for our older students.

Éxito Bilingüe

All Davis students, from first grade to fifth grade, participate in the multi-age, interactive literacy instruction in Spanish which we call Éxito Bilingüe. Three days each week, for one hour and fifteen minutes each day, students leave their homeroom classes to attend classes in Spanish with other students at their same level of literacy development. All certified adults teach during Éxito Bilingüe, which means class sizes are kept small (8-14 students per group). Students are placed in groups based on the results of developmental reading assessments (DRAs), and



The seeds of Spanish literacy take root during Éxito Bilingüe.

students are reassessed several times during the school year to assure proper placement.

Tucson Unified School District

Davis Bilingual Magnet School
500 W. St. Mary's Road
Tucson, AZ 85701

Phone: 520-225-1400

Fax: 520-225-1401

Flyer Design by E.C. Murphy



LANGUAGE ACQUISITION DEPARTMENT

Bilingual Education Program Elementary Dual Language Model

Rationale: To provide instruction for cognitive and linguistic development in two languages for mainstream and ELL students with the educational goals of bilingualism, biliteracy, and biculturalism.

Population Served: All students who have requested and qualified for participation in a bilingual education program.

Materials: District adopted texts in English and in Spanish (See program chart)

Scope: All Dual Language classrooms will follow the TUSD Dual Language model of instruction.

Curriculum: The Arizona State Standards, English Language Proficiency Standards, and Foreign and Native Language Standards will be used as the curriculum for the implementation of this program.

Assessment: Student progress in listening, speaking, reading and writing, both English and Spanish, will be assessed.

Assessments			
Pre/Post Reading	Pre/Post Writing	Pre/Post Spanish (LAS) Oral	Pre/Post English Language Development (ELD)
DRA2 (English)/EDL2 (Spanish) For all participating students	Benchmark Prompt in Spanish & English For all participating students	Language Assessment Scales For all participating students	Avenues-eAssessment for English Language Learners

Language of Instruction: The language of instruction shall follow a 50/50 model – all English or all Spanish but alternating as follows:

- Daily or weekly in reading
- Daily or weekly in content areas
- Daily 45-60 minutes minimum of explicit ELD/SLD instruction

Methodologies: Teachers shall strictly adhere to the designated language of instruction. When content instruction is in the students' second language, teachers must shelter instruction using SIOP strategies to make the lessons comprehensible. Preview/Review techniques are always appropriate but direct translation is inappropriate.

Model Description		
Subject	Materials	Instructional Time
Reading	Harcourt Brace, <i>Trophies/Trofeos</i>	90 min.
Intervention/ Enrichment	Intervention Kits Other Designated Materials	30 min.
Writing	6 Traits	60 min.
ELD	National Geographic School Publishing, <i>Avenues</i>	45 – 60 min.
SLD	Collected Materials	30 – 45 min.
Content Using SIOP		
Subject	Materials	Instructional Time
Math	enVisions2011 Math, Everyday Mathematics, Investigations in Number, Data and Space (v. 2008).	60 min.
Science/Social Studies/Art/PE/ Music	FOSS Kits McGraw Hill, Adventures In Time and Place, and additional District Materials	60 min.

Classroom Support: According to *Consensus Agreement 22-8-D Teacher Assistant Entitlement*, a two hour teaching assistant is allocated to a Dual Language teacher when the following requirements are fulfilled by the participating site:

1. Principal has submitted designations for bilingual education classrooms
2. Teacher possesses a provisional or bilingual education endorsement in a designated bilingual education classroom
3. Principal monitors the implementation of the Elementary Dual Language Model and ensures that data collection is uploaded onto the established Dual Language database



LANGUAGE ACQUISITION DEPARTMENT

Middle School Dual Language Model Bilingual Education Program

Rationale: To provide instruction for cognitive and linguistic development in two languages for mainstream and English Language Learners with the educational goals of bilingualism, biliteracy, and biculturalism.

Targeted Population: All students who have requested and qualified for a waiver allowing them to participate in a bilingual education program.

Materials: District adopted texts in English and in Spanish (see program chart)

Scope: The Dual Language model will be implemented in every bilingual education school. All bilingual education classrooms will follow this model of instruction.

Curriculum: The Arizona State Standards, English Language Proficiency Standards, and Foreign and Native Language Standards will be used as the curriculum for the implementation of this program.

Assessment: Student progress in both English and Spanish will be assessed.

Language of Instruction: The language of instruction (50% English and 50% Spanish) will alternate daily, weekly, by unit, quarter or semester in the three content areas, math, science and social studies.

Methodologies: Strictly adhere to the designated language of instruction. When content instruction is in the students' second language, teachers must shelter instruction to make the lessons comprehensible. While Preview/Review is an appropriate instructional method, direct translation is not.

Middle School Model Description

Subject	Materials	Instructional Time
English LA or ESL	McDougal Littell Heinle-Cengage's ESL Program <i>Visions and other supplemental texts</i>	1 Period 2 Periods
Spanish LA or SSL	Holt Publishing Company 6 th - <i>Encuentros - Curso de introducción</i> 7 th - <i>Encuentros - Primer curso</i> 8 th - <i>Encuentros - Segundo curso</i> McDougal Littell <i>Avancemos 1A & 1B</i>	1 Period 1 Period
Science	FOSS Kits & Prentice Hall	1 Period
Social Studies	McGraw-Hill Glencoe 6 th - <i>Historia mundial-Viaje en el tiempo</i> 7 th & 8 th - <i>El viaje estadounidense</i>	1 Period
Math	Holt, <i>Matemáticas Curso 1, 2 and 3</i>	1 Period
Art/PE/ Music	Other District Materials	1 or 2 Periods



LANGUAGE ACQUISITION DEPARTMENT

High School Dual Language Model *Bilingual Education Program*

Rationale: To provide instruction for cognitive and linguistic development in two languages for mainstream and English Language Learners with the educational goals of bilingualism, biliteracy, and biculturalism.

Targeted Population: All students who have requested and qualified for a waiver allowing them to participate in a bilingual education program.

Materials: District adopted texts in English and in Spanish (See program chart)

Scope: The Dual Language model will be implemented in every bilingual education school. All bilingual education classrooms will follow this model of instruction.

Curriculum: The Arizona State Standards, English Language Proficiency Standards, and Foreign and Native Language Standards will be used as the curriculum for the implementation of this program.

Assessment: Student progress in both English and Spanish will be assessed.

Language of Instruction: The language of instruction (50% English or 50% Spanish) will alternate daily, weekly or by unit in the three content areas, math, science and social studies.

Methodologies: Strictly adhere to the designated language of instruction. When content instruction is in the students' second language, teachers must shelter instruction to make the lessons comprehensible. While Preview/Review is an appropriate instructional method, direct translation is not.

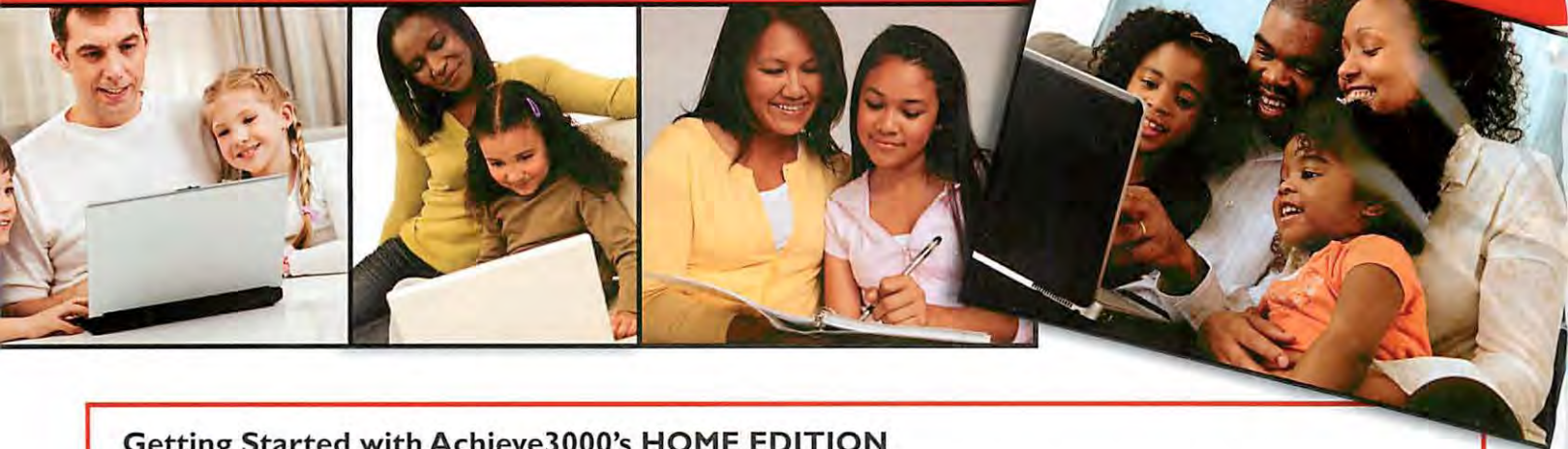
High School Model Description

Subject	Materials	Instructional Time
English LA		1 Period
or	Heinle-Cengage's ESL Program	2 Periods
ESL	<i>ELD I & II – Visions Series</i> Hampton Brown-National Geographic <i>ELD III & VI – Edge Series</i>	
Spanish LA		1 Period
or		
SSL	McDougal Littell <i>Avancemos</i>	1 Period
Science		1 Period
Social Studies		1 Period
Math		1 Period
Art/PE/ Music	Other District Materials	1 or 2 Periods

A PARTNERSHIP OF PROMISE: *Students, Home, and School*



ACHIEVE3000
THE POWER OF ONE



Getting Started with Achieve3000's HOME EDITION

Achieve3000 is committed to partnering with parents/guardians and educators to improve reading comprehension, fluency, vocabulary, and writing for *all* students. KidBiz3000®, TeenBiz3000®, and Empower3000™ deliver content and fun activities that are customized to your child's individual learning needs. Achieve3000's Home Edition helps you stay closely involved with your child's progress and reinforces literacy skills at home.

Setting up your Home Edition account is easy!

Your child's teacher will send you a letter with your child's username, password, and a security code.

- * Go to login.achieve3000.com and sign in with your child's login.
- * Click "Settings" at the top of the screen. Then click "Create Parent Login."
- * Enter your security code and answer a couple of questions. The system will display your Home Edition username and password. Record this login information.
- * Finally, log in in and start using the Home Edition!

How does Achieve3000's Home Edition work?

The Home Edition provides caregivers with:

- * Your own KidBiz/TeenBiz/Empower login so you can review and monitor the work your child is doing in class.
- * Daily Conversation Guides with targeted questions to help spark at-home discussion about real-world topics covered in the article.
- * Reporting tools that give you a real-time view of your child's usage and performance on KidBiz/TeenBiz/Empower.



The 5-Step Literacy Routine

KidBiz, TeenBiz, and Empower utilize a simple five-step process. Each step is based on best practices that have evolved out of decades of reading research. To complete the 5-Step Literacy Routine, Go to login.achieve3000.com. Log in to the Home Edition using your username and password.

1. Complete the Poll and read the email.
2. Click the link in the email to read the news Article for the day.
3. Do the Activity.
4. Vote in the Poll.
5. Complete the Thought Question.



GET INVOLVED...MONITOR...EXPLORE!

You can encourage reading and writing at home—or anywhere a computer is connected to the Internet. Here's how you can be a part of what students are doing at school:

Get INVOLVED

Your e-mail account

Stay in contact with your child and his teachers with our secure e-mail system. You cannot e-mail anyone outside of your child's Achieve3000 community.

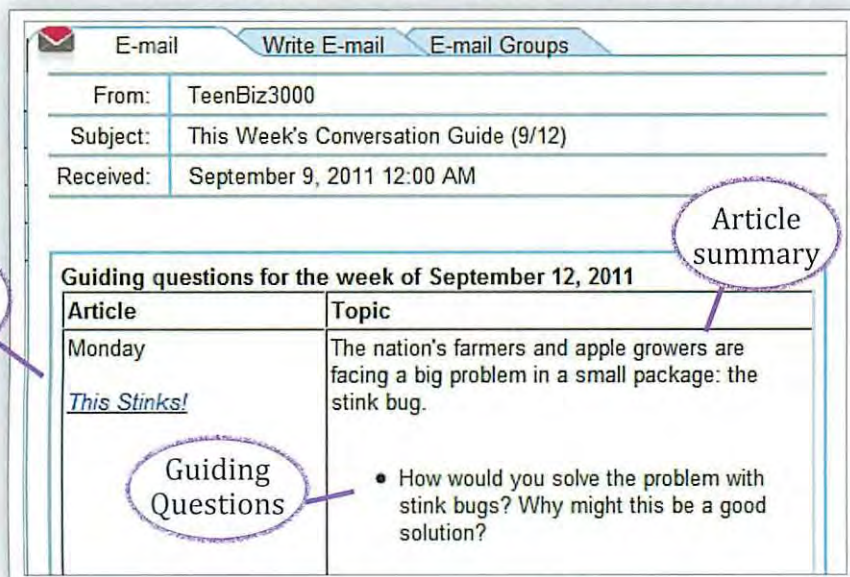
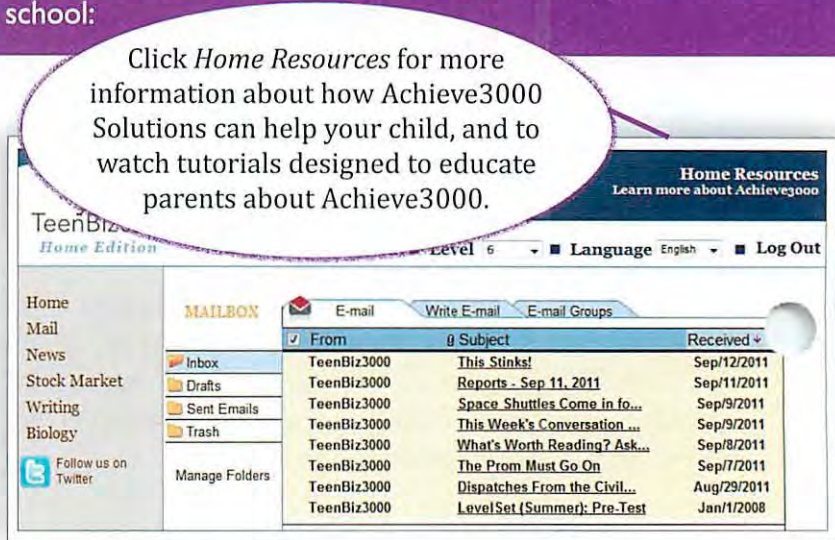
1. Click *Mailbox*. A list of messages appears.
2. To read a message, click the subject.
3. To send a message, click the *Write E-mail* tab.

Article Preview

Your Mailbox will have a link to each daily article – at your own level and in your language of choice – so you can review what your child is reading in school. (Note: If you have more than one child using Achieve3000, you may see two different reading articles.)

Weekly Conversation Guides

Each week, Achieve3000 sends you an e-mail titled *This Week's Conversation Guide*.



Use the guiding questions to help you spark discussions with your child about real-world topics covered in the article.

MONITOR Literacy Progress

Accessing your weekly Reports e-mail.

Each week Achieve3000 sends you an e-mail titled Reports. It contains one-click access to reports on your child's program usage and performance scores.

Check the average score

Read your child's thoughts and opinions.

#	User Name	Reading Level	Total Logins	First Login	Last Login	MC Activities	Avg Weekly Activities	MC Activity Avg Score	E-mails Sent	Program Hours	Mail	News	MC Activities	Thought Questions	Biology
1	Boyd, Kevin	4 / 607L	23	8/10	9/7	23	3.9	74%	10	13h 47m	11%	41%	16%	26%	

Report Legend

#	Column	Description
1	User Name	User name
2	Reading Level	The current reading level and Lexile level ↓
3	Total Logins	Total logins to the program
4	First Login	The first date the user accessed the program.

It's important that your child's multiple choice first-try scores be 75% or higher.

Other Reports:

The Admin section of your Home Edition includes more reports to help you monitor progress.

ADMIN

achieve6t - TB Demo School

- + User Administration
- + **Program Work**
- **Usage Reports**
 - How are my students spending their time?
 - How are my students progressing towards Achieve3000's 40-activity usage goal?
 - How are my students spending their time after school?
- + **Performance Reports**
 - How are my children performing on LevelSet?
- + Assessment Tools
- + Home Communications

Additional Tools are available on the left-hand menu:

- * Writing Center
- * Stock Market game

EXPLORE!

Searching for articles of interest

Find older news content you might be interested in reading by using Search.

1. Click Search at the top of the screen.
2. You can search by topic (keyword) and/or by category.

SEARCH

birds

Category: News: Animals in Action

Search

News > Animals in Action

SEARCH RESULTS Results 1 - 20 of 23 >

[What the Toucan Can Do](#)
Some people have answered a question about the toucan bird.
Posted: June 27, 2011

[Friday Night Lights Out](#)
Leaders in Hawaii want to save a seabird.
Posted: January 14, 2011

[Sick Fish Don't Cry](#)
A California aquarium opened a giant animal hospital to care for sick or hurt sea animals.
Posted: September 16, 2010

[Animals Can Dance!](#)
Scientists have found that some animals can dance.
Posted: July 1, 2010



Get more help and information as you get started with Achieve3000's Home Edition:

- * Check this guide for instructions for logging on and using your Home Edition account.
- * Call the Parent Hotline at 888-486-3316 to hear a summary of the stories your child is reading in school.
- * If you have not received a username and password, contact your child's teacher or school, or contact Achieve3000 at www.achieve3000.com/support or via phone at 877-235-2525.



STAY CONNECTED

24/7 with the Achieve3000 Parent Hotline –
available in English and Spanish

888-486-3316

“Programs and interventions that engage families in supporting their children's learning at home are linked to higher student achievement.”

From A New Wave of Evidence by the Southwest Educational Development Laboratory, 2002



ACHIEVE3000®
THE POWER OF ONE

Everyday Tips To Encourage Literacy Skills

1. *Use Achieve3000's Home Edition.*
Each Friday, use the Conversation Guide to choose articles that you and your child will read in the coming week. Designate an evening to discuss the articles.
2. *Lead by example.*
Read a book, magazine, or newspaper article in front of your child for enjoyment every day.
3. *Build vocabulary with a weekly "Word Work Out."*
Select a new word for your family to learn. Use it in conversations or games.
4. *Build vocabulary with a weekly "Word Challenge."*
Have your child find new words and "challenge" you to see if YOU know the meaning of the words.
5. *Connect reading to real life.*
Help your child make connections between his/her personal life and the stories, TV shows, and movies that he/she reads or watches. Ask questions and make comparisons.
6. *Encourage your child to share his/her opinions about what he/she reads and hears.*
Discussions are critical to building comprehension. Encourage your child to share his/her thoughts and how he/she drew those conclusions.

Dual Language is a 50/50 Model

Description of an optional form of implementation:

A Dual Language classroom alternates the language of instruction in **Math and Science daily** and **Reading and Writing on a weekly basis**. In a period of 2 weeks, the 50/50 model is completed.

The language of instruction **this week** is as follows:

	Monday	Tuesday	Wednesday	Thursday	Friday
Math & Science	Spanish	English	Spanish	English	Spanish
Reading & Writing	English				

ELL students receive 45-60 minutes of ELD instruction daily.

Dual Language is a 50/50 Model

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Math & Science	English	Spanish	English	Spanish	English
Reading & Writing	Spanish				

ELL students receive 45-60 minutes of ELD instruction daily.

**Budget Projection for Dual Language Program Implementation
Start-Up Materials K-5**

Grade	District Adopted Reading Series Harcourt: Trophies/ Trofeos	District Adopted Math <i>Investigations/ Investigaciones</i> or <i>enVisions-</i> English & Spanish (30 copies of consumable per class)	Districted Adopted English Language Development Materials <i>Avenues</i> Package	Pearson <i>DRA2/ EDL2</i>	National Geographic *Summer Central English & Spanish(K-5 SC) * <i>De Canciones</i> (K-2-DC) *Fiction/NonFiction Bookroom Collection English & Spanish (K-5-BC)	Teacher Created Materials <i>Folk & Fairy Tales</i> English & Spanish Kits (K-2nd) <i>Fables</i> English & Spanish Kits (3rd-5th)	Benchmark Comprehension Skill Bags English & Spanish (K-2nd)	Bilingual Dictionaries (2 Span/Eng Set of 6 Per Class K-2) OPD-Gr.3-5
K	\$3,983.00	\$538.20	\$2,000.00	\$1,353.88	\$5,720.03 (SC & DC)	\$903.68	\$2,096.58	\$300.00
1 st	\$12,584.00	\$1,348.20	\$2,000.00	\$1,353.88	\$5,720.03 (SC & DC)	\$903.68	\$2,096.58	\$300.00
2 nd	\$8,501.00	\$1,348.20	\$2,000.00	\$1,353.88	\$5,720.03(SC & DC)	\$903.68	\$2,096.58	\$300.00
3 rd	\$7,618.00	\$1,348.20	\$2,000.00	\$1,353.88	\$2,354.42(SC)	\$903.68		\$150.00
4 th	\$6,914.00	\$1,348.20	\$2,000.00	\$1,353.88	\$3,093.70 (SC)	\$903.68		\$150.00
5 th	\$7,027.00	\$1,348.20	\$2,000.00	\$1,353.88	\$3,093.70 (SC)	\$903.68		\$150.00
					\$22,832.36 (BC) 1 Primary & 1 Intermediate Set			
Subtotals:	\$46,627.00	\$7,285.00	\$12,000.00 Per Year	\$8,124.00	\$48,535.00	\$5,425.00	\$6,300.00	\$1,350.00
							Total: \$147,646.00 Start-Up Materials for K-5	
Start-Up Cost for a Single Classroom: \$16,895.00-\$26,306.00								
Achieve3000: Purchase of licenses for Grades 2-5 according to number of participating students.								
Professional Development Teacher Resources: Approx. \$160.00 per teacher (Dual Language Handbook, 7 Steps to Success in Dual Language Immersion, Kagan-Second Language Learning Through Cooperative Learning-English and Spanish texts and <i>You Can't Just Say It Louder, Differentiated Instruction-Authored By Debbie Murphy</i>								

**Budget Projection for Dual Language Program Implementation
Start-Up Materials for Grades 6-8**

Grade	Spanish Language Arts <u>Tu Mundo / Nuestro Mundo</u>	District Adopted Math <u>Holt Mathematics in Spanish</u> (35 copies of textbook and ancillaries per school)	District Adopted Social Studies <u>El Viaje estadounidense and Historia Mundial - Viaje en el tiempo</u>	Bilingual Dictionaries Longman Diccionario Conciso - English-Spanish (with audio) By Pearson Education
6th	6,079.71 for three class sets of 35 with all ancillaries	\$3,256.75	\$2925.30	\$699.65
7th		\$3,256.75	\$2925.30	\$699.65
8th		\$3,256.75	\$2925.30	\$699.65
Subtotals:	\$6,079.71	\$9,770.25	\$8775.90	\$2,098.95
				Total: \$26,724.81

Achieve3000: Purchase of licenses for Grades 6-8 according to number of participating students (see Pricing Sheet).

Professional Development Teacher Resources: Approx. \$160.00 per teacher (Dual Language Handbook, 7 Steps to Success in Dual Language Immersion, Kagan-Second Language Learning Through Cooperative Learning-English and Spanish texts and *You Can't Just Say It Louder, Differentiated Instruction-Authored By Debbie Murphy*)

Dual Language

A Consideration As An
Advanced Learning Experience
(ALE)



Language Acquisition Department
April 9, 2013

Dual Language Program Sites

Elementary



Davis, Grijalva, Hollinger,
Manzo, McCorkle K-6,
Mission View, Roskruge,
Van Buskirk, White

Middle School



Pistor, Roskruge,
Wakefield (moving to
Hollinger with programming
under discussion)

High School



Pueblo

Current Program Status

**Three Sites
Offer
Dual Language
School Wide**

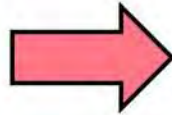
- Davis Bilingual Magnet K-5
- Hollinger K-5
- Roskrige Bilingual K-5 Team-Teaching Model/Magnet 6-8

**All Other Sites
Offer Dual
Language
as a Strand**

- Grijalva K-5
- Manzo (K)
- McCorkle K-6
- Mission View K-5
- Van Buskirk K-5
- White K-5
- Pistor 6-8
- Wakefield 6-8
- Pueblo



Current Enrollment SY 2012-2013



Elementary Schools	Student Counts
Davis	314
Grijalva	146
Hollinger	241
Manzo	22
Mission View	100
Van Buskirk	140
White	164

Middle Schools	Student Counts
McCorkle K-6	196
Roskruge K-8	563
Pistor	159
Wakefield	247

High School	Student Counts
Pueblo	116

**Total Enrolled
2,408**



Magnet Application Status

School Choice Programs Application Data 2012-2013 SY

School	Grades	# of First Choice Applications
Davis	K-5	117
Roskruge	K-8	335

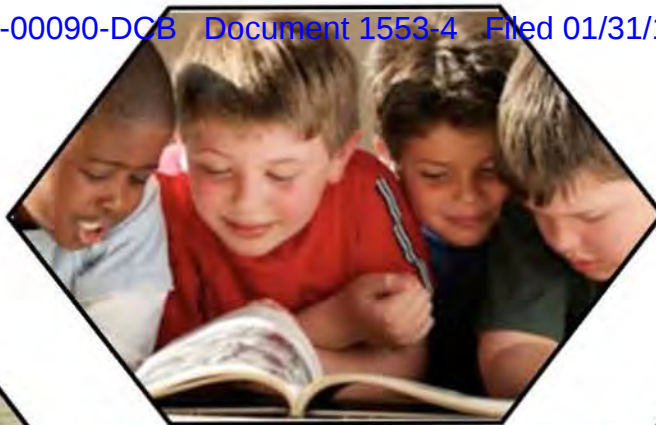
School Choice Programs Application "Waiting Pool" 2012-2013 SY

School	Grades	# of First Choice Applications on "Waiting Pool" List
Davis	K-5	38
Roskruge	K-8	24

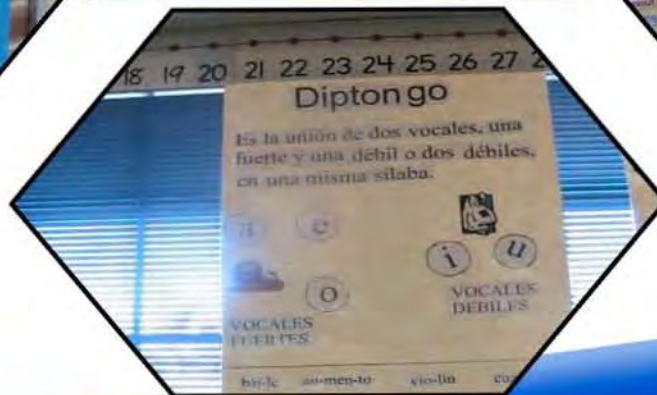
School Choice Programs Application Status 2013-2014 SY

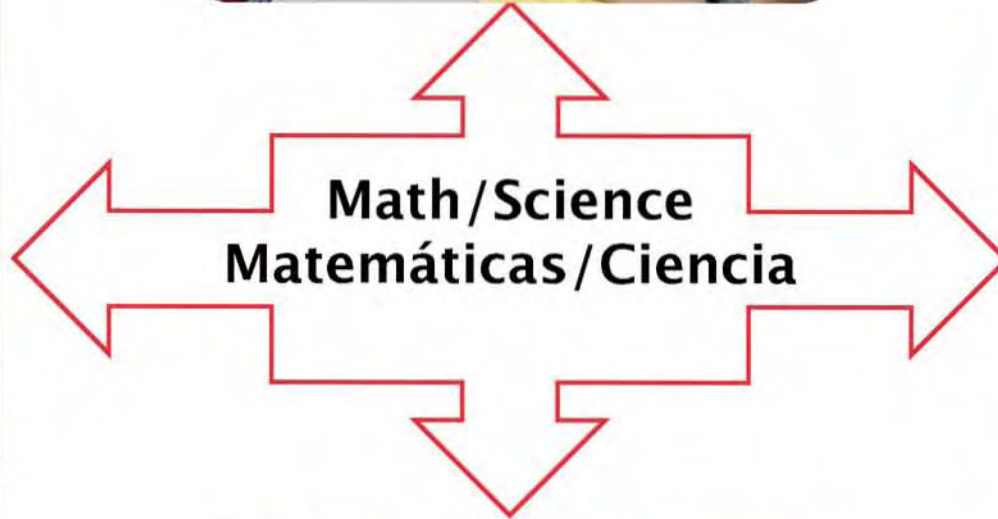
School	Grades	# of First Choice Applications
Davis	K-5	148
Roskruge	K-8	263

*Applications are accepted on a daily basis.



Reading / Lectura
Writing / Escritura
Grammar / Gramática

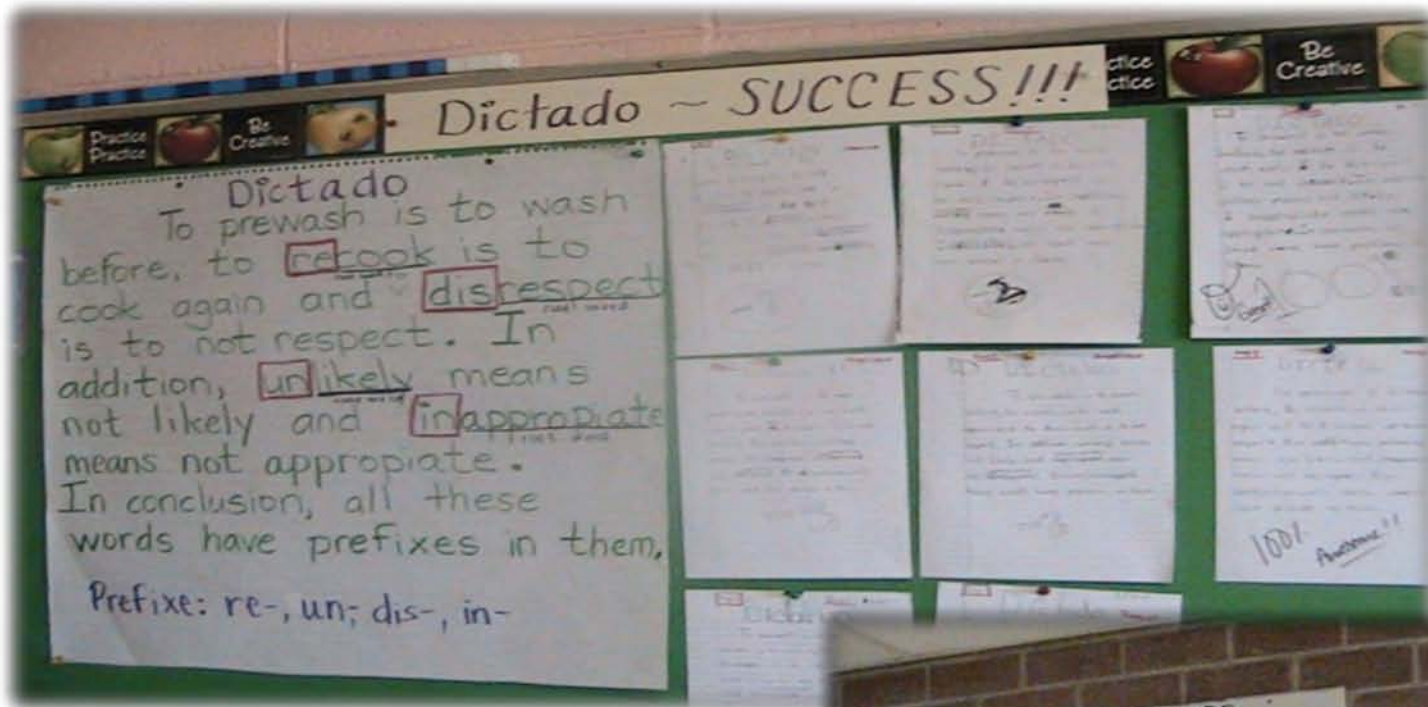






Art / Arte





Dictados



National Association for Bilingual Education (NABE) Student Essay Contest Winner!

NABE 2013 Award Winners!



Winners, We Celebrate Your Achievements!



**Enrique Garcia Jr.
Pueblo Magnet
High School**



Achieve3000



**In All Dual
Language
Sites**

**Grades
2-12**

**English &
Spanish**

**Aligned
to Common
Core**

**Informational
Text by
Lexile Levels**

**Differentiated
According
to Student's
Readability
Level**

**Parent
Licenses**

**College &
Career
Readiness**

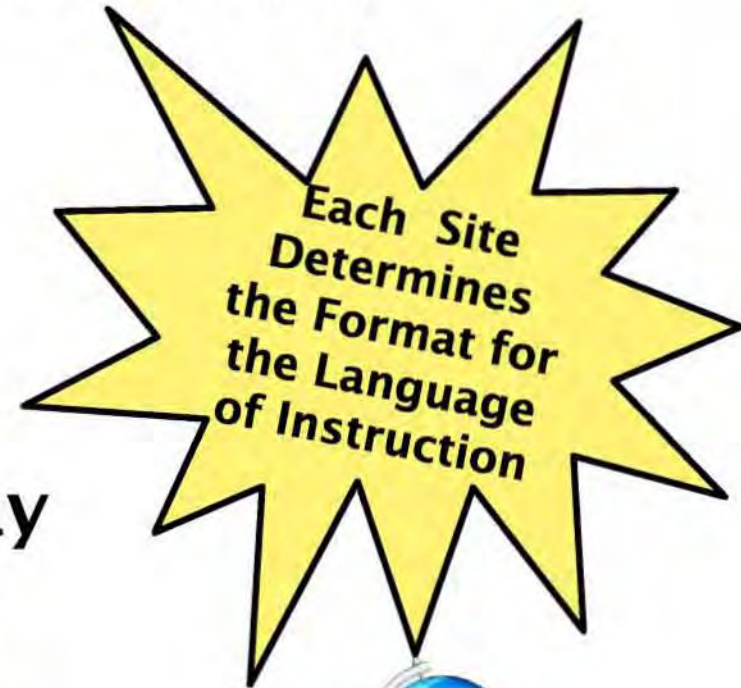
**Test
Preparation**

Current Program Status – Description

- 50/50 Language of Instruction

READING

- Alternate by Week
 - Alternate by Day
 - Alternate by Half- Day



CONTENT AREAS

- Alternate by Week
 - Alternate by Day
 - Alternate by Half-Day



Language of Instruction Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
WEEK 1					
Math & Science	Spanish	English	Spanish	English	Spanish
Reading & Writing	English				
WEEK 2					
Math & Science	English	Spanish	English	Spanish	English
Reading & Writing	Spanish				



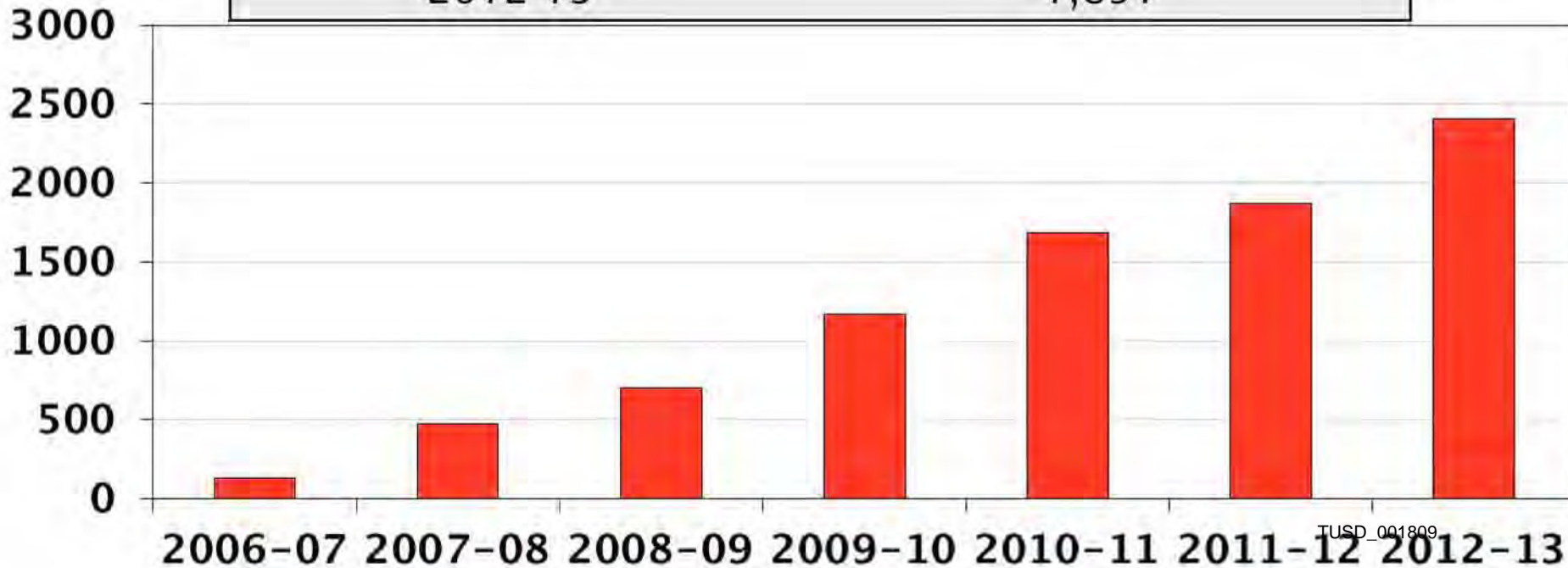
2007–2012 Dual Language Data K–5th Grade

Provided by Dave Coffman TUSD A&R



2007-2013 Dual Language Enrollment

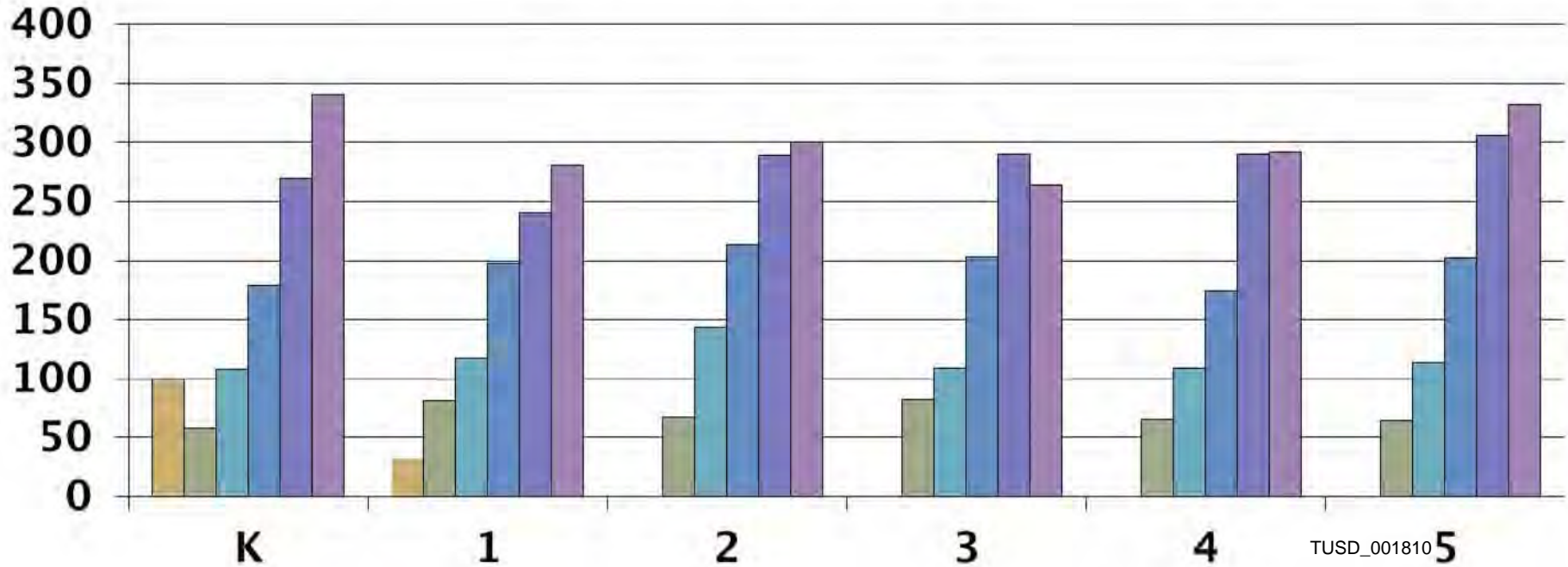
Year	K-5 Enrollment
2006-07	132
2007-08	474
2008-09	701
2009-10	1,170
2010-11	1,686
2011-12	1,874
2012-13	1,891



2007-2012 Dual Language Enrollment by Year & Grade

Case 4:74-cv-00090-DCB Document 1553-4 Filed 01/31/14 Page 36 of 57

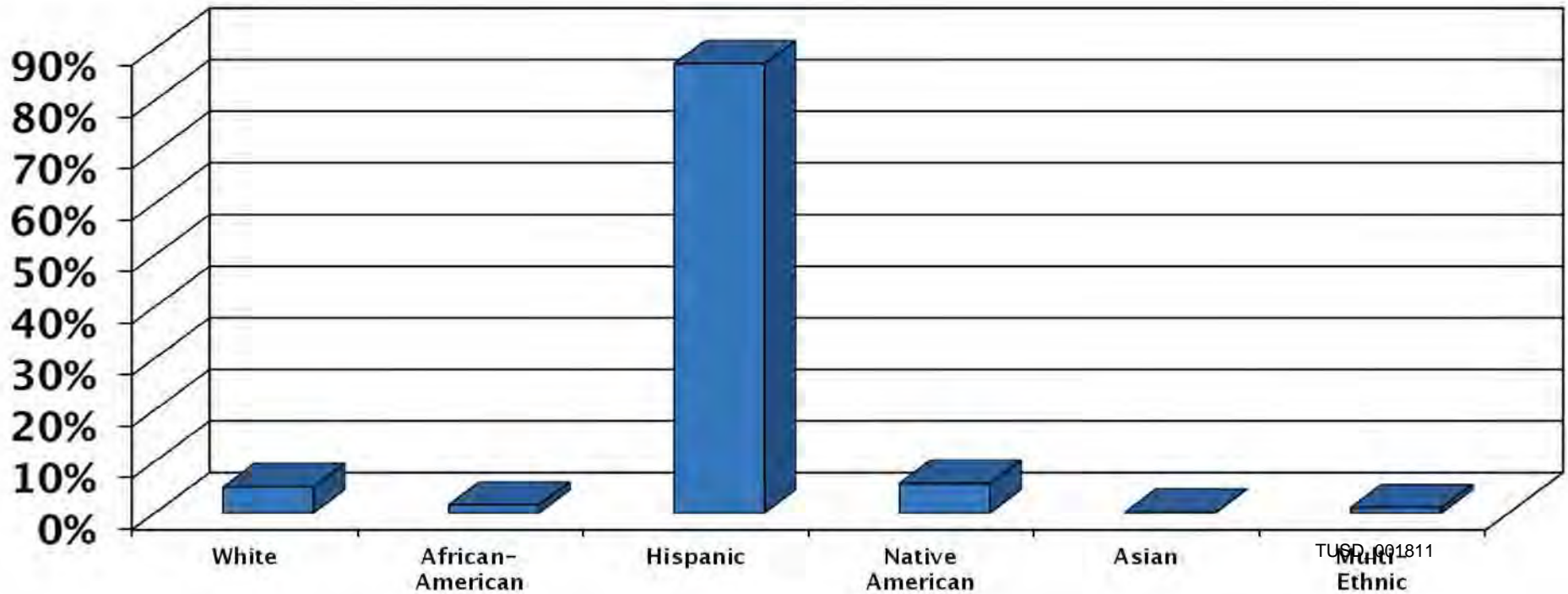
	Yr 2007	Yr 2008	Yr 2009	Yr 2010	Yr 2011	Yr 2012
K	100	58	108	179	270	341
1	32	81	117	198	241	281
2	0	67	144	214	289	300
3	0	82	109	203	290	264
4	0	65	109	174	290	292
5	0	64	114	202	306	332



2007-2012 Ethnic Composition of Dual Language K-5

Case 4:74-cv-00090-DJP Document 155-4 Filed 01/31/14 Page 37 of 67

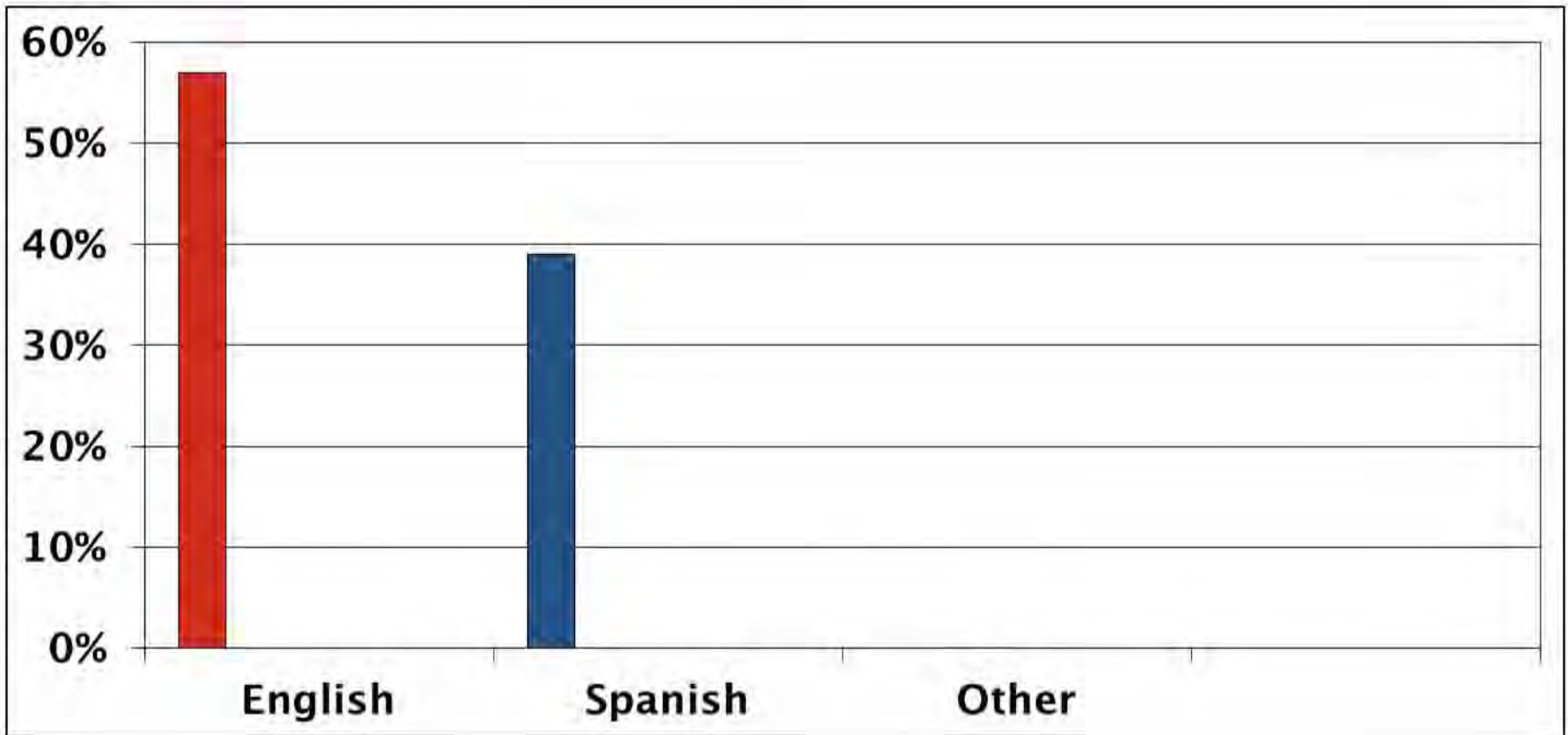
Ethnicity	Enrollment by Ethnicity	Percent of DL Enrollment
White	181	5.0%
African-American	53	1.5%
Hispanic	3,147	87%
Native American	205	5.7%
Asian	24	0.1%
Multi-Ethnic	13	<1.0%



TUSD 001811

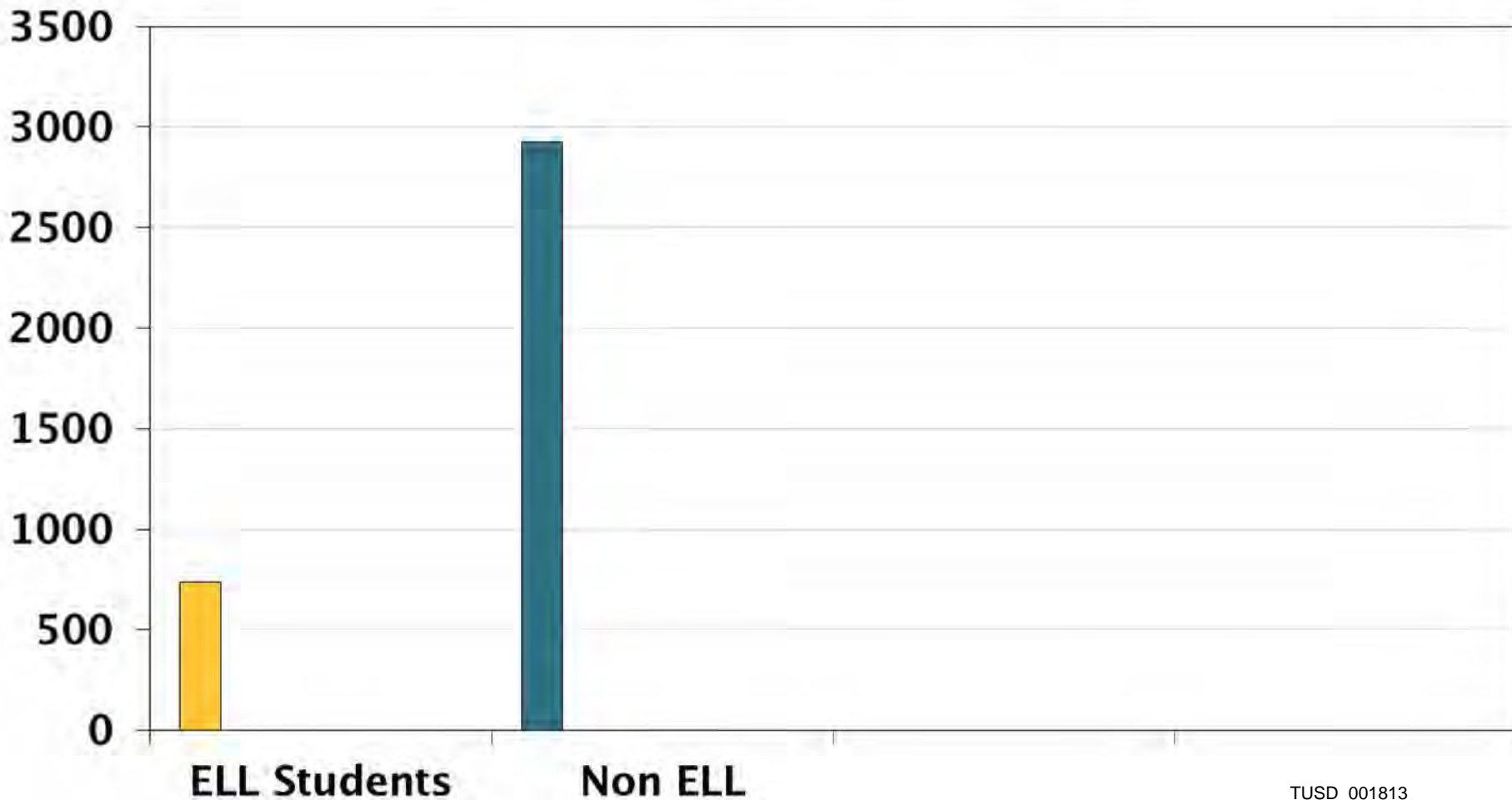
2007-2012 Primary Languages of Dual Language Students

English	2,062	56.9%
Spanish	1,537	39%
Other Languages	24	<1%



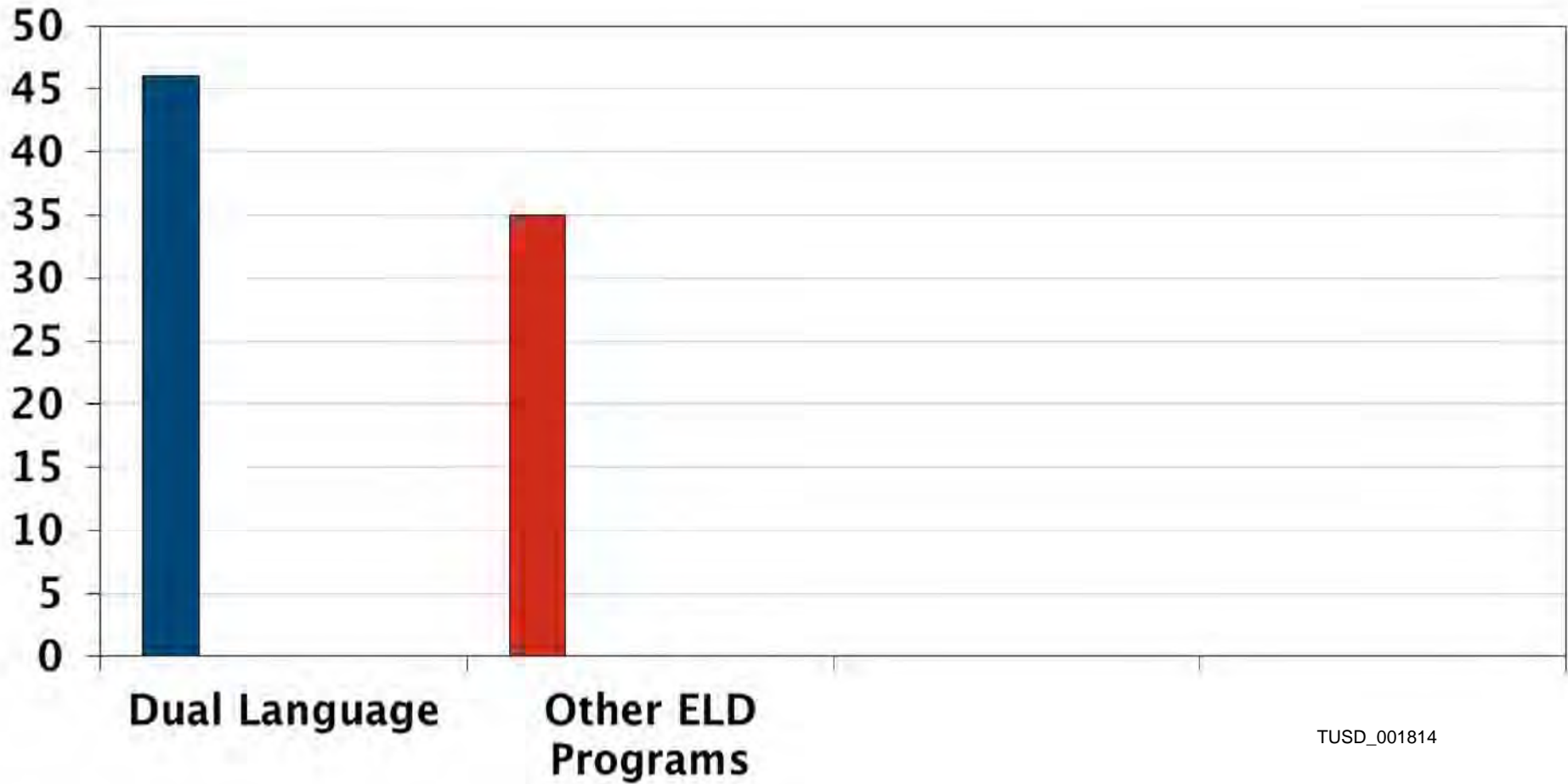
2007-2012 ELL/Non-ELL Students Enrolled in Dual Language K-5

ELL Students	%age	Non ELL	%age	Total
740	19%	2,928	81%	3,623



2012 Reclassification Rates for ELL Students K-5

Program	ELLs Tested	Proficient	%age
Dual Language	308	143	46.4%
Other ELD Programs	3,476	1,200	34.5%



2012 Dual Language Data AIMS Reading K-5

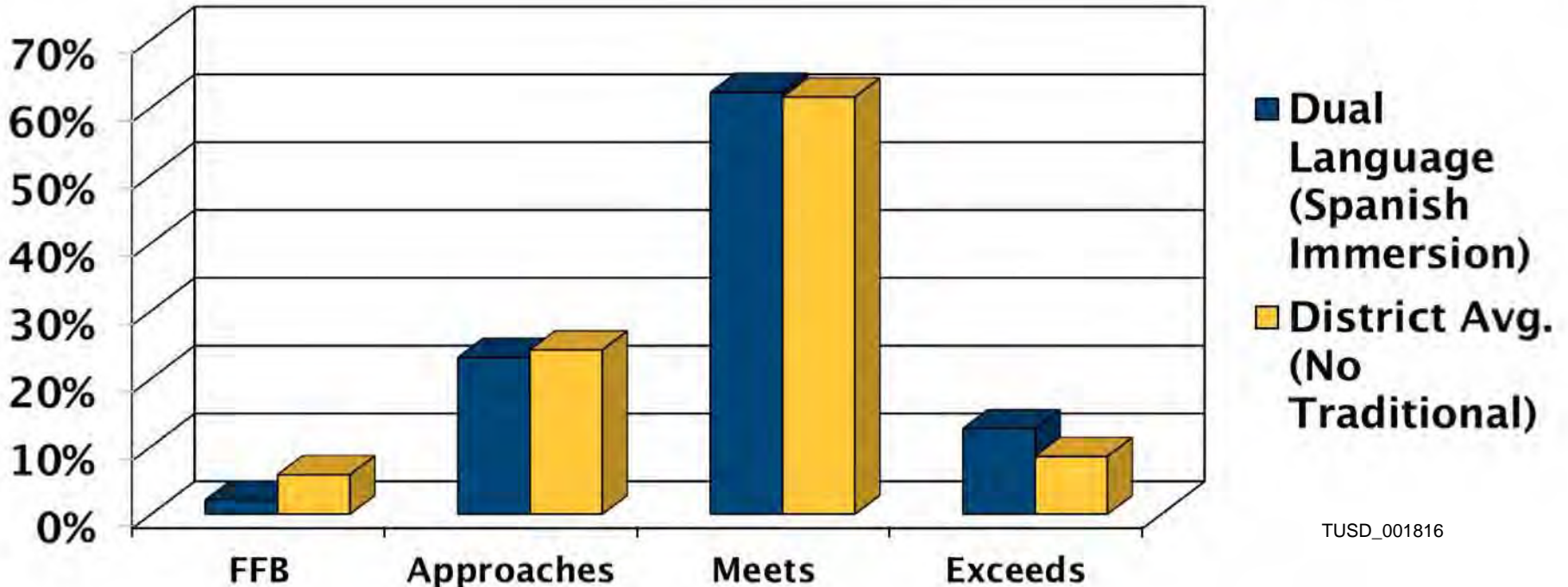
Provided by Dave Coffman TUSD A&R



TUSD_001815

2012 Dual Language-AIMS Davis Bilingual (3, 4, 5)

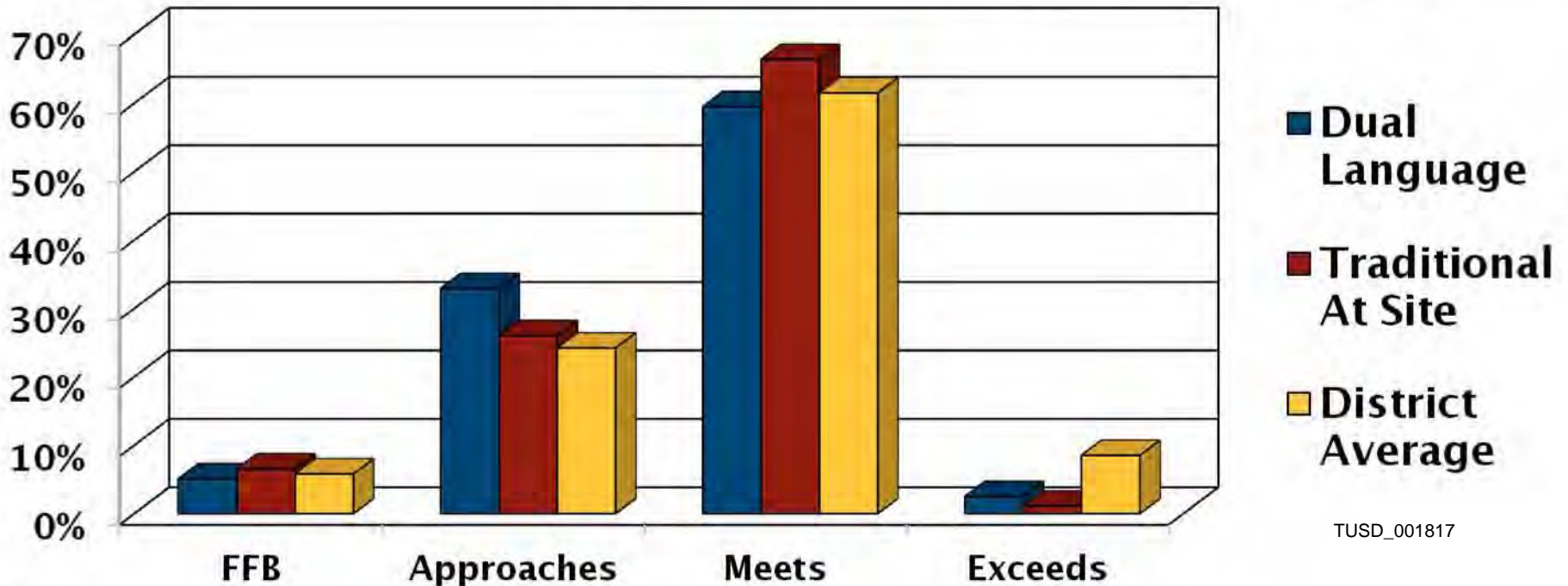
	Dual Language (Spanish Immersion)	District Avg. (No Traditional)
FFB	2.1%	5.8%
Approaches	23.1%	24.2%
Meets	62.2%	61.5%
Exceeds	12.6%	8.5%



2012 Dual Language-AIMS

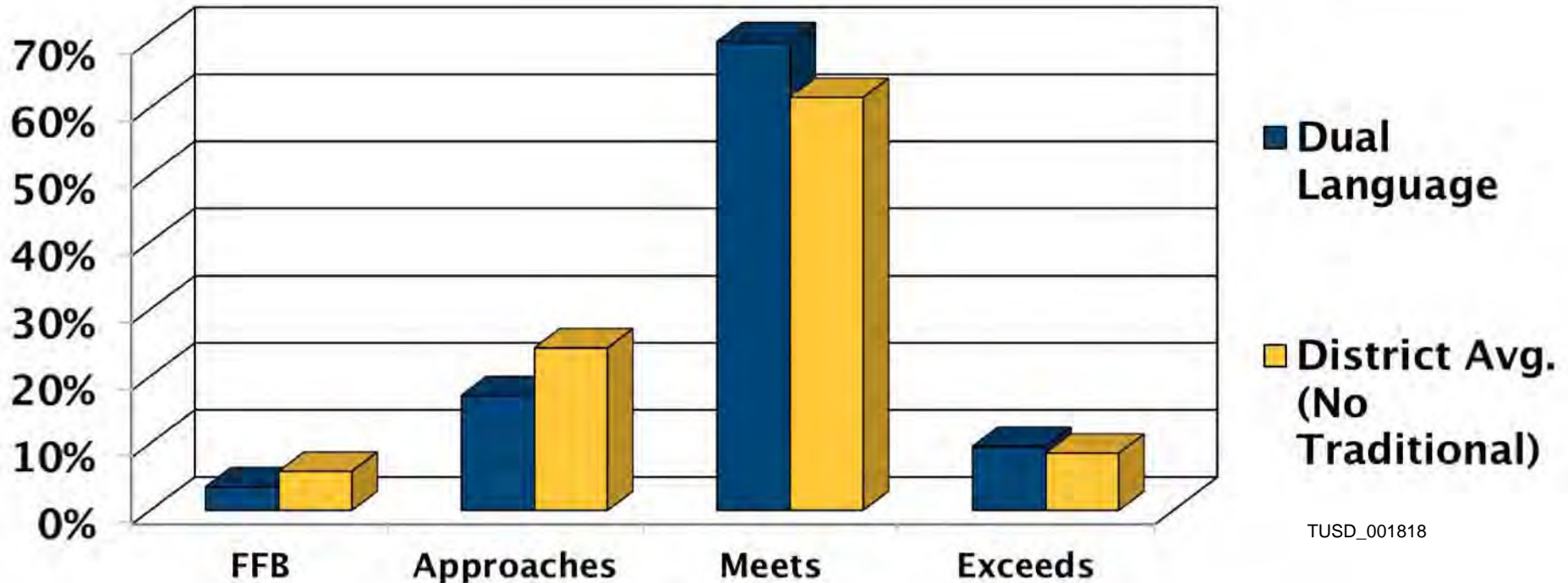
Grijalva (3, 4, 5)

	Dual Language	Traditional At Site	District Average
FFB	5.1%	6.5%	5.80%
Approaches	32.9%	26.0%	24.2%
Meets	59.5%	66.4%	61.5%
Exceeds	2.5%	1.1%	8.50%



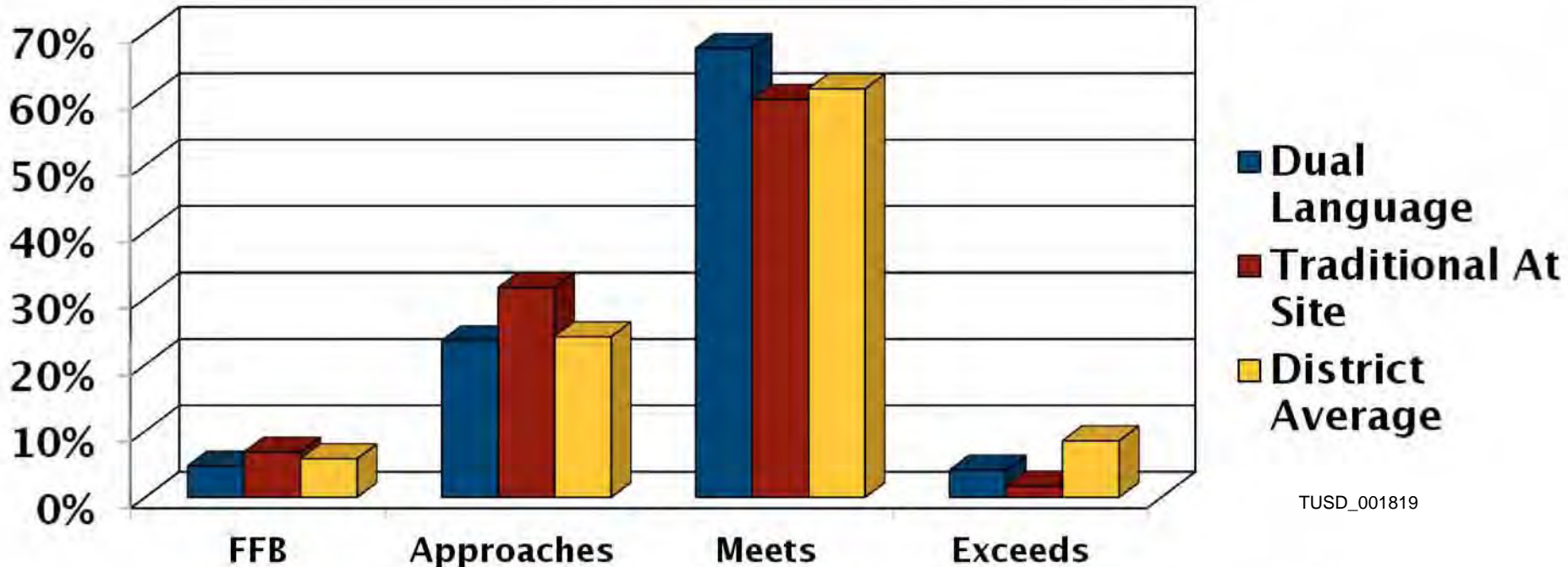
2012 Dual Language-AIMS Hollinger (3, 4, 5)

	Dual Language	District Avg. (No Traditional)
FFB	3.5%	5.8%
Approaches	17.1%	24.2%
Meets	69.8%	61.5%
Exceeds	9.5%	8.5%



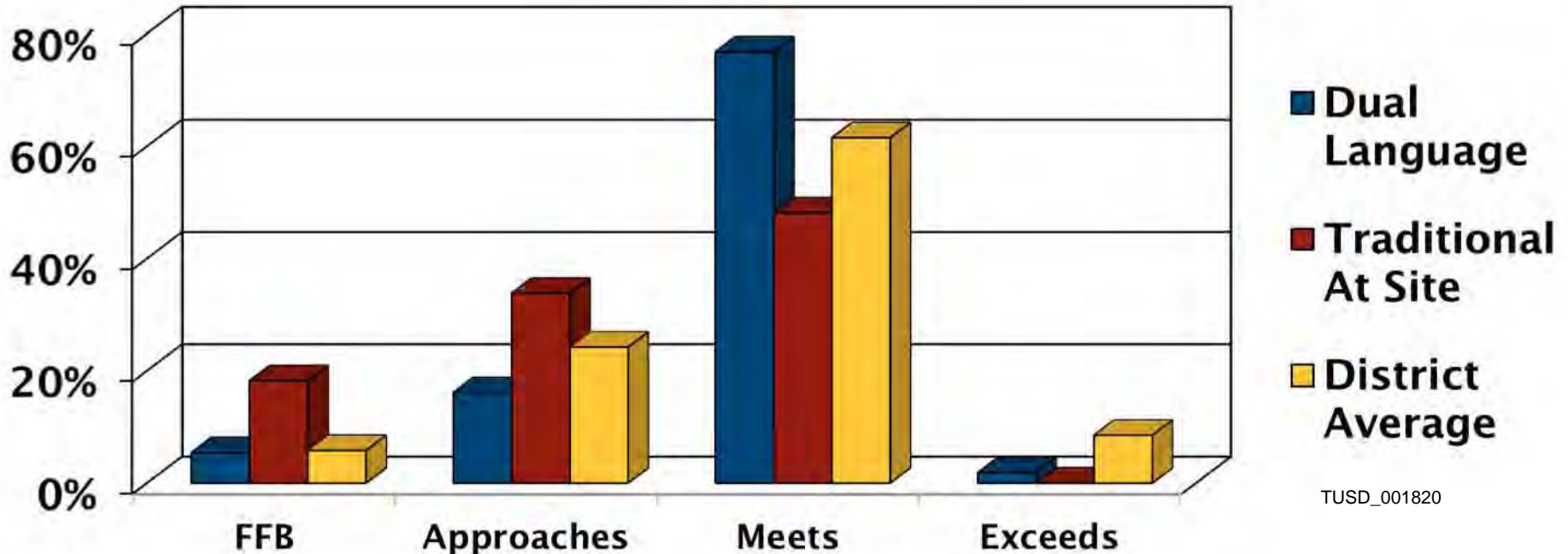
2012 Dual Language-AIMS McCorkle (3, 4, 5)

	Dual Language	Traditional At Site	District Average
FFB	4.7%	6.8%	5.8%
Approaches	23.6%	31.6%	24.2%
Meets	67.6%	59.9%	61.5%
Exceeds	4.1%	1.7%	8.5%



2012 Dual Language-AIMS Mission View (3, 4, 5)

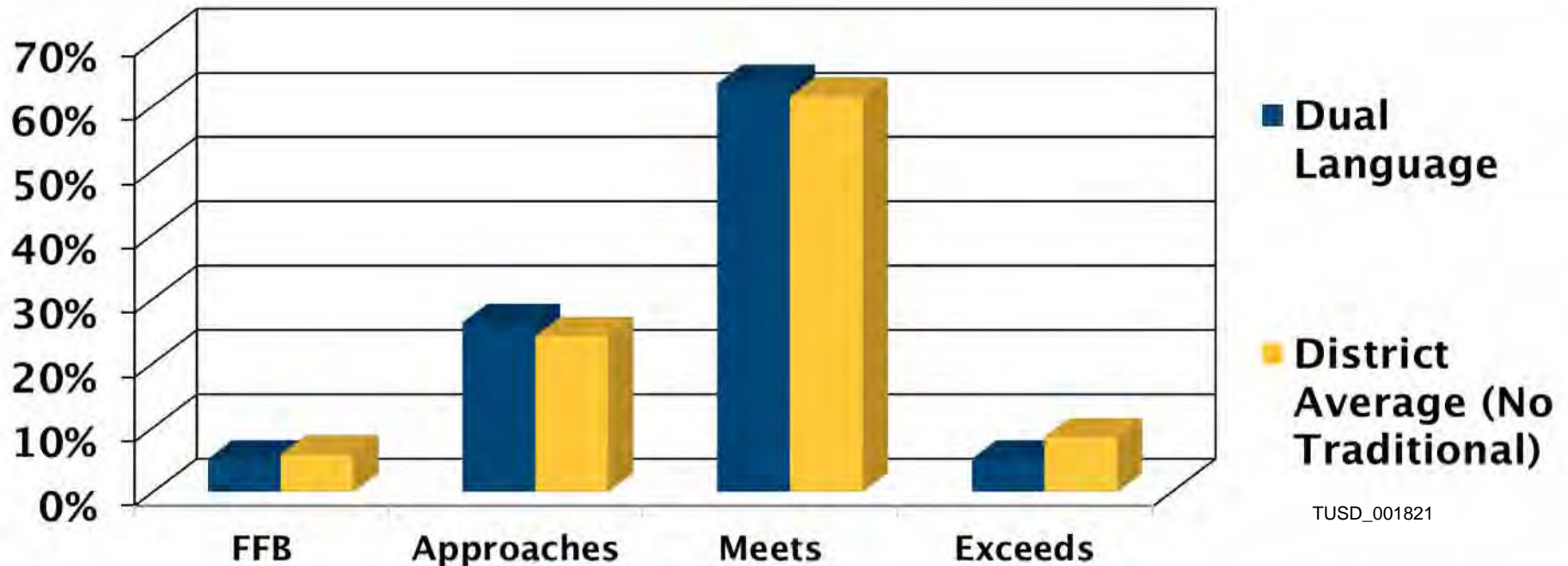
	Dual Language	Traditional At Site	District Average
FFB	5.4%	18.2%	5.8%
Approaches	16.1%	33.8%	24.2%
Meets	76.8%	48.1%	61.5%
Exceeds	1.8%	0%	8.5%



2012 Dual Language-AIMS

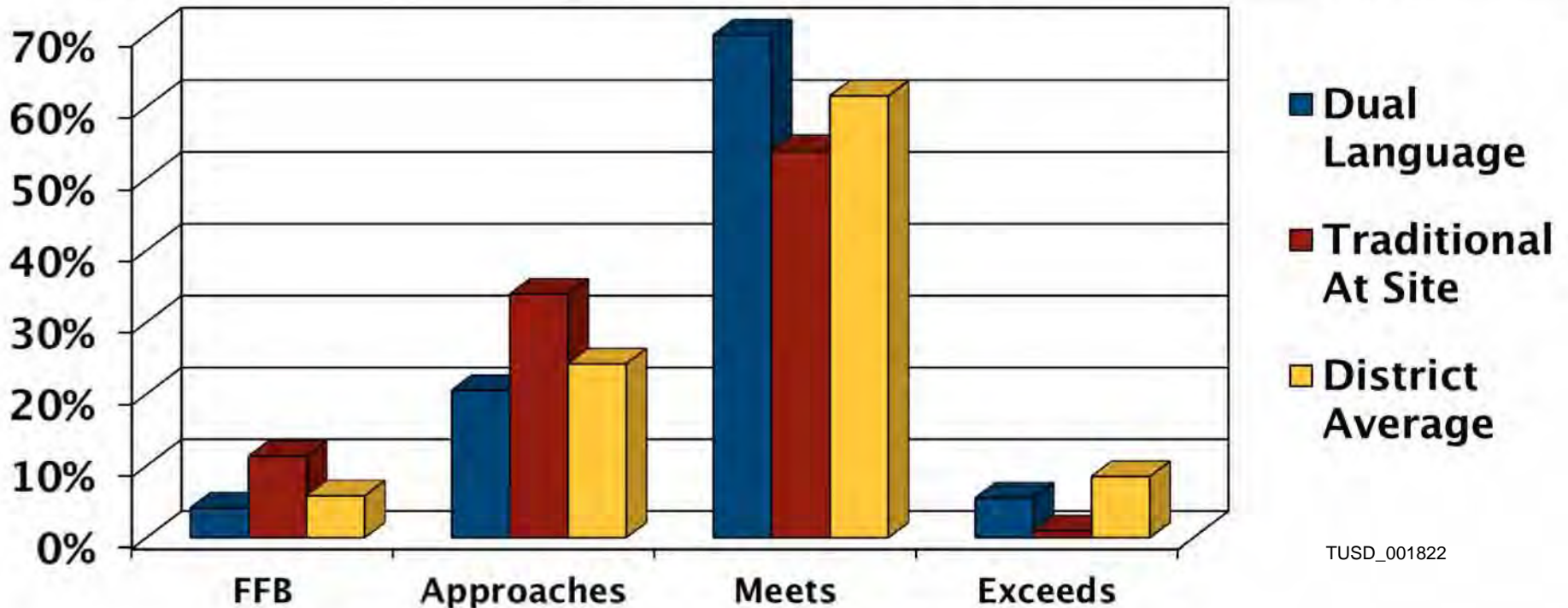
Roskruge Bilingual (3, 4, 5)

	Dual Language	District Avg. (No Traditional)
FFB	5.1%	5.8%
Approaches	26.3%	24.2%
Meets	63.5%	61.5%
Exceeds	5.1%	8.5%



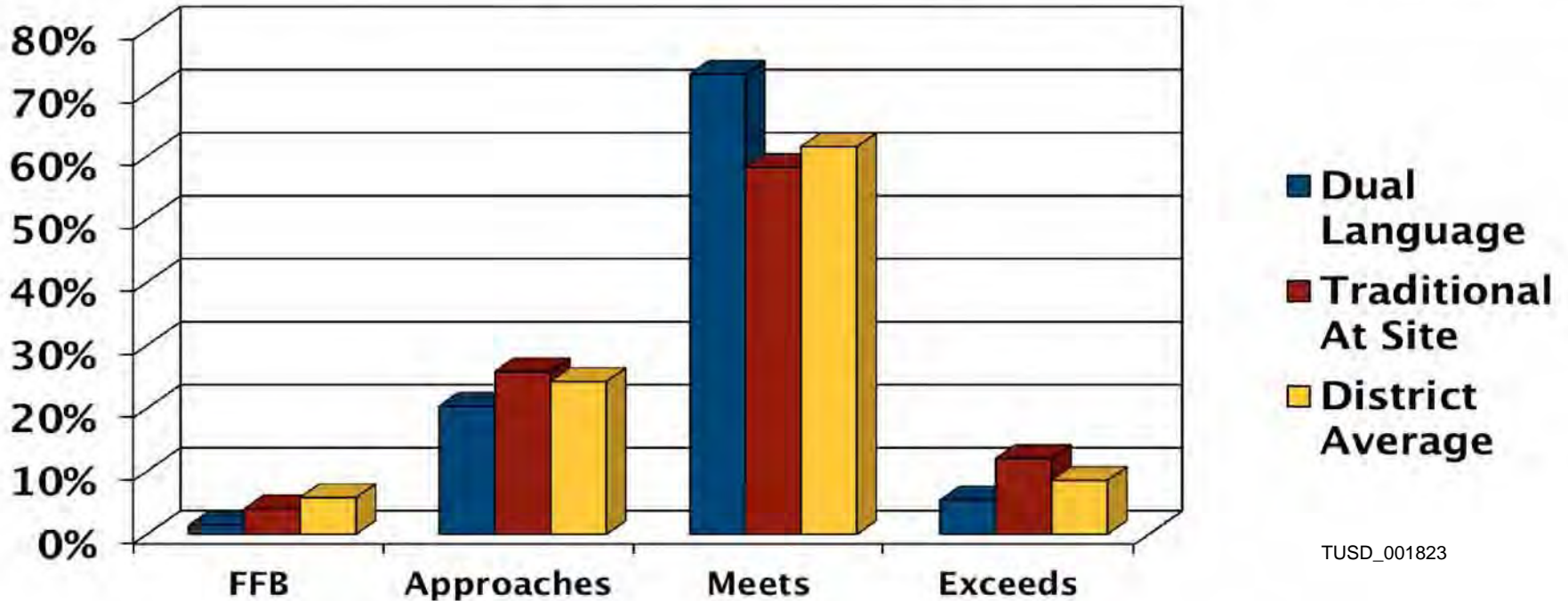
2012 Dual Language-AIMS Van Buskirk (3, 4, 5)

	Dual Language	Traditional At Site	District Average
FFB	4.1%	11.3%	5.8%
Approaches	20.5%	33.9%	24.2%
Meets	69.9%	53.9%	61.5%
Exceeds	5.5%	0.9%	8.5%



2012 Dual Language-AIMS White (3, 4, 5)

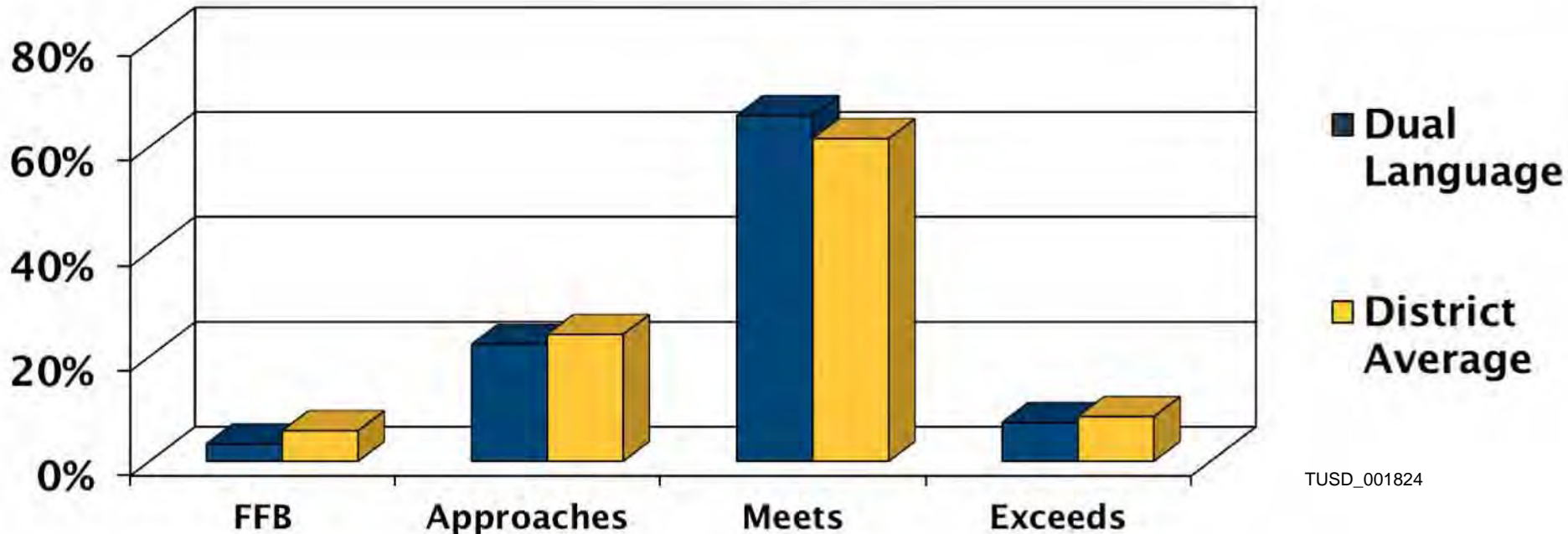
	Dual Language	Traditional At Site	District Average
FFB	1.4%	4.0%	5.8%
Approaches	20.3%	25.8%	24.2%
Meets	73.0%	58.2%	61.5%
Exceeds	5.4%	12.0%	8.5%



2012 Dual Language-AIMS

All Dual Language (3, 4, 5)

	Dual Language	District Avg.
FFB	3.3%	5.8%
Approaches	22.3%	24.2%
Meets	65.9%	61.5%
Exceeds	7.4%	8.5%



2012-2013 Dual Language Expenditures



Unitary Status Plan Considerations

- The purpose of the Advanced Learning Experiences included in the Unitary Status Plan is specifically to promote equity and access.
- The ALE Director will conduct a needs assessment to determine whether equitable access exists and to plan strategies to increase the enrollment of underserved minorities in these programs.



Challenges

Pending ALE
Director

Bilingual Education Teacher
Endorsement:

U of A Costs=\$16,000.00

Spanish Proficiency Exam=
\$100.00

Recruitment
of Endorsed
Teachers

Additional
requirements/
issues of the USP

Dual Language as an ALE

Recognizes
Bilingualism/Biliteracy

Promotes
Cognitive &
Linguistic
Development in
Two Languages

The Language Acquisition Department wishes to thank the following for all of their support and collaboration:

- Office of Curriculum, Instruction, & Professional Development**
- Title I**
- Department of Accountability & Research**
- Technology Services**
- Communications & Media Relations**
- Print Shop**



**Most importantly, to all of the
dedicated Principals, Teachers,
Students, Parents and Staff who are
committed to our
Dual Language Program.**





**Thank you for your
attention. We appreciate
your support and
consideration!**





Maria L. Menconi, Ed.D.
Interim Deputy Superintendent
Office of Curriculum, Instruction,
& Professional Development

Ignacio Ruiz
Director
Language Acquisition Department

