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The following initial actions are critical for TUSD to build and expand the TWDL programs. With out these foundational pieces in place, the program cannot flourish and reach its full potential. Once these building blocks are established, we will have an authentic TWDL program that will attract teachers and students throughout the district.

**Dual Language Access Plan:**

- TUSD Legal Counsel will finalize a Federal Court order to allow Spanish-speaking students an opportunity to fully participate in TWDL programs starting at the kindergarten and 1<sup>st</sup> grade levels in an effort to *increase* the numbers and to linguistically balance the TWDL classrooms in the district. This will fully operationalize the TWDL program model by SY 2017-18.
- Mail Dual Language postcards to all district students promoting the district's TWDL opportunities. Fall 2016, Feb. 2017
- Establish a yearly calendar with targeted professional training for Two-Way Dual Language teachers, site-administrators, central office teams and the cabinet members by July 2016 in order for participants to gain ownership and effectively market TUSD's TWDL program to the community.
  - TWDL Teachers- Quarterly Mandatory training
  - Principals- Quarterly Mandatory training
  - Central office and cabinet members- 3 ILAs- minimum hour long sessions
- Create a district level Dual Language Advisory committee to work with TUSD to oversee the implementation of all programs in TUSD by October 2016.
- Update the current Two-Way Dual Language Program Practice Handbook and align it to the Guiding Principles for Dual Language Education (Center for Applied Linguistics) by April 2017.
- Develop a comprehensive District Master Plan for Two-Way & Dual Language programs over the course of the 2016-17 school years by April 2017.
- Have all existing TWDL programs conduct a program assessment using the Guiding Principles for Dual Language Programs at each site by mid- August 2016 at the 1<sup>st</sup> principal quarterly meeting. All existing TWDL will use the data findings to begin to realign their programs.
- Share the programmatic pathway with teachers, administrators, parents (present and prospective) and students that clearly outline the program from elementary to high school by May- August 2016.
- Review the enrollment at each site and begin to design a two classroom TWDL structure to reduce programmatic isolation of the TWDL classes at the site and make the program accessible to additional students August –March 2017.
- Establish and implement assessment framework for all TWDL programs to include assessments in the target language in all four domains: listening, speaking, reading, and writing