



Amy Carter | Swing Representative
Maria Diedrich | Parent Representative
Kimberly Kennedy | Parent Representative
Vicki McGinty, Secretary | Parent Representative
Kesha Payne | Faculty Representative
Heather Perry | Faculty Representative
Jesse Shannon, Vice-Chair | Community Representative
Dana Ugwonalì | Community Representative
Zachary White, Chair | Faculty Representative
Brent McBride | Principal

WARREN T. JACKSON ELEMENTARY GO-TEAM MEETING MINUTES Thursday, January 11, 2018, 3:00 pm, Ms. Pete's Classroom

I. Call to Order - 3:05 pm, Zachary White, Chair

- A. Roll Call by Vicki McGinty, Secretary - All GO Team members in attendance, presence of quorum confirmed..

Guests: Dr. Margaret McKenzie (Coordinator, Office of ESOL & World Languages, APS)

Maria Dunbar (District Support, World Languages, Office of ESOL & World Languages, APS)

- B. Standing motion to approve minutes for November 2, 2017 meeting, approved unanimously.
- C. Standing motion to approve January 11, 2018 meeting agenda, approved unanimously, with the addition of moving the budget meeting to earlier in the day in February to give the GO Team a work session before voting on the budget

II. Information Items

Mr. White introduced our two guests from APS's Office of ESOL and World Language, Dr. McKenzie and Ms. Dunbar, who were here to present on Dual Language Immersion (DLI) and answer our questions. Ms. Dunbar presented information via a Powerpoint, including the following:

- Jackson Demographics - 82 students speak a language other than English and 25 different languages are represented
- DLI is a form of education in which the students are taught literacy and content in two languages
 - (1) 2 Way - 2 language groups are schooled through their two native languages (ex. Sarah Smith, Garden Hills, E Rivers)
 - (2) 1 Way - One language group (English speakers) schooled through 2 languages (ex. Morris Brandon) - Jackson would be a 1 Way program
- Goals of DLI:
 - (1) Proficiency in English
 - (2) Proficiency in second language
 - (3) Academic achievement





Amy Carter | Swing Representative
Maria Diedrich | Parent Representative
Kimberly Kennedy | Parent Representative
Vicki McGinty, Secretary | Parent Representative
Kesha Payne | Faculty Representative
Heather Perry | Faculty Representative
Jesse Shannon, Vice-Chair | Community Representative
Dana Ugwonal | Community Representative
Zachary White, Chair | Faculty Representative
Brent McBride | Principal

(4) Intercultural competence

We want the students to be not only bilingual but biliterate, which means they will be proficient in reading, writing, speaking and listening in both languages.

Several states, including Georgia, now offer a “Seal of Biliteracy” on high school diplomas

- Much research on DLI has shown that these students perform as well, if not better, on state mandated assessments that are done in English than students who are not in a DLI program. Research has also shown that this program has the potential, more than most others, to close the achievement gap.
- Students in DLI programs have been shown to have enhanced cognitive skills and increased intercultural competence.
- Immersion education has been around since the 1970s. In 2011, there were 44 programs in the U.S. There are many more now. In Georgia in 2013-14, there were 9 schools with DLI programs. In the 2017-18 school year, that number had increased to 45.
- A study by Thomas & Collier entitled Dual Language Education for a Transformed World (2012 Fuente Press) looked DLI programs in North Carolina. They found that the DLI students outperformed other groups in reading and math assessments. The economically disadvantaged students who were in DLI outperformed those who were not.
- We do not yet have data on the APS students who are in DLI because the programs have not been in place long enough.
- DLI is not for everyone. While there are special needs kids in the programs, it may not be a good fit for a child with a language-specific learning difference.
- The Georgia Model:
 - 50/50 English and target immersion language in a school day
 - Two classrooms, two teachers, two languages every day
 - In kindergarten, the 100 day goal would be that student talk correspond with teacher talk in each particular classroom





Amy Carter | Swing Representative
Maria Diedrich | Parent Representative
Kimberly Kennedy | Parent Representative
Vicki McGinty, Secretary | Parent Representative
Kesha Payne | Faculty Representative
Heather Perry | Faculty Representative
Jesse Shannon, Vice-Chair | Community Representative
Dana Ugwonal | Community Representative
Zachary White, Chair | Faculty Representative
Brent McBride | Principal

The supplies and resources come from the World Language Office, not our existing school budget

Students would have books in both languages in every subject

Students in DLI have the opportunity to be integrated with other, non-DLI students during lunch, recess and specials, which will still be taught in English.

Typical instructional split:

ELA & Social Studies 35%

Math and Content Area Reinforcement in English 15%

Math in Target Language 20%

Science and Content Area Reinforcement (for SS, Art, Health, Music) in English 15%

Target language literacy 15%

- At Sutton and North Atlanta High School, there will be at least one content area taught in another language. This is something to consider in choosing the second language. There is some benefit to choosing the language chosen by the other cluster schools (who have all chosen Spanish) because it will allow for a broader mix of students in the content area second language classes rather than keeping the group of Jackson DLI students together. The “con” of choosing Spanish is that we will be competing with the other cluster schools for Spanish-speaking teachers.

- DLI Application Process:

- If the applications are greater than the number of slots available, a lottery will be held.

- Priority admission would be given to native speakers of the chosen second language

- DLI resources:

APS DLI Support Website - <http://tinyurl.com/apsdli>

There is a national association of dual immersion parents

There is also a Dual Immersion APS Facebook group

III. Discussion Items

The GO Team had many questions and concerns about the implementation and practical effects of DLI:





Amy Carter | Swing Representative
Maria Diedrich | Parent Representative
Kimberly Kennedy | Parent Representative
Vicki McGinty, Secretary | Parent Representative
Kesha Payne | Faculty Representative
Heather Perry | Faculty Representative
Jesse Shannon, Vice-Chair | Community Representative
Dana Ugwonalì | Community Representative
Zachary White, Chair | Faculty Representative
Brent McBride | Principal

- (1) How will we handle attrition from the program along the way? What if there are not enough students still in the program by 5th grade to fill two, or even one, class?
- (2) How will DLI affect the quality of teachers we hire?
- (3) Will we lose good current teachers because we are having to use our teacher allotments to hire Spanish speaking teachers?
- (4) How will DLI affect class sizes for students who are not in the program?
- (5) What kind of behavior issues might arise from having a relatively small subgroup of students remaining together throughout their elementary career?

The GO Team decided to go and see the DLI program in action at Morris Brandon.

V. Public Comment

There was no public comment at this meeting.

VI. Action Items

There were no action items other than the approval of the meeting's agenda and the previous meeting's minutes.

VII. **Adjournment** - motion by Zachary White, passed unanimously, 5:05 p.m.

