Welcome to Sutton Middle School!

Gail Johnson
Principal, Sutton Middle School
Introductions: DLI School Leaders

Garden Hills Elementary
Stacey Abbott
Principal

E Rivers Elementary
Dr. John Waller
Principal

Bolton Academy
Anita Lawrence
Principal

Morris Brandon Elementary
Jay Bland
Principal

Sarah Smith Elementary
Emily Boatright
Principal
Introductions: District Support

Dr. Margaret McKenzie
District Coordinator, ESOL & World Languages

Maria Dunbar
District Support, World Languages, DLI

Betsy Cowell
Bilingual Community Liaison
North Atlanta Cluster Demographic Data

- 48% of APS English Learners
- Over 40 languages (84% Spanish)
What is Dual Language Immersion (DLI)?
Dual Language Immersion is...

A form of education in which students are taught **literacy** and **content** in **two** languages.

<table>
<thead>
<tr>
<th>Two Way</th>
<th>One Way</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two language groups schooled their two languages. (By definition, at least 1/3 must be native speakers of the target language.)</td>
<td>One language group schooled through two languages.</td>
</tr>
</tbody>
</table>
The Goals of Dual Language Immersion Programs

1. Proficiency in English
2. Proficiency in second language
3. Academic achievement
4. Intercultural competence

> Biliteracy
Higher Second Language Proficiency
Seal of Biliteracy -

• HB 879

• a diploma seal for achievement of high level of proficiency in one or more languages in addition to English

Passed March 22, 2016
States with Seal of Biliteracy 2020
Improved Academic Performance

Immersion students perform as well as or better than non-immersion students on standardized tests of language arts and mathematics, even when these tests are administered in English.

Enhanced Cognitive Skills

Due to the demands of processing two languages, dual immersion students typically:

- Develop greater cognitive flexibility;
- Demonstrate increased attention control, better memory, and superior problem solving skills; and
- Experience enhanced understanding of their primary language.

Bamford & Mizokawa, 1991; Bruck, et al., 1975
Intercultural Competence

Immersion students are better prepared to **collaborate** and **communicate** across linguistic and political boundaries, to solve problems as a result of the demands of their learning environments, and they evidence more **positive attitudes** toward other peoples and other cultures.
Dual Language Immersion

• 2013-2014 = 9 schools
• 2015-2016 = 20 schools
• 2016-2017 = 40 schools
• 2017-2018 = 45 schools
• 2018-2019 = 55 schools
• 2019-2020 = 62 schools
Dual Language Immersion - Languages

Atlanta Public Schools: Spanish
Clarke County: Spanish
Clayton County: French, Spanish
Cobb County: Spanish
Dalton County: German
Dekalb County: Chinese, French, German, Spanish
Douglas County: Spanish
Forsyth County: Spanish
Fulton County: Chinese, Spanish
Gwinnett County: French, Spanish
Hall County: Spanish
Rockdale County: Spanish
Savannah Chatham: Chinese, Spanish
Dual Language Immersion in Atlanta Public Schools

2020 – 2021
Benteen Elementary (K – 2nd)
Bolton Academy (K – 4th)
E Rivers Elementary School (K – 5th)
Garden Hills Elementary School (K – 5th)
Morris Brandon Elementary School (K – 4th)
Perkerson Elementary School (K – 1st)
Sarah Smith Elementary School (K – 4th)
What does the research say about Dual Language Immersion?
Race/Ethnicity of Students in DL Programs vs. Not in DL

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Students In DL</th>
<th>Students Not in DL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic</td>
<td>33.8%</td>
<td>16.5%</td>
</tr>
<tr>
<td>White</td>
<td>31.8%</td>
<td>36.8%</td>
</tr>
<tr>
<td>African American</td>
<td>24.0%</td>
<td>38.5%</td>
</tr>
<tr>
<td>Bi- or Multi-racial</td>
<td>7.0%</td>
<td>4.7%</td>
</tr>
<tr>
<td>Asian</td>
<td>3.4%</td>
<td>3.3%</td>
</tr>
<tr>
<td>Native American</td>
<td>0.0%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Total</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Watch for the RED
English Language Learners
2009 EOG Results

Reading

Math

Public Schools of North Carolina State Board of Education/ Department of Instruction
White Students
2009 EOG Results

Reading

Math

Public Schools of North Carolina State Board of Education/ Department of Instruction
African American Students
2009 EOG Results

Reading

Math
Low SES Students
2009 EOG Results

Reading

Math

Public Schools of North Carolina State Board of Education/Department of Instruction
Closing or Narrowing The Gap

Partially as a result of the cognitive demands placed on students who learn content in two different languages, **no other intervention model holds greater promise** to narrow the achievement gap more effectively between high and low performing populations than language immersion.

Is Dual Language Immersion for Everyone?
What is the APS Model of Dual Language Immersion?
The Georgia Model

• 50/50 = English/target immersion language

• Classroom Instruction = 2 teachers
  1 immersion language teacher + 1 English partner teacher

• separation of languages
What does the DLI experience look like?

Gina Gem
Kindergarten DLI English Teacher,
Garden Hills Elementary

Genie Arcila
Kindergarten DLI Spanish Teacher
Garden Hills Elementary
Two Classrooms, Two Teachers, Two Languages Every Day

<table>
<thead>
<tr>
<th>English Classroom</th>
<th>Immersion Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher talk</td>
<td>Teacher talk</td>
</tr>
<tr>
<td>Classroom materials</td>
<td>Classroom materials</td>
</tr>
<tr>
<td>Books</td>
<td>Books</td>
</tr>
<tr>
<td>Classwork</td>
<td>Classwork</td>
</tr>
</tbody>
</table>

100 Day Goal: Student talk corresponds to language in classroom.
A Day in the Life of a Dual Immersion Student
The Day

• student starts the day in either Immersion Language or English
• stays with this teacher for a major block of time (2+ hours)
• “specials” are taught in English
• recess, lunch and specials will be integration times with non-immersion students
The Instructional Split

English

- Math & Content Area Reinforcement in English: 15%
- English Language Arts & Social Studies: 35%

Spanish

- Math in Target Language: 20%
- Science and Content Area Reinforcement in Target Language (Social Studies, Art, Health, Music, etc): 15%
- Target Language Literacy: 15%
How do students get into the DLI program?

Dr. Margaret McKenzie
District Coordinator, ESOL & World Languages
DLI Program Application Process

- Complete and submit DLI Program application to the local school
- Complete and submit APS Student Enrollment Form to the local school

2020 – 2020 Deadlines
March 9th - May 29th
(Garden Hills only: March 9th – March 11th)

https://tinyurl.com/APSDLLinformation
DLI Program Application Process

• Should applications exceed number of slots, a lottery will be held

• Note: Twins are treated as one applicant in lottery process

• Principals will notify parents of lottery results via email week of June 7th (Garden Hills, by March 12th)

Per APS Board Policy JBC-R (4)
Per APS Board Policy JBC-R (4), priority admission is given to students zoned for the school and in the following order:

- Students who are native Spanish speakers
- Students currently in a Spanish DLI program
- Siblings of students already in the DLI program
APS DLI Program Application Admission

The APS DLI program is designed to serve students who reside within the attendance zone for the school unless the school is designated a choice school.

For schools designated as Choice Schools:

- If slots remain once all students from attendance zone are placed, the school may hold a lottery of school choice students.
- Choice School participants must provide transportation.
- For 2020 – 2021, Benteen and Perkerson will be Choice Schools.
For more information about DLI...
The APS Dual Immersion Support Site is designed to support teachers, parents, and administrators of APS Dual Language Immersion schools. While this site is dedicated to the staff of Atlanta Public Schools, other dual immersion teachers, and administrators may find much of the information useful. Check this site often, as there will be new links and information posted frequently. Should you ever have a question or concern about the Dual Immersion program in Atlanta Public Schools, please do not hesitate to contact me, Dr. Margaret McKenzie, at mamckenzie@atlanta.k12.ga.us.

Are you wondering WHAT is dual immersion and WHY is it important? Check out the infographic below and learn why Multilingualism Matters!
Dual Immersion APS
What Parents Need to Know about Dual Immersion in Atlanta Public Schools

Office of ESOL & World Languages
21 Thrash Road, S.W.
Atlanta, GA 30315
404-802-7588 (Office)

What is Dual Language Immersion?
In the Dual Language Immersion Language Program, the instructional time is divided equally between English and the immersion language throughout the elementary grades. In APS, the content areas that will be taught in the immersion language are math, science, and immersion language literacy. The goal of the Dual Language Immersion program is to provide educational experiences, from kindergarten through grade 12, that support the academic and linguistic development in two languages and that develop students’ appreciation and understanding of their own and other cultures.

How does the Dual Language Immersion program work?
In order to make academic lessons comprehensible to all learners and to support their second language learning, dual immersion teachers are trained to provide a wide array of instructional strategies as they cover the academic content. Dual immersion teachers will use body language, visuals, manipulatives, exaggerated facial expressions, and expressive imitation to communicate their meaning. Teachers will also use songs, chants, and rhymes and will carefully structure their day with familiar routines and procedures. In kindergarten it is common for the students to speak with their peers or respond to the teacher in English; however, as the months and years progress, students will naturally use more of the immersion language. For our kindergartners, our goal in APS is to have students speaking in the immersion language in the classroom by the 160th day of school.

How will learning everything in a second language affect my child’s language and literacy development in the native language?
Many parents are initially fearful that a dual language immersion program may have a negative impact on their child’s development in the native language. Research, however, consistently finds that the immersion experience actually enhances native language development (Glew, Gessner, & Hamayan, 2000). There are many processes in the brain that underlie the ability to read, such understanding the relationship between the spoken language and the written word, that transfer from one language to another (Glew, Gessner, & Hamayan, 2000).

Will my child become proficient in the second language? How long will that take?
After only 2 or 3 years in an immersion program, students demonstrate confidence and some fluency in the language. While their speaking and writing skills are comparable to those of native speakers of the same age, language learning is influenced by several factors, including student’s personality, motivation, teacher experience, parent support, program leadership, and support at the school and district level. Student success requires the active involvement of all of these stakeholders. Our schools welcome your support and involvement in the dual language program.

What can I do to support my child’s immersion experience if I don’t speak the second language?
We want all parents to play an active role in their child’s education. Parents of dual immersion students should provide experiences that support the language used in the home. Read daily to your child in your home’s language, encourage them to practice the language, and engage in conversation outside of the classroom. However, if you do not speak your child’s second language, it is fine to say “I don’t speak the language.” Teachers will always welcome parent volunteers in the classroom. Your child should never hear their immersion teacher in the other language.

Thank you for entrusting your children to us in the Dual Language Immersion program. We are preparing your children not only for college and career, but also for global success. Multilingualism Matters!

Adapted from Fortuna, D. & Table, D. 2009 What Parents Need to Know about Dual Language Immersion Programs. Center for Applied Linguistics, Washington, D.C.
Contact Information

Dr. Margaret McKenzie
District Coordinator, ESOL & World Languages

Email: mamckenzie@atlanta.k12.ga.us

APS Dual Language Immersion Support Site:

http://tinyurl.com/apsdli
DLI Parent Panel

Garden Hills Elementary
Arturo Meza

E Rivers Elementary
Stephanie Trubic
Elizabeth Wickland

Bolton Academy
David Gordon
Melanie Haley

Morris Brandon Elementary
Marissa Rosenbloom

Sarah Smith Elementary
Katy Barnes
Questions
School Sessions

Garden Hills Elementary
Stacey Abbott, Principal
Gina Gem, Kindergarten DLI
Genie Arcila, Kindergarten DLI

E Rivers Elementary
Dr. John Waller, Principal
Keisha Gibbons, AP
Stephanie Trubic, Parent Liaison

Bolton Academy
Anita Lawrence, Principal
Terah Sherrer, Kindergarten DLI

Morris Brandon Elementary
Jay Bland, Principal
Dwight Hutson, Program Administrator
Maritza Estrada, Kindergarten DLI
Mary Beth Halliday, Kindergarten DLI

Sarah Smith Elementary
Emily Boatright, Principal
Alejandro Mendez, 2nd Grade DLI