



Dual Language Immersion Program Handbook

K-8 Dual Language Program

Dual Language Program Vision and Goals

Vision

To empower a community of globally aware learners through bilingual, biliterate, and bicultural studies who will thrive as innovative leaders in a modern world.

Goals

- Ensure that each learner reaches proficiency in an additional language including all modes of communication.
- Equip learners with the skills to critically analyze global issues and understand their impact from multiple cultural perspectives.

Program Description

The Dual Language Immersion Program is a program of choice within the Phoenix Elementary School District and is designed to foster high academic achievement in all content areas. Goals for this program include bilingualism, biliteracy, bicultural awareness and engagement, as well as global citizenship. Students in the Dual Language Immersion program are able to attain high levels of proficiency in both English and Spanish while learning grade level academic content.

Program Timeline

The Phoenix Elementary School District is committed to provide a world-class Dual Language Immersion program that puts students on a pathway to biliteracy. Below is the *anticipated* timeline for program implementation and grade level participation:

School Year	Dual Language Immersion Grade Level Participation
2025-2026	Kindergarten, Grade 1
2026-2027	Kindergarten, Grade 1, Grade 2
2027-2028	Kindergarten, Grade 1, Grade 2, Grade 3
2028-2029	Kindergarten, Grade 1, Grade 2, Grade 3, Grade 4
2029-2030	Kindergarten, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5
2030-2031	Kindergarten, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6

Instructional Model

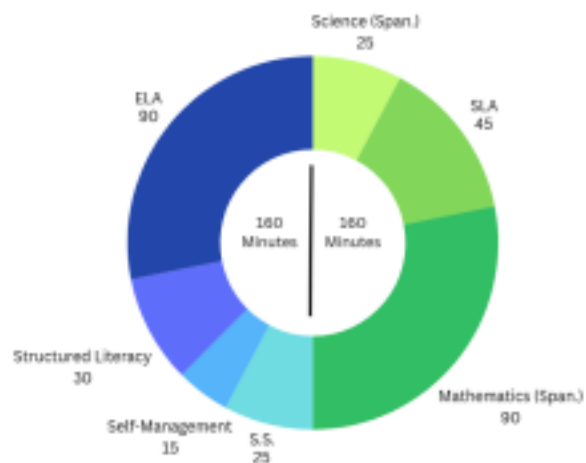
Elementary

K-3 implements a 50/50 model.

- During the entire year from Monday thru Friday, students spend 50% of their academic day immersed in English and 50% of their academic day immersed in Spanish.
- Instruction is provided in only one language at a time, without translation, in core academic subject areas (English Language Arts, Mathematics, Science, and Social Studies).
- In Phoenix #1, a two teacher model is used for instructional delivery:
 - Teacher A delivers core content instruction in English and Teacher B delivers core content instruction in Spanish.
 - Both teachers share two classrooms of students, and students switch classrooms in the middle of the day.
 - *Based on enrollment, a single teacher model may be implemented. In this model, the same teacher delivers instruction in English for half of the day, and delivers instruction in Spanish for the other half of the day.*
- Literacy and academic content are taught daily in two languages.
- Students participate in special area classes/electives with instruction delivered in English.

K-3 Elementary School Model (50/50)

English		Spanish	
English Language Arts	90	Mathematics	90
Structured Literacy	30	Spanish Language Arts	45
Self-Management	15	Science	25
Social Studies	25		
Total Minutes	160	Total Minutes	160



K-3 DLI Instructional Minutes (50/50)

4-6 Elementary School Model (50/50)

<i>English</i>		<i>Spanish</i>	
English Language Arts	90	Mathematics	90
Structured Literacy	30	Spanish Language Arts	45
Self-Management	15	Social Studies	25
Science	25		
<i>Total Minutes</i>	<i>160</i>	<i>Total Minutes</i>	<i>160</i>



4-6 DLI Instructional Minutes (50/50)

7-8 Elementary School Model (30/70)

<i>English</i>		<i>Spanish</i>	
English Language Arts	60	Social Studies	60
Science	60	Spanish Language Arts	45
Mathematics	60		
Self-Management	20		
Total Minutes	200	Total Minutes	105



7-8 DLI Instructional Minutes (30/70)

Eligibility and Admission

Eligibility:

- Grades K-1: Children are eligible for kindergarten if they are five years of age before September 1 of the school year. Children may also be considered for kindergarten through an early entrance assessment if they will be five years of age between August 31 and October 31.
- Grades 2-8: Students who score 80% or above on a District Spanish Entry Assessment. 5

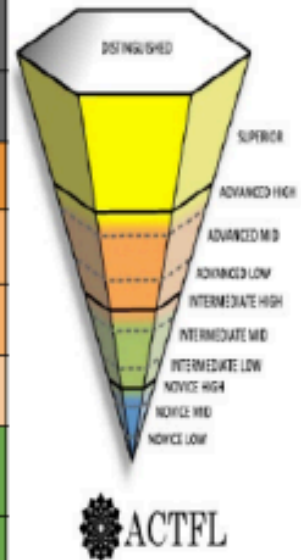
Performance Toward Proficiency Grade Level Targets

The following are targets for students in a Phoenix #1 Spanish Dual Language Immersion Program. The American Council for Teachers of Foreign Languages (ACTFL) has established descriptors for each level of language called the [ACTFL Proficiency Guidelines](#). These descriptors are available for Listening, Reading, Speaking, and Writing.



Dual Language Immersion Program K-12 Spanish Grade Level Proficiency Targets

Course	Interpersonal Mode	Presentational Modes		Interpretive Modes	
	Listening & Speaking	Writing	Speaking	Reading	Listening
12th	Adv. Mid - High (8 - 9)	Adv. Mid - High (8 - 9)	Adv. Mid - High (8 - 9)	Adv. Mid - High (8 - 9)	Adv. Mid - High (8 - 9)
11th	Adv. Mid (8)	Adv. Mid (8)	Adv. Mid (8)	Adv. Mid (8)	Adv. Mid (8)
10th	Adv. Mid (8)	Adv. Mid (8)	Adv. Mid (8)	Adv. Mid (8)	Adv. Mid (8)
9th	Adv. Low to Adv. Mid (7 - 8)	Adv. Low to Adv. Mid (7 - 8)	Adv. Low to Adv. Mid (7 - 8)	Adv. Low to Adv. Mid (7 - 8)	Adv. Low to Adv. Mid (7 - 8)
8th	Inter. High - Adv. Low (6 - 7)	Inter. High - Adv. Low (6 - 7)	Inter. High - Adv. Low (6 - 7)	Inter. High - Adv. Low (6 - 7)	Inter. High - Adv. Low (6 - 7)
7th	Inter. Mid - Inter. High (5 - 6)	Inter. Mid - Inter. High (5 - 6)	Inter. Mid - Inter. High (5 - 6)	Inter. Mid - Inter. High (5 - 6)	Inter. Mid - Inter. High (5 - 6)
6th	Inter. Mid (5)	Inter. Mid (5)	Inter. Mid (5)	Inter. Mid (5)	Inter. Mid (5)
5th	Inter. Mid (5)	Inter. Mid (5)	Inter. Mid (5)	Inter. Mid (5)	Inter. Mid (5)
4th	Inter. Low - Inter. Mid (4 - 5)	Inter. Low - Inter. Mid (4 - 5)	Inter. Low - Inter. Mid (4 - 5)	Inter. Low - Inter. Mid (4 - 5)	Inter. Low - Inter. Mid (4 - 5)
3rd	Nov. High - Inter. Low (3 - 4)	Nov. High - Inter. Low (3 - 4)	Nov. High - Inter. Low (3 - 4)	Nov. High - Inter. Low (3 - 4)	Nov. High - Inter. Low (3 - 4)
2nd	Nov. Mid - Nov. High (2 - 3)	Nov. Mid - Nov. High (2 - 3)	Nov. Mid - Nov. High (2 - 3)	Nov. Mid - Nov. High (2 - 3)	Nov. Mid - Nov. High (2 - 3)
1st	Nov. Mid (2)	Nov. Mid (2)	Nov. Mid (2)	Nov. Mid (2)	Nov. Mid (2)
K	Nov. Mid (2)	Nov. Mid (2)	Nov. Mid (2)	Nov. Mid (2)	Nov. Mid (2)

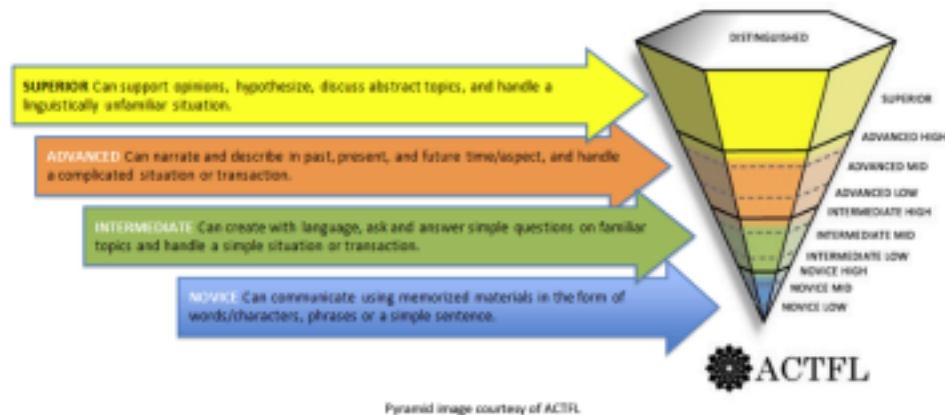


Phoenix Elementary School District #1 serves students in grades K-8. Our goal is to provide a pathway to biliteracy for students participating in the Dual Language Immersion Program.

Students exiting 8th grade at an Intermediate High/Advanced Low language proficiency level are considered to be "on-track" to achieving an Arizona Seal of Biliteracy on their High School Diploma when they graduate.

Performance Toward Proficiency Levels

These proficiency levels are based on the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines 2012 and can be used to measure language performance in an instructional setting. The levels of Novice, Intermediate, and Advanced are further subdivided into sub-levels Low, Mid, and High. For more information about what language learners can do with the language at each proficiency level, follow the following link [NCSSFL-ACTFL Can-Do Statements](#), the result of collaboration between the National Council of State Supervisors of Languages (NCSSFL) and ACTFL.



Target Language Use (TL)

Teacher Target Language Use

- Teachers will communicate in the target language in the classroom at all times to ensure fidelity of the Dual Language Immersion instructional model.
- Teachers will communicate in the target language in front of students within the school building.

Student Target Language Use

- Students will communicate in the target language according to their level of proficiency within the school building.
- Students are encouraged to communicate in both English and Spanish outside the classroom, validating both languages.

Pathway to Biliteracy

Phoenix Elementary School District provides a pathway to biliteracy by providing a structured approach to language instruction, with clear benchmarks at key stages. Our pathway to biliteracy includes ongoing monitoring of student language proficiency and academic progress and supports adjustments to instruction, as needed, to ensure students are on track to participate in a high school Dual Language Immersion program.

Participation in a high school Dual Language Immersion program allows students the opportunity to earn the Arizona Seal of Biliteracy upon graduation. The Arizona Seal of Biliteracy Program recognizes high school students who achieve proficiency in English plus at least one additional language. The seal is placed on the student's diploma and noted on the student's transcript.

Curriculum

The Phoenix #1 Dual Language Immersion Program uses the Arizona State Standards for English Language Arts, Mathematics, Social Studies and Science in coordination with the [Arizona World and Native Language Standards](#) for grade level instruction. Curriculum materials for each subject area are adopted by the Phoenix Elementary School District #1 Governing Board:

- English Language Arts: Houghton Mifflin Harcourt (HMH) - *Into Reading (K-6)*
- Structured Literacy: Houghton Mifflin Harcourt (HMH) - *Structured Literacy (K-2)*
- Spanish Language Arts: Houghton Mifflin Harcourt (HMH) - *Arriba la Lectura!*
- Mathematics: Curriculum Associates - *i-Ready Classroom Matemáticas*
- Science: McGraw Hill - *Ciencia que inspira*
- Social Studies - *Savvas myWorld Interactive*
- Self Management: *Second Step*

Report Cards

Report cards are issued quarterly with student progress being reported mid-quarter.

Delivery of Instruction

Teachers will:

- Deliver instruction in the appropriate target language.
 - ***In the Spanish classroom:***
 - Kindergarten and 1st grade: During the first two weeks of school, teachers will use both English and Spanish to establish classroom expectations and routines.
 - After two weeks, instruction during the Spanish portion of the day will continue only in Spanish.
 - In grades 2-5, instruction will be delivered 100% in the target language (English or Spanish) during the appropriate portion of the school day from Day 1 of the school year. Utilize high-yield instructional strategies and research-based best practices through a combination of whole group instruction, small group instruction, and personalized/individual instruction.
- Follow instructional minutes for their content area provided by Phoenix Elementary School District #1. Provide parents with information to support at-home extended learning activities to support language acquisition.
- Expect students to demonstrate progress toward proficiency targets in Spanish.
- Conduct formative and summative assessments in grades K-5 to measure progress in core content areas (English Language Arts, Mathematics, Social Studies, and Science), and in Spanish language acquisition.
- Collaborate with the grade level team teacher and with teachers during Collaborative Team Meetings to support instruction, student progress, and appropriate vertical progression of both English and Spanish as students advance through the grade levels.
- Teachers will attend professional development classes (e.g. classes, workshops) in and out of the district to keep up to date with the latest research in best teaching and learning practices.

Assessments

All students participate in District and State assessments according to the Phoenix Elementary School District #1 assessment calendar. All required state and district benchmark assessments will be administered in English only. In addition, students enrolled in the Dual Language program in grades K-5 participate in the Avant [STAMP](#) (**ST**Andards-based **M**easurement of **P**roficiency) language assessment to measure students' language proficiency levels in Spanish.

K-8 Dual Language Program Acknowledgement

Policy and Procedures

The K-8 Dual Language Program follows the Phoenix Elementary School District #1 Handbook policies and procedures such as attendance and tardiness, parent involvement, and behavior. It will be distributed to all students.

Parent/Family and Students

Commitment:

- The journey towards bilingualism, biliteracy, and biculturalism is a long-term commitment. Phoenix #1 is committed to provide a K-8 Dual Language experience and an opportunity for your child to reach a high level of proficiency in Spanish while learning grade level academic content.

Attendance:

- Learning a new language requires ongoing exposure and practice. It is imperative for students to maintain regular attendance to learn and grow academically within content areas and to increase language proficiency.
- Chronic absenteeism can impact a student's classroom grades and overall academic performance. A student missing a significant number of school days may require a collaborative conversation between parents, teachers, and school leaders to determine if Dual Language Immersion program participation is the best placement to support a student's academic success.

Frequently Asked Questions

Which school offers the K-8 Dual Language Program in Phoenix Elementary?

Lowell Elementary School
1121 S. 3rd Avenue
Phoenix, AZ 85003

What is the Seal of Biliteracy?

Arizona has adopted the Seal of Biliteracy to recognize graduating seniors who attain proficiency in speaking, listening, reading, and writing in English and at least Intermediate Mid proficiency level in one other World Language. The Seal is placed on an eligible student's diploma. For more details about the Arizona Seal of Biliteracy legislation (Statute 15-258), click [here](#).

What are the benefits of having my child participate in a Dual Language program? Research shows that learning a second language at an early age:

- Increases cognitive flexibility that results in higher-order thinking, problem-solving abilities, multi-tasking, creativity and focusing skills.
- Allows students to become proficient in a second language at no cost to their English development. Enriches and enhances a child's mental development.
- Improves a child's understanding of his/her native language.
- Gives a child the ability to communicate with people he/she would otherwise not have the chance to know.
- Opens the door to other cultures and helps a child understand and appreciate people from other countries.
- Increases job opportunities in many careers around the world. See ACTFL's Oral Proficiency levels in the workplace [here](#).
- *Additional Research:*
 - [Center for Applied Linguistics \(CAL\)](http://tinyurl.com/zuwzmyq) <http://tinyurl.com/zuwzmyq>
 - [American Counsel on the Teaching of Foreign Languages \(ACTFL\)](http://tinyurl.com/zttabwz) <http://tinyurl.com/zttabwz>

Is there a fee to enroll my child?

The Phoenix Elementary District #1 K-8 Dual Language Program is free.

What if my student has an IEP? Will he or she be eligible to attend the Dual Language Program?

Yes, all students are eligible to participate in the Dual Language Immersion program under the same entrance criteria, regardless of IEP status.

If my student is considered an English Language Learner and scores less than Proficient on the AZELLA, will he or she be eligible to attend the Dual Language Program?

Enrollment of English Language Learners in the Dual Language Immersion program is dependent on the most current Arizona Department of Education (ADE) guidelines and Arizona state legislation. Please email curriculum@phxschools.org with specific questions.

How can I help my child at home if I do not speak Spanish?

There are many ways a parent of a student enrolled in the Dual Language Immersion program can support their child, regardless of the language spoken at home. Some possibilities include reading books with a child in the home language and/or in Spanish, exposing children to Spanish music, media and/or culture, asking a child to teach or share new vocabulary words or phrases they have learned, actively engaging with the school community and teachers to participate in events or activities, and creating an encouraging and positive home environment to practice Spanish words and phrases together. We value the power of a home-school relationship and our teachers and leaders look forward to sharing ways for parents to be active members in their child's education.

Will my child still have specials or electives?

Yes, participating in a Dual Language Immersion program does not replace "specials" or "elective" classes. Students learn the same core content (English Language Arts, Mathematics, Social Studies, and Science), regardless of program participation. "Special" or "elective" classes such as Art, Music, Physical Education, etc. are taught in English and all students participate in those classes, regardless of Dual Language Immersion program participation.

Parent Acknowledgment

I understand that I have made the choice for my child to attend the Phoenix Elementary District #1 K-8 Dual Language Program. I have been informed that the journey towards bilingualism, biliteracy, and biculturalism is a long-term commitment and Phoenix #1 is committed to providing a K-8 Dual Language experience for my child.

As a parent of a Dual Language student, I understand that:

- My child will receive 50% of instruction in English and 50% of instruction in Spanish in Elementary.
- Dual Language program is a rigorous program and attendance is a key component for my child's success in the program. I will ensure that my child attends school on time every day unless he/she is ill or we have a family emergency.
- If my child arrives late or he/she is picked up early, he/she is missing instruction that might be difficult to make up on another day.
- I will help my child develop literacy and content knowledge in English and Spanish by using resources at home made available to me by my child's teachers
- All required state and district benchmark assessments will be administered in English only. In

addition, I agree to:

- Attend Meet the teacher night
- Attend Curriculum night
- Attend Fall and Spring parent/teacher conferences
- Attend at least one school event
- Attend Dual Language parent orientation

I have received and read the K-8 Phoenix Elementary Dual Language Program handbook.

Parent Signature: _____ Date: ____/____/____

Print Parent Name _____

Child's Name _____

School _____ Grade level _____ Teacher _____