

Expanding Opportunities: Elementary School Application for World Languages Expansion



Please return this application to Debbie Collins, Executive Director of K-12 Education, by August 3rd, 2015.

Overview

The Albemarle County school board has identified expansion of world languages programming to all elementary schools as a goal to be achieved by 2021. Each year between 2016 and 2021, the board has committed to considering expanding world languages to one to three additional elementary schools. This document describes a process by which schools may demonstrate readiness to implement world languages expansion. Each year, the department of instruction will receive applications from schools wishing to implement world languages expansion the following year. For approved applications, the department of instruction will include a budget proposal to the school board to fund the school's plan for the next fiscal year.

Timeline for 2015-2016

August 3rd, 2015: Schools submit applications to the department of instruction.

August 17th, 2015: The department of instruction selects a set of applications to move forward in world languages expansion.

January, 2016: Budget proposals for elementary and middle schools are considered in the school board's budget.

April, 2016: The school board submits a final budget.

August, 2016: Schools begin to implement their world languages programs.

Selecting a Language

Each elementary school will choose one language to implement. Languages should be chosen through consideration of the following criteria:

- Striving to ensure that no more than two languages are offered in the same feeder pattern to ensure continuity at the middle school level;

- Taking into account parent and community preferences through a parent and community survey;
- Researching and utilizing when possible languages already spoken by students and staff at the school.

Selecting a Model

Schools may choose a combination of [pull-out](#) or [immersion](#) program models. For example, a school may begin world languages programming by hiring a full-time language teacher to offer pull-out lessons for students (similar to an art or music class) and then transition into an immersion program by filling newly available positions with bilingual teachers. Alternatively, a school could begin with a pull-out program and choose not to implement immersion. Schools should consider the following queries in choosing a program model:

- For immersion programs, what is the rate of natural attrition at your school and how will that influence your timeline for implementing immersion?
- For immersion programs, how will you provide classrooms for students whose parents opt-out of the program and for transfer students in the upper grades?
- For pull-out programs, how will you alter the existing schedule to provide students with world language instruction and how will this change as implementation spreads PK-5?

Human Resources & Staffing Plan

As part of its plan to implement world languages, schools must consider how to fill existing positions with bilingual staff (for immersion programs), and/or fill new positions with world language instructors (for pull-out programs). Since staffing will form the largest part of a budget for world languages expansion, it is important for schools to identify how they will staff the model they are considering and to estimate the total number of additional FTE they will need to do so, based on the guidelines provided by the department of instruction (see Appendix A). Included in this plan should be consideration for collaboration with human resources to identify and hire qualified faculty, through international placement services if necessary.

Professional Development

Implementing effective world languages in elementary school programs requires significant investment in staff time and training to implement new pedagogy and curriculum. School plans should include ideas for in-school and out-of-school professional development opportunities that will be provided to support development of the world languages program. These may include opportunities such as attendance at the La Cosecha conference or other dual-language conferences; workshops on SIOP, GLAD, or other research-based pedagogical language development strategies; and visits to schools with successful programs.

Budget

Based on the program model, staffing plan, and professional development needed, schools should outline a final budget in their application that includes the total number of FTEs required, funding for professional development, and one-time costs for preliminary new materials.

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Appendix A: Staffing Guide by School**

SOUTHERN FEEDER PATTERN					
Immersion/Pull-Out	Pull-Out Only	Fall 2014 Enrollment	Capacity*	Immersion/Pull-Out FTE	Pull-Out Only FTE
Cale		667	642	-	-
Stone Robinson		443	515	1	2
	Yancey	138	135	.6	.6
	Red Hill	169	160	.8	.8
	Stony Point	247	225	1	1
	Scottsville	191	178	.8	.8
NORTHERN FEEDER PATTERN					
Immersion/Pull-Out	Pull-Out Only	Fall 2014 Enrollment	Capacity*	Immersion/Pull-Out FTE	Pull-Out Only FTE
Baker Butler		627	632	2	3
Hollymead		513	488	1.5	2
Agnor-Hurt		502	600	1.5	2
Greer		607	542	2	3
	Woodbrook	328	312	1	1.5
	Broadus Wood	310	360	1	1.5
WESTERN FEEDER PATTERN					
Immersion/Pull-Out	Pull-Out Only	Fall 2014 Enrollment	Capacity*	Immersion/Pull-Out FTE	Pull-Out Only FTE
Brownsville		728	756	2	3.3
Meriwether		427	380	1	2
	Crozet	331	342	1	1.5
	Murray	264	316	1	1
TOTAL APPROXIMATE FTE				18.2 FTE	26 FTE

*Based on approved capacity in the [long-range planning commission report](#).