

The long-term growth and stability of a dual language immersion (DLI) program requires careful planning. The Department recommends that schools and school systems take the time to create and implement a DLI vision plan. This vision plan should be reviewed and changed as needed to ensure that it meets the needs of students, faculty, and stakeholders.

This document serves as an aid in vision planning and a springboard for deeper discussion. For further information and assistance, please contact the Department's World Languages Specialists at language.acquisition@la.gov.

Essential Questions to Consider:

- What is the long term vision for DLI at our school? In our school system?
- How do we hope DLI will impact our students? Our school system? Our community?
- What roadblocks can we expect, and how can we overcome them?
- What role do stakeholders play, and what expertise do they bring to the program?
- How do we assess program needs from year to year?
- When and how should we reassess our vision?

Year 1 (First Year of Program Implementation)

Action Items

- Begin the development of a vision plan to ensure program growth and stability. This plan should include the creation of
 - a staffing plan that considers the number of TL and ELA teachers needed at each level annually,
 - a materials evaluation and selection process, and
 - long term communications and recruitment campaigns.
- Create a PLC to evaluate end of year student data to determine individual and program progress.
- Develop a process to track and compare student data annually.

Year 2

Action Items

- Review and revise previous year's vision plan components, as necessary.
- Expand vision to include
 - a multi-year DLI funding source(s) plan,
 - guidelines for language proficiency progress monitoring (in English and TL), and
 - teacher/administration professional development plans.
- Evaluate your vision plan and determine additional components to be added based on the unique needs of your DLI program.

Year 3

Action Items

- Complete a vision plan reassessment with school and school system leaders, faculty, parents, and stakeholders.
 - Has DLI been fully integrated into our normal practices?
 - What impact has DLI education had on our students? Our school? Our school system? Our community?
 - How can our DLI program be improved?
 - What elements are missing, and which should be removed or revised?

Year 4

Action Items

- Assess progress of Cohort 1 by closely evaluating
 - multi-year achievement data,
 - proficiency progress data in both the TL and ELA, and
 - standardized test scores.
- Create an internal report which delivers the findings of the review of Cohort 1. This report should be shared and discussed with administrators and DLI teachers.
- Clarify DLI model expectations and the role DLI plays throughout the school and school system.

Year 5

Action Items

- Using what you have learned, and considering previous revisions to your five-year plan, develop a long-term plan for DLI program stability and growth, being sure to consider
 - student achievement and progress monitoring,
 - program enrollment and retention,
 - materials adoption and creation,
 - staffing needs and fluctuations,
 - current and potential funding sources, and
 - business and community partnerships.