

World Language Immersion Implementation Timeline

Spanish/Mandarin Chinese

(Updated October 2016)

Phase I: Interest Determination – Completed April 2013

- Spring/Summer 2012 – Visits to immersion schools in Utah by the school board, district office staff, and selected school principals.
- November 2012 – Visit China through the College Board by the superintendent, two board members and a principal.
- January 2013 – Hold parent information meetings throughout the district to inform parents about the program and what it has to offer.
- February 2013 – Parents will complete an interest survey to determine if there is enough support, what languages are to be offered, and the locations of the support.
- March 2013 – The data will be tabulated and presented to parents.
- April 2013 – If there is sufficient support, the Board will be asked to approve the program and move to Phase II.

Phase II: First Year Implementation – Completed May 2014

- April 2013 – Conduct a registration process for the two programs.
- May 2013 – Hire teaching personnel to work in the Spanish program and contract with the College Board for Chinese personnel.
- June 2013 – Purchase necessary textbooks and curriculum materials for the Kindergarten and First Grade Programs in both Chinese and Spanish. This cost will be reimbursed to the district by donations generated in the program.
- August 2013 – World Language Personnel will attend a week long training hosted by the Utah State Board of Education.
- August 2013 – Parents will be notified of final placement of their child in the program.
- September 2013 – School begins with the program beginning in kindergarten and first grade at both sites.
- October 2013 – A principal will be assigned to work as a liaison between the district and the two programs. Their primary responsibilities will include coordinating fundraising efforts, monitoring donations, and parent involvement. The principal will also work to structure a protocol for upcoming registration.
- Feb/Mar 2014 – Each world language program will hold their annual registration which will include the World Language Immersion Program.
- Mar/April 2014 – The Board will review the program and determine the viability of sustaining the program over the long term.
- April 2014 – If a lottery is necessary the individual schools needing the lottery will hold the lottery to identify those who will be in the program.

May 2014 – The district will develop the cost proposal for new curricular materials for the next grade being added to the program (2nd Grade) and also to replenish the previous year's materials as needed.

Phase III: Ongoing Implementation – The first year implementation will continue to be followed for each subsequent year until May 2018. By September 2017, an implementation plan will be developed for the program expanding into the secondary level.

Phase IV: Develop solid K-16 plan that includes:

1. A financial transition request to the District that will gradually shift the burden of payment for the program from parents to the District. – **in process; donations have been reduced from \$250/student to \$100/family over the past two years. Donations are no longer needed to purchase curriculum materials due to district growth. Donations are currently used to provide cultural activities, purchase library materials in the target language, and supplement professional development costs for target language teachers and English partner teachers.**
2. The data to be used to determine student success in the program at both elementary and secondary levels. – **at the elementary level, STAR benchmark tests, the ISAT and AAPL tests will be used to measure student success in academics and language acquisition.**
3. The types of cultural activities/experiences students will have access to at both elementary and secondary levels. – **this is currently planned and implemented by each individual school.**
4. Assessments regarding language acquisition to be used at both elementary and secondary levels. – **planning to administer AAPL test in November 2016 to all 3rd and 4th grade students at South Fork and Farnsworth.**
5. Plan for hiring/recruiting teachers that are highly qualified in both the language and content areas they are teaching. – **we currently recruit target language teachers through BYU Idaho, ISU, Utah State, BYU and BYU Hawaii. We also hire two teachers each year through HanBan/College Board for the mandarin program.**
6. Partnerships with other Idaho School Districts that have Language Immersion Programs. – **not yet implemented.**
7. A partnership with the Idaho State Department of Education to foster the support and growth of World Language Immersion Programs throughout Idaho. – **not yet implemented.**
8. Curriculum to be used at both elementary and secondary levels. – **we currently use the same curriculum materials as the state of Utah. We plan to continue to use the same materials as recommended by the state of Utah.**
9. Partnerships with post-secondary institutions to ensure that students continue to receive language support, including the ability to earn college credit during their secondary years. – **not yet implemented.**

Phase V: Expansion to Roberts Elementary School – Completed May 2016

Beginning for the 2015-16 school year following similar process as outlined above for implementation at Jefferson Elementary and South Fork Elementary schools.

Phase VI: Expansion to Harwood Elementary School – in process

Beginning for the 2016-17 school year following similar process as outlined above for implementation at Jefferson Elementary and South Fork Elementary schools.