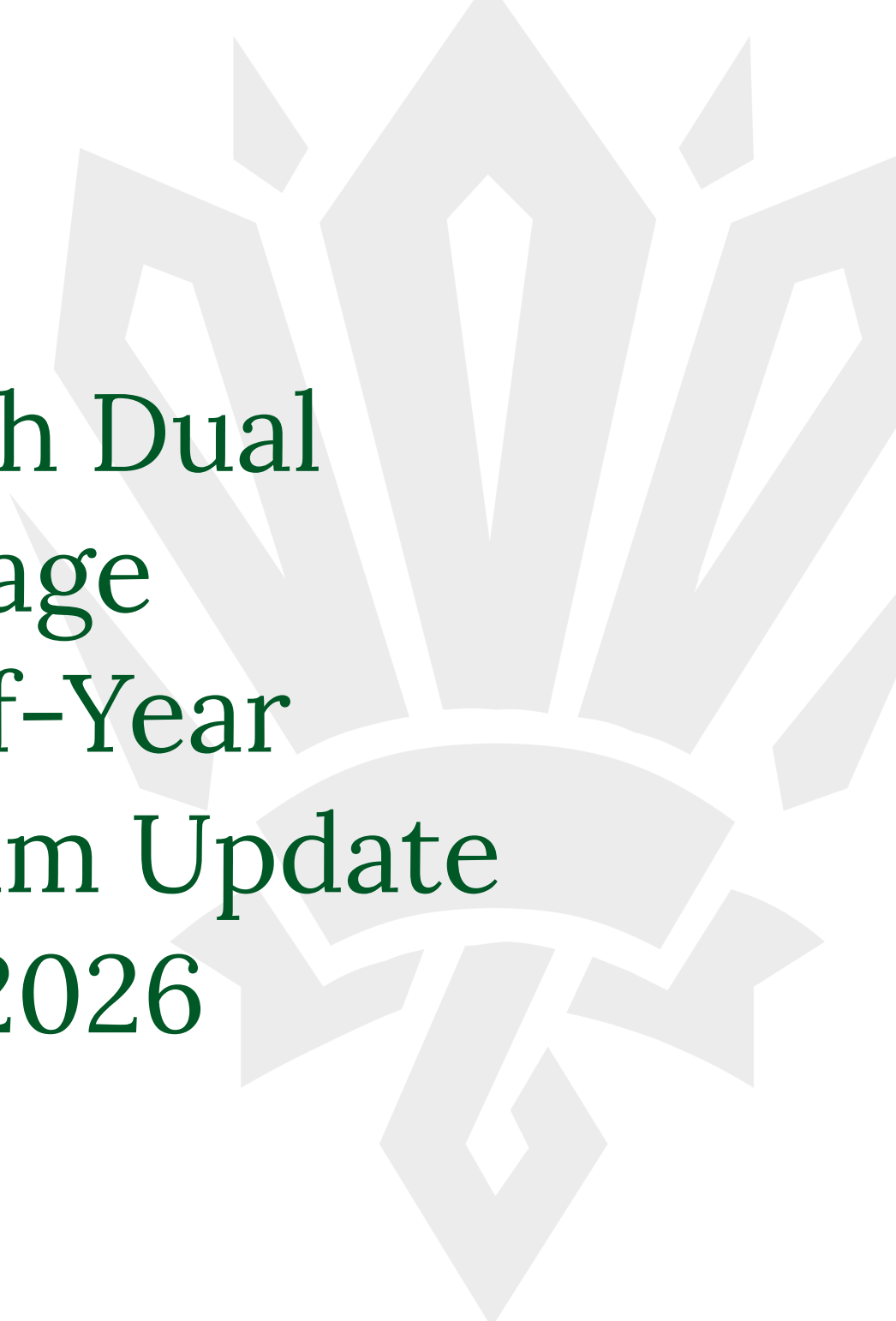


Countryside Elementary

Spanish Dual Language End-of-Year Program Update 2025-2026





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Executive Summary

The Countryside Elementary Spanish Dual Language (SDL) program concluded its fourth year of implementation in 2025–2026, reaching a significant milestone with the expansion to Grade 3 and the support of students across the K–3 continuum. [This assessment utilizes the CAL Guiding Principles for Dual Language Education](#), a research-based framework jointly published by the Center for Applied Linguistics (CAL), [Dual Language Education of New Mexico](#), and [Santillana USA](#) that serves as the international standard for program planning and self-reflection, to document systematic progress across seven strategic priority areas.



Program status is evaluated on a three-tier rating scale: MINIMAL (beginning/limited), PARTIAL (developing/inconsistent), and FULL (consistently implemented program-wide).

The 2025–2026 academic year represents a period of foundational growth, highlighted by student achievement, transformative professional learning, and the establishment of robust infrastructure for program leadership, community engagement, and multi-tiered intervention systems. Notably, the program's inaugural fourth-year cohort (Grade 3) is currently demonstrating growth in both Spanish literacy and mathematics, validating the longitudinal effectiveness of the SDL model. Strategic priorities for the 2026–2027 cycle will focus on heritage speaker enrollment, the formalization of instructional observation and coaching protocols, and proactive vertical alignment planning

Strategic Priority Areas: Program Performance Summary

This section uses a table format to summarize the end-of-year rating (Minimal, Partial, or Full Implementation) for each of the seven strategic priority areas, noting specific key accomplishments and areas needing continued growth.

Assessment Framework: This summary uses the CAL Guiding Principles for Dual Language Education rubric (Strands 1–6, page 52+) organized around seven strategic priority areas.
Rating Scale: MINIMAL — Beginning / limited PARTIAL — Developing / inconsistent FULL — Consistently implemented program-wide

<i>Priority Area</i>	<i>Overall Rating</i>	<i>Key Accomplishments</i>	<i>Areas of Continued Growth</i>
Leadership development & Program Coordination	Partial implementation	Biweekly leadership team coordination meetings established with consistent cadence. Clear division of responsibilities across Principal, Dean, SDL Coordinator, and Director of Achievement Equity. SDL Coordinator (.4 FTE) serves as a critical bidirectional bridge	K-12 vertical alignment plan not yet in place; middle and high school programming decisions still pending. Principal Barnholdt has dedicated more than 70 hours to leadership, management, and programming specifically for the



		between classroom teachers and leadership. Cross-departmental MTSS collaboration with District Continuous Improvement Specialist.	SDL, as evidenced by time tracking data.
Academic Performance & Language Acquisition	Full Implementation	STAR assessment system successfully launched across all grade levels (K–3) in both literacy and mathematics. First-year baseline data helped guide interventions and displays progress in student Spanish acquisition and fluency. Grade 3 is performing above grade level in both Spanish literacy and mathematics — a milestone for the program's first fourth-year cohort. STAMPe protocol established for students entering the program after Kindergarten.	Currently using STAMPe with a few students and will develop further protocols for use as a measure of language acquisitions across receptive and productive skills. Partner language scores not yet formally integrated into district-level reporting structures.
Program Model Fidelity & Instructional Quality	Partial/Full Implementation	Teachers have been hired for open positions. Research-based language allocation model fully implemented: 80/20	Classroom observation protocols still in development; systematic fidelity walkthroughs not yet in place



		(K-1), 70/30 (2-3), 50/50 drafted (4-5). And appropriate materials ordered to support. Benchmark Adelante established as the guaranteed, viable curriculum for Spanish literacy instruction.	
Professional Development & Coaching Support	Partial Implementation.	Three-part STAR assessment training series completed (July, September, November 2025). SDL Coordinator provides structured coaching through a formalized schedule of intervention, PLC participation, and 1:1 teacher support.	Multi-year, written PD plan not yet formalized; comprehensive long-term vision still in development Continue development of vertical Professional Learning Community (PLC) structure.
Family & Community Engagement	Full Implementation	SDL Advisory Committee formed through a rigorous blind selection process — 8 parent representatives across all grade levels. Monthly alternating meeting cadence (advisory-only and all-families) established and maintained. All parent meeting materials distributed in both English and Spanish; meeting summaries emailed to all families.	Middle school communication prompted parent anxiety; more structured, proactive two-way communication needed around long-term program planning. As the parent committee enters its second year, formalize committee goals and membership terms by establishing official bylaws.



		Día de Muertos building-wide celebration connected SDL and neighborhood students around shared culture.	
Equity, Access &Inclusion	Partial Implementation	Dual waitlist system (Heritage and English) established for equitable enrollment management. For the 2026–2027 academic year, heritage Spanish speakers constitute 47% of the total Kindergarten enrollment. Enhanced verification process implemented: Family Language Survey plus Spanish phone screening. Spanish Cultural Liaison (Montserrat Sepulveda) hired in September 2025 — conducting outreach to Latino/a community. A new English Learner protocol was created for SDL heritage speakers who do not meet service criteria in Kindergarten. These students, who receive primary instruction in Spanish during K–1, may become eligible for services in 2nd grade as the proportion	Heritage speaker enrollment at 11.4% — significantly below the 30–50% program target; sustained outreach required. Misconception that SDL does not adequately teach English remains a documented barrier to heritage family enrollment.



		of English instruction grows. Authentic Spanish literature prioritized in library inventory and classroom libraries.	
Intervention Support & Students Success Systems	Partial Implementation	Research-based intervention protocols established with graduated entrance criteria by grade (30th / 40th / 50th percentile on FastBridge). SDL Coordinator and Lightbulb Lab collaboration formalized with clear, written intervention protocols. K–2 interventions delivered in Spanish; Grade 3 aligned to heritage language — honoring the dual language acquisition trajectory. Eight-week cycles with STAR progress monitoring and defined post-exit monitoring (3+ data points by classroom teacher).	SDL-compatible acceleration options for Grades 4–5 not yet developed; existing district acceleration programs are English-only. Intervention protocol documentation for Grades 4–5 not yet complete pending staffing. Evaluate intervention support in both English and Spanish. Concerns have been raised by the parent advisory board regarding whether the current staffing is sufficient to meet student needs as the Spanish Dual Language (SDL) program expands. Specifically, there is a question as to whether a .6 FTE allocation remains the appropriate staffing level..

Detailed Priority Area Assessments

This segment offers a comprehensive analysis of the program's progress across strategic priorities, employing the CAL Guiding Principles rubric for thorough self-assessment and reflection.



The following rubrics are based on the CAL Guiding Principles for Dual Language Education, a research-informed framework developed by the Center for Applied Linguistics (CAL) to support the planning and development of dual language initiatives.

Structured around seven core strands—Assessment and Accountability, Curriculum, Instruction, Staff Quality and Professional Development, Program Structure, Family and Community, and Support and Resources—the framework includes specific Guiding Principles and Indicators to evaluate program alignment.

Progress is measured through a three-level system:

- Minimal: Indicates an early or restricted level of implementation.
- Partial: Indicates a developing but inconsistent level of implementation.
- Full: Indicates a level where the principle is integrated consistently across the program.

Leadership Development and Program Coordination

Cal strand 5 - Program Structure Principles: 3 & 5

Cal strand 1 - Assessment and accountability: Principle 1

Indicator	Minimal	Partial	Full
Program has an administrative leader plus a leadership team with defined roles and a plan for training future leaders.	☐ <i>No clear leadership; ad hoc decisions only.</i>	☐ <i>Administrative leader exists; staff roles not clearly defined.</i>	x <i>Leader + team with well-defined roles and responsibilities; succession/training plan in place.</i>
Day-to-day decisions are aligned to program vision/mission and communicated transparently to all stakeholders.	☐ <i>Decisions are random; stakeholders not informed.</i>	☐ <i>Decisions align to vision but communication is sporadic.</i>	x <i>Consistent alignment to vision; two-way communication with all stakeholders.</i>
Program leaders proactively advocate for the program at school, district, and community levels.	☐ <i>No proactive advocacy; reactive only.</i>	☐ <i>Advocacy with limited stakeholders; not yet community-wide.</i>	x <i>Proactive, multi-level advocacy; long-term advocacy plan exists.</i>



Data management system exists and is used to track student demographic and performance data over time.	☐ <i>No system for tracking student data over time.</i>	☐ <i>System exists but partially developed or inconsistently used.</i>	☒ <i>Comprehensive system used program-wide for demographics and multi-measure performance tracking.</i>
Assessment and accountability plans are integrated into program, curriculum, and PD planning.	☐ <i>No accountability plan exists.</i>	☐ <i>Plan exists but not integrated into program or curriculum planning.</i>	☒ <i>Articulated, integrated plan; routinely reviewed and revised.</i>

Notable Accomplishments

- Biweekly leadership team coordination meetings established with consistent cadence.
- Clear division of responsibilities: SDL Coordinator, Principal, Dean, and Director roles defined.
- SDL Coordinator serves as a bidirectional bridge between classroom teachers and leadership team.
- Cross-departmental collaboration with District MTSS Specialist (Leigh Ann Feily) established.
- Strategic planning underway for 4th–5th grade expansion, staffing, and assessment systems.

Areas of Growth

- K–12 vertical alignment plan not yet in place; middle and high school programming decisions are pending.

Academic Performance and Language Acquisition

Cal strand 1 - Assessment and accountability: Principle 2-5

Cal strand 3 - Instruction: Principle 1

Indicator	Minimal	Partial	Full
Program engages in ongoing evaluation using standards appropriate for dual language programs.	☐ <i>No ongoing evaluation — neither self nor external.</i>	☐ <i>Initial self-evaluation conducted; action plan written.</i>	☒ <i>Annual reviews and self/external evaluations conducted; findings directly inform program change.</i>



Student assessment is aligned with classroom/program goals and state standards in both languages.	☐ <i>Assessments only in response to state/district mandates; no program alignment.</i>	☐ <i>Plans exist to align assessments; alignment may occur sporadically.</i>	☒ <i>Assessments fully aligned with classroom goals, program goals, and state standards.</i>
Progress is documented in both program languages for oral proficiency, literacy, and academic achievement.	☐ <i>Limited, sporadic evidence of student progress.</i>	☐ <i>Systematic measurement in one language or one goal area only.</i>	☒ <i>Systematic measurement in both languages for all achievement objectives and program goals.</i>
Progress is measured using a variety of indicators; data drive both program and classroom decisions.	☐ <i>Progress reported using only state/district guidelines; data not used in classrooms.</i>	☐ <i>Some use of data; occasionally informs classroom decisions.</i>	☒ <i>Data routinely used for classroom and program decisions; interpreting data is central to evaluation.</i>
Assessment and accountability plans are integrated into program, curriculum, and PD planning.	☐ <i>Students assessed only in English.</i>	☐ <i>Students assessed in both languages; only English scores used for evaluation.</i>	☒ <i>Both languages assessed; both score sets included in program evaluation reports.</i>

Notable Accomplishments

- STAR assessment system successfully launched: Alfabetización Temprana (K–1), Lectura (2–3), Matemáticas (2–3).
- Three assessment windows completed: Fall (Aug 14–Sep 29), Winter (Nov 30–Jan 14) and Spring
- STAMPe protocol established for students entering the program after Kindergarten..
- Spring 2026 FastBridge metrics indicate that K-1 student cohorts achieved a 30% proficiency rate in early reading, effectively surpassing the CSIP target of 25% and demonstrating substantial longitudinal growth from the 14.46% baseline established in Spring 2025.
- The inaugural implementation of the Renaissance STAR Spanish assessment system successfully established district-wide baseline data, revealing trends in academic Spanish development. Student cohorts across evaluated grade levels have demonstrated consistent, positive longitudinal growth in reading proficiency, as measured by *Lectura* and *Alfabetización Temprana* metrics. This uniform progress validates current instructional strategies, confirming successful acquisition of academic Spanish.



- In addition to language mechanics and literacy, baseline tracking expanded to evaluate mathematical content knowledge delivered and assessed entirely in Spanish (*STAR Matemáticas*).
 - Evidence of Growth: Data indicates a trajectory consistent with literacy gains. Student cohorts have shown continuous improvement in scaled scores and percentiles from their initial fall baselines through the spring testing cycle.
 - Conceptual Dual Language Mastery: These sustained trends confirm that students are mastering grade-level mathematical standards while successfully navigating the specialized academic Spanish vocabulary required for complex problem-solving.

Areas of Growth

- Comprehensive bilingual proficiency picture not yet complete; oral proficiency not systematically measured.
- Partner language scores not yet formally integrated into district-level reporting structures.
- Following this first-year implementation, current efforts are directed toward robust data integration, specifically the calibration of STAR Spanish assessment data to mirror the benchmarking logic of the English universal screener, FastBridge.

Program Model Fidelity and Instructional Quality

Cal strand 2 - Curriculum: Principles 1-3

Cal strand 3 - Instruction: Principles 1-4

Indicator	Minimal	Partial	Full
Curriculum meets or exceeds district/state content standards in both languages of instruction.	☐ <i>Standards not considered in curriculum development for one or both languages.</i>	☐ <i>Standards used inconsistently for one or both languages.</i>	x <i>Standards systematically guide curriculum development for both languages at all grades.</i>
Language allocation model (80/20 → 70/30 → 50/50) is faithfully and consistently implemented.	☐ <i>No language separation; teachers use both freely or constantly translate.</i>	☐ <i>Language separation attempted; adhered to more strictly in one language.</i>	x <i>Consistent language separation with high expectations for teachers and students in each language.</i>
Explicit language arts instruction is systematically provided and	☐ <i>Language arts only in one language for</i>	☐ <i>Language arts in both languages but one is minimal or sporadic.</i>	x <i>Systematic language arts in both languages;</i>



coordinated in both program languages.	<i>program duration.</i>		<i>coordinated across teachers and grade levels.</i>
Observation protocols exist and classroom walkthroughs assess instructional fidelity.	☐ <i>No observation protocols or walkthroughs.</i>	x <i>Protocols in development; walkthroughs not yet systematic.</i>	☐ <i>Observation protocols deployed; regular walkthroughs inform coaching and program improvement.</i>

Notable Accomplishments

- Language allocation model fully implemented: 80/20 (K–1: 248/245 min Spanish), 70/30 (2–3: 232/210 min), 50/50 drafted (4–5).
- Benchmark Adelante established as the guaranteed and viable curriculum for Spanish literacy.
- December 4 Benchmark Biliteracy Planner professional development shifted the team's approach to dual language instruction, facilitating the development of critical bridging connections between English and Spanish pedagogy.
- SDL Coordinator actively working with K–3 PLCs on curriculum alignment and pacing.

Areas of Growth

- Classroom observation protocols still in development; systematic fidelity walkthroughs not yet in place

Professional Development and Coaching Support

Cal strand 4 - Staff Quality and Professional Development: Principles 1-4

Indicator	Minimal	Partial	Full
A comprehensive, long-term PD plan exists and is well-implemented, addressing all staff roles.	x <i>No plan; PD is sporadic and incidental.</i>	☐ <i>Plan exists but activities are generic and do not include all staff.</i>	☐ <i>Comprehensive PD plan in place; tailored to varying needs of all staff including DL-specific roles.</i>
PD is explicitly aligned with dual language program competencies and standards.	☐ <i>PD does not address theories, strategies, or skills specific to dual language.</i>	☐ <i>PD addresses useful strategies but no explicit connection to dual language classrooms.</i>	x <i>PD explicitly addresses DL theories, strategies, and skills; meeting DL standards is a stated PD goal.</i>



Adequate time, resources, and human resources are allocated for professional development.	☐ <i>No release time, compensation, or PD coordinator.</i>	☒ <i>Some time and financial support; limited coordinator capacity.</i>	☐ <i>Full-time coordinator, funded PD plan, release time, and coaching support systematically provided.</i>
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Notable Accomplishments

- Three-part STAR assessment training series completed (July, September, November 2025).
- December 4 Biliteracy Planner intensive — most impactful PD of the year — directly shifted instructional model.
- SDL Coordinator provides structured coaching: intervention modeling, PLC participation, and 1:1 teacher support.
- Benchmark consultant (Marcia) engaged for ongoing K–3 PLC curriculum support and modeling. January 2026: Spanish-language Benchmark demonstration lessons completed.

Areas of Growth

- Multi-year, written PD plan not yet formalized; comprehensive long-term PD vision still in development.

Family and Community Engagement

Cal strand 6 - Family and Community: Principles 1-3

Indicator	Minimal	Partial	Full
Communication with parents and the community is consistently provided in both program languages.	☐ <i>Communication mostly in English.</i>	☒ <i>Communication in both languages but not consistent; some events in English only.</i>	☐ <i>All materials and communications always in both languages; oral communication respects audience preference.</i>
Advisory structure exists for ongoing input from parents and community members.	☐ <i>No input solicited from parents or community members.</i>	☐ <i>Input solicited only for specific issues; not systematic.</i>	☒ <i>Formal process for ongoing input; regularly evaluated and improved.</i>
Multiple levels of parent participation are available to	☐ <i>Few opportunities</i>	☐ <i>Multiple opportunities exist but require</i>	☒ <i>Multiple varied participation</i>



accommodate varied skills and schedules.	<i>for parent participation.</i>	<i>specific skills or occur only during school hours.</i>	<i>opportunities made available to all families.</i>
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Notable Accomplishments

- SDL Advisory Committee formed through rigorous blind selection — 8 parent representatives across all grade levels.
- Monthly alternating meeting cadence: advisory-only and all-families-welcome sessions established and maintained.
- All parent meeting agendas distributed in English and Spanish; summaries emailed to all SDL families after each session.
- Día de Muertos building-wide celebration (Oct 31) connected SDL and neighborhood students around shared cultural identity. PTO recognized as strong program advocates; active in parent engagement and community communication.

Areas of Growth

- Middle school transition communication prompted parent anxiety; more structured proactive communication needed around long-term program planning.
- Maintaining consistent bilingual communication has been challenging due to the ongoing updates of the dedicated website for ADA compliance and the modernization of communication platforms. These efforts are expected to yield improved results during the 2026–2027 school year.

Equity, Access and Inclusion

Cal strand 5 - Program Structures: Principle 2

Cal strand 3 - Instruction : Principle 4

Indicator	Minimal	Partial	Full
Heritage speaker enrollment trends toward program target (30–50%) through intentional outreach.	☐ <i>No strategy or data tracking for heritage speaker enrollment.</i>	x <i>Some outreach exists; enrollment remains significantly below target range.</i>	☐ <i>Dual waitlist, enhanced verification, and Cultural Liaison outreach in place; enrollment trending toward target.</i>
Both languages are equally valued; partner language status is intentionally elevated throughout the program.	☐ <i>One language holds higher status; no steps taken to elevate partner language.</i>	☐ <i>Some steps toward language parity; one language still devalued in certain domains.</i>	x <i>Both languages equally valued; language status issues regularly discussed; partner language deliberately promoted.</i>



All cultural groups are equally represented in curriculum, materials, events, and school environment.	☐ <i>One cultural group holds higher status; materials not reflective of student diversity.</i>	☐ <i>Some diverse/multicultural materials used; not systematic across grades and both languages.</i>	x <i>All cultural groups equally valued; diverse materials and events explicitly build cross-cultural appreciation.</i>
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Notable Accomplishments

- Dual waitlist system (Heritage and English) established and actively maintained for equitable enrollment management.
- For the 2026–2027 academic year, heritage Spanish speakers constitute 47% of the total Kindergarten enrollment.
- Enhanced verification process: Family Language Survey plus Spanish phone screening with SDL Coordinator.
- Spanish Cultural Liaison (Montserrat Sepulveda) hired September 2025 — conducting targeted outreach to heritage-speaking families.
- Priority enrollment for heritage speakers within the lottery system formally adopted.
- Authentic Spanish literature prioritized in library inventory and classroom collections.

Areas of Growth

- Heritage speaker enrollment at 11.4% (2025–26) — significantly below the 30–50% program target; sustained outreach required.
- Misconception that SDL does not adequately teach English remains a documented barrier to heritage family enrollment.

Intervention Support and Student Success Systems

Cal strand 1 - Assessment & Accountability: Principles 3-5

Cal strand 3 - Instruction : Principles 2-3

Indicator	Minimal	Partial	Full
Entrance and exit criteria for interventions are clearly defined, differentiated by language and grade level.	☐ <i>No clear criteria; entrance/exit determined informally.</i>	☐ <i>Criteria exist but not differentiated by language or consistently applied.</i>	x <i>Graduated, grade-specific entrance/exit criteria differentiated by language and student acquisition stage.</i>
Interventions are delivered in the appropriate language of instruction for each	☐ <i>Interventions only in English regardless of language of instruction.</i>	☐ <i>Language of intervention is inconsistently determined; not</i>	x <i>K–2 interventions in Spanish; Grade 3+ by heritage language and data; language</i>



student's acquisition stage.		<i>always aligned to instruction.</i>	<i>determined by student need.</i>
Collaborative protocols exist between SDL Coordinator, Lightbulb Lab, and classroom teachers.	☐ <i>No coordination between SDL interventionist and general education support.</i>	☐ <i>Informal coordination; no formally established protocols.</i>	x <i>Clear collaborative protocols formally established; regular communication and joint data review.</i>
Post-intervention progress monitoring ensures students maintain a positive trajectory after exiting support.	☐ <i>No post-intervention monitoring.</i>	☐ <i>Some follow-up monitoring; informal and inconsistent.</i>	x <i>Classroom teacher monitors for 3+ data points post-exit; trends tracked to prevent regression.</i>

Notable Accomplishments

- Research-based protocols established with graduated entrance criteria: Grade 3 (30th %ile), Grade 4 (40th %ile), Grade 5 (50th %ile) on FastBridge.
- SDL Coordinator and Lightbulb Lab collaboration formalized with clear, written intervention protocols.
- K–2 interventions in Spanish; Grade 3 aligned to heritage language — honoring the DL acquisition trajectory. Eight-week cycles with STAR assessments for progress monitoring; post-exit: classroom teacher monitors 3+ data points.
- Exit criteria defined: on-track at winter benchmark in both languages AND positive growth trend.

Areas of Growth

- SDL-compatible acceleration options for Grades 4–5 not yet developed; current district acceleration programs are English-only.
- A notable disparity exists in mathematics support: while neighborhood students have access to math interventions in English, SDL students do not currently receive equivalent math interventions in Spanish.

Strategic Priorities: Looking Ahead to 2026–27

This closing section outlines specific action items and goals for each strategic priority area, detailing the program's planned focus for the upcoming 2026–27 school year.



Leadership & Coordination

- Maintain the established cadence of biweekly leadership team coordination meetings.
- Continue the systematic development and drafting of the language allocation model for Grade 4 and Grade 5 expansion.
- Evolve K–4 Professional Learning Communities (PLCs) toward autonomous operation while maintaining intentional vertical alignment and SDL program coherence.



Academic Performance

- Evaluate the cadence of assessment within the target language to ensure systematic data collection.
- Refine and calibrate Spanish language proficiency milestones across the grade-level continuum.
- Initiate fiscal and operational planning for the Grade 5 STAMPe implementation to measure longitudinal proficiency.
- Following this first-year implementation, current efforts are directed toward robust data integration, specifically the calibration of STAR Spanish assessment data to mirror the benchmarking logic of the English universal screener, FastBridge.



Program Fidelity

- Refine and formalize the language allocation model to support the transition to Grade 4 expansion.
- Establish systematic classroom observation protocols and "look-fors" to ensure instructional fidelity.
- Sustain collaboration with Park Spanish Immersion to optimize Benchmark Adelante implementation for the 50/50 model.



Professional Development

- Allocate dedicated instructional planning time for the systematic development of biliteracy units.
- Collaborate with the Assistant Director of Teaching and Learning to formalize a multi-year professional development plan.
- Continue capacity building for the SDL Coordinator to facilitate staff learning regarding biliteracy planners and Benchmark Adelante implementation.
 - Invest in specialized professional learning by sending a leadership cohort to the La Cosecha Dual Language Conference.



Family and Community

- Sustain and broaden targeted outreach efforts to heritage-speaking families to trend toward program enrollment targets.
- Formalize the SDL Advisory Committee infrastructure by establishing official membership terms and governance bylaws.
- Maintain the established alternating meeting cadence between all-family sessions and advisory-specific committee meetings.



Equity and Access

- Sustain and expand the distribution of bilingual program information in Spanish; continue to address systemic district-level communication barriers.
- Investigate enhanced support frameworks for heritage students with IEPs and those demonstrating limited growth or proficiency across both languages of instruction.
- Transition the MTSS model to a dual-priority focus on both longitudinal student growth and language proficiency milestones.
- Evaluate longitudinal English Language Development (ELD) staffing requirements to address the divergent English acquisition trajectories between SDL heritage speakers and neighborhood students, ensuring pull-out instructional cohorts remain distinct and appropriately paced.



Intervention and Success

- Initiate the systematic design of talent development programming tailored to the Spanish Dual Language model.
- Evaluate longitudinal interventionist staffing requirements to ensure appropriate support capacity as the program expands to include upper elementary grades.