



# Dual Language Programs that Educate, Affirm, and Inspire in Two Languages

FABES - April 2023

## My Super Powers

# What is your super power?

### Bilingual & Biliterate

Earned my BA in Elementary Education at Florida Atlantic University.

Earned my Masters Degree at Barry in Reading K-12 & Educational Leadership.

### Tenacious

Dedicated to Palm Beach County's ELLs & Dual Language programs since 2013 - I don't give up easily.



### Passionate

Possessing the belief that all students should have the opportunity to be bilingual and biliterate

### Persevere

Been at this for 10 years

### Teamworker

Power in numbers

**Natalie Campillo**



# Welcoming Ritual

2



## Actividad de lenguaje oral

- ★ Encuentre una persona o piense en voz alta.
- ★ Describa a esa persona que hizo el fin de semana pasado.
- ★ Describa tres actividades que hizo.
- ★ Hable en oraciones completas.
- ★ Termine su respuesta en dos minutos.



## Oral Language Activity



- ★ Find a partner or think aloud.
- ★ Tell your partner about what you did last weekend.
- ★ Describe at least three activities you did.
- ★ Speak in complete sentences.
- ★ Finish your response within two minutes.



# Making the Most of What They Bring

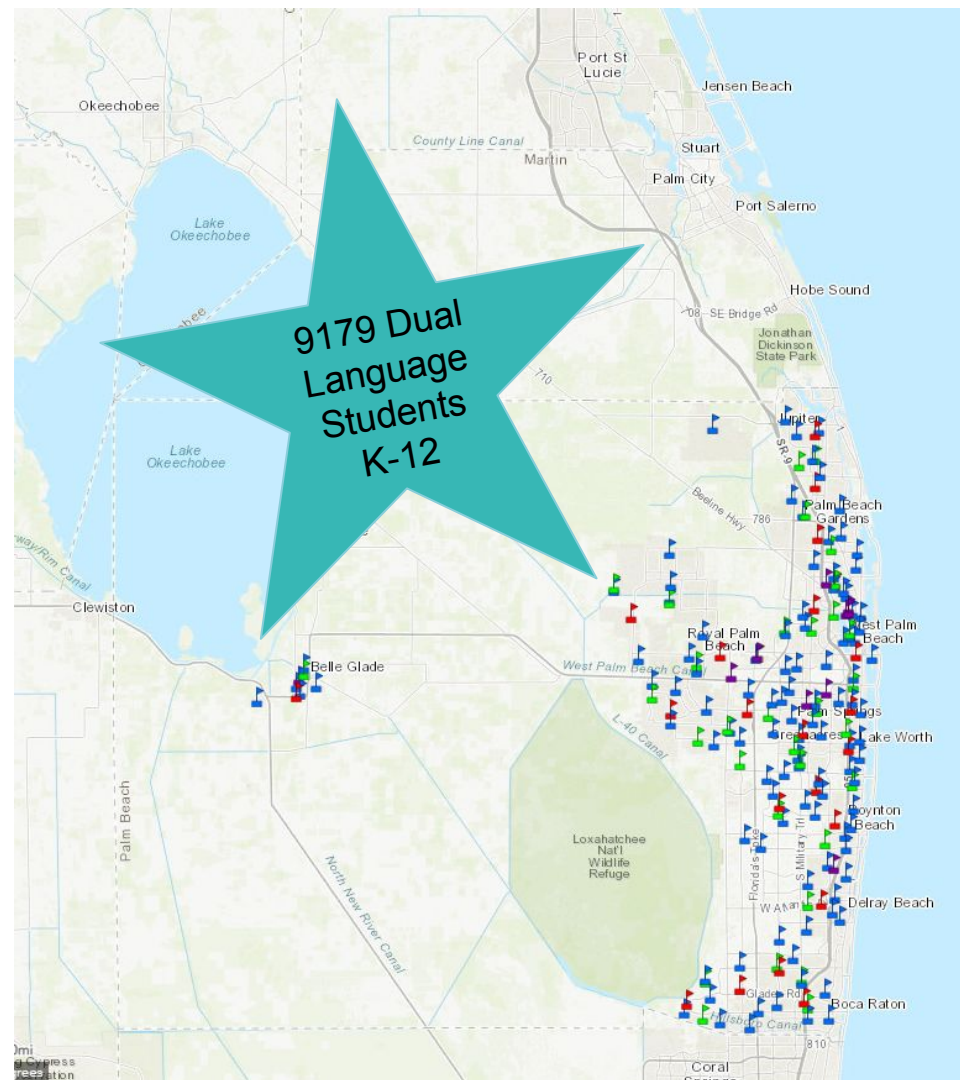




**CRASH!**







**9179 Dual  
Language  
Students  
K-12**

# Our Reality

**10th Largest District  
in the Nation**

**A-Rated District with  
66% of our schools  
rated A or B**

**Over 167,560 students  
and 12,786 classroom  
teachers**

**180  
District-Operated  
Schools**

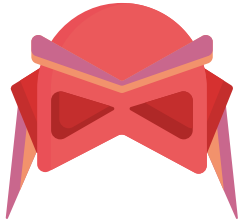
**915 Busses transporting  
60,000 students daily and  
traveling 13 million miles per  
year**

**120 Title I  
Schools**

# Dual Language Enrollment Summary

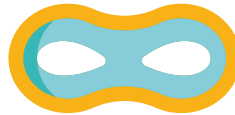
**7,845 Student  
Enrolled  
Elementary**

(22) K-5 Schools  
(2) K-8  
(1) SY24



**982 Students  
Enrolled  
Middle**

(5) Schools  
&  
(2) SY24



**349 Students  
Enrolled  
High**

(3) Schools  
&  
(1) SY24



# Three Pillars of Dual Language Education

## Bilingualism and Biliteracy



Students in dual language programs are provided with the opportunity of acquiring a second language at no cost of their home language.

## Academic Achievement



According to research, students in dual language programs perform academically as well or better than students in English only programs.

Academic achievement must be measured in both languages.

## Sociocultural Competence



Dual language programs value and support the linguistic and cultural diversity of the students, but also attend to the socio economic diversity of the school.



# What's Your Narrative?

## Bilingualism and Biliteracy



How do you describe your program (theory)?  
Is your program additive or a subtractive?  
How do you educate others about the journey of becoming bilingual and biliterate?  
Is the program perception of your stakeholders in alignment with the program's narrative?

## Academic Achievement



Which students are currently participating in your program? Do you find opportunities of expansion?  
What courses does your program offer? Does your program include advance coursework? Do you have barriers that impede you from including courses into the program?  
How do you measure academic achievement in both languages?  
Describe your DL teachers PD plan.

## Sociocultural Competence



How does your program address students' identity?  
How does your program prepare students for global competence?



# SDPBC's Mission & Dual Language

The mission of the School District of Palm Beach County is to

- educate,
- affirm, and
- inspire

each student in an equity-embedded school

The term dual language refers to any program that provides literacy and content instruction to all students through two languages and that promotes

bilingualism and biliteracy, grade-level academic achievement, and social and cultural competence—a term encompassing identity development, cross-cultural competence, and multicultural appreciation

**for ALL students.**



# Why Be Bilingual & Biliterate?

Educate

Affirm

Inspire

Develop strong  
thinking skills

Cultivate  
greater cultural  
awareness

Use logic

Increase reading comprehension

Better at focusing,  
remembering, & making  
decisions

Students in Two Way  
Immersion Program  
consistently outperform  
monolingual peers on  
State-mandated tests

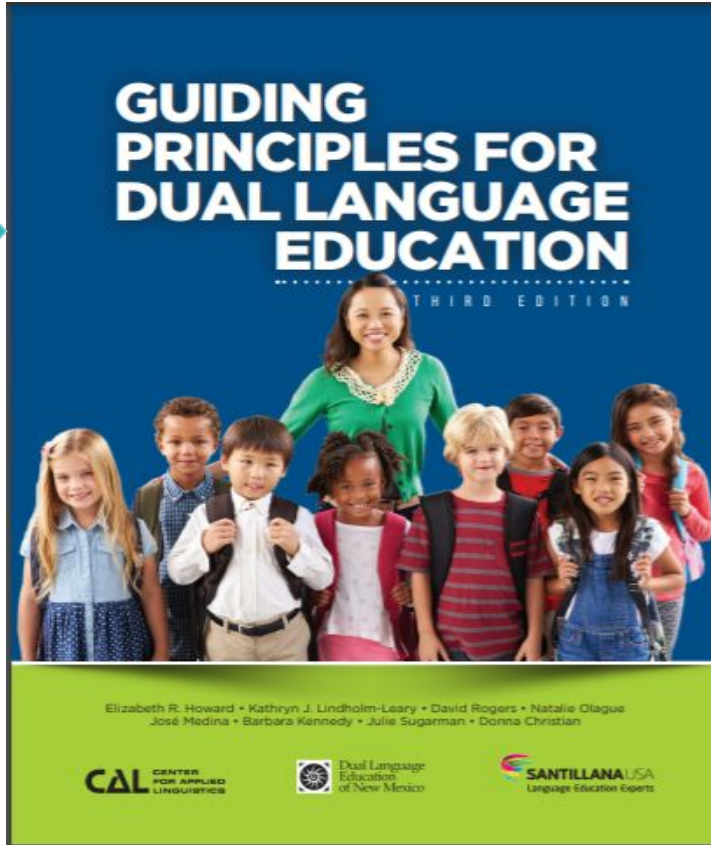




## Resources...



Please click on the picture to access the downloadable version



**“Guiding Principles for Dual Language Education is intended for use by dual language programs as a tool for ongoing planning, self-reflection, and improvement. Well-established programs may choose to use it on their own, or they may seek support from dual language experts from organizations such as CAL and DLeNM.”**  
*Howard, E. R., et al. (2018) Guiding Principles for Dual Language Education (3rd Edition). Center for Applied Linguistics.*

CAL=Center for Applied Linguistics

DLeNM=Dual Language Education of New Mexico



# Guiding Principles for Dual Language Education (Third Edition)



Each Strand includes progress indicators.  
Please see sample below:

Strand 1: Program Structure

Strand 2: Curriculum

Strand 3: Instruction

Strand 4: Assessment and Accountability

Strand 5: Staff Quality and Professional Development

Strand 6: Family and Community

Strand 7: Support and Resources

Minimal Alignment	Partial Alignment	Full Alignment	Exemplary Practice
It is not clear that the program design is aligned with the mission (e.g., through length of program, language allocation, language of initial literacy instruction, recruitment of students) or will enable students to attain the goals of the program.	The program design is somewhat aligned with the mission (e.g., through length of program, language allocation, language of initial literacy instruction, recruitment of students) and will enable students to attain some but not all goals of the program.	The program design is fully aligned with the program mission (e.g., through length of program, language allocation, language of initial literacy instruction, recruitment of students) and will enable students to attain all program goals.	The program design is fully aligned with the program mission (e.g., through length of program, language allocation, language of initial literacy instruction, recruitment of students) and will enable students to attain all program goals. The mission and goals are supported by district leadership and community members in addition to program personnel, and there are systems in place to ensure that alignment continues as the program mission or goals evolve.

# Other Resources...

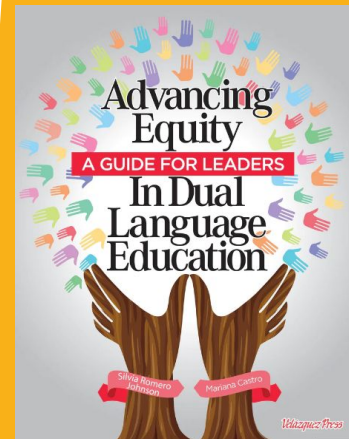
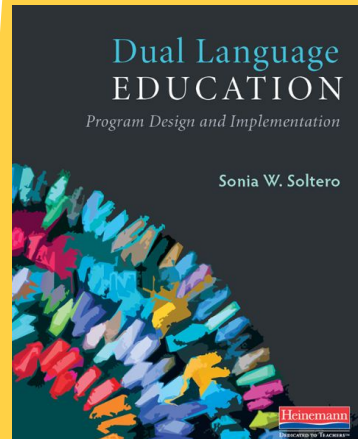
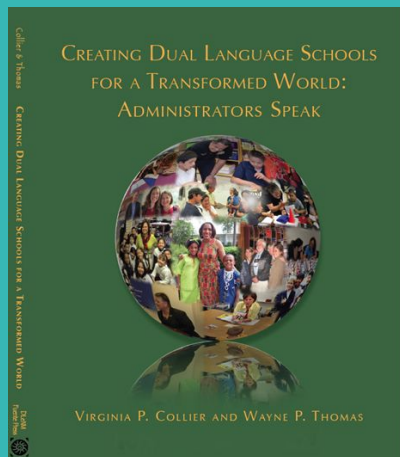
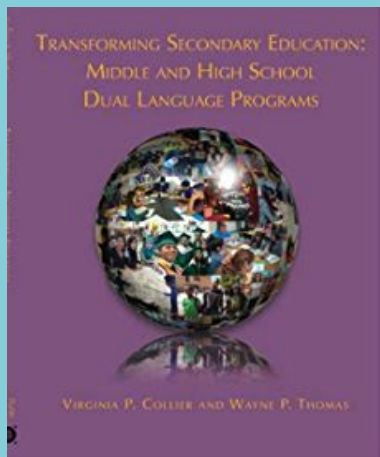


01

02

03

04





# Dual Language Trajectory in Palm Beach County



August 1997



## Gove Elementary

First Dual Language Two Way Immersion school

August 2022



## 32 DL schools

Our current status of K-12 programs

August 2022



## Haitian Creole Program

Opened the first two-way immersion Haitian Creole 50/50 program

August 2023



## Adding On

Opening the second Haitian Creole program, two more middle schools, & one high school



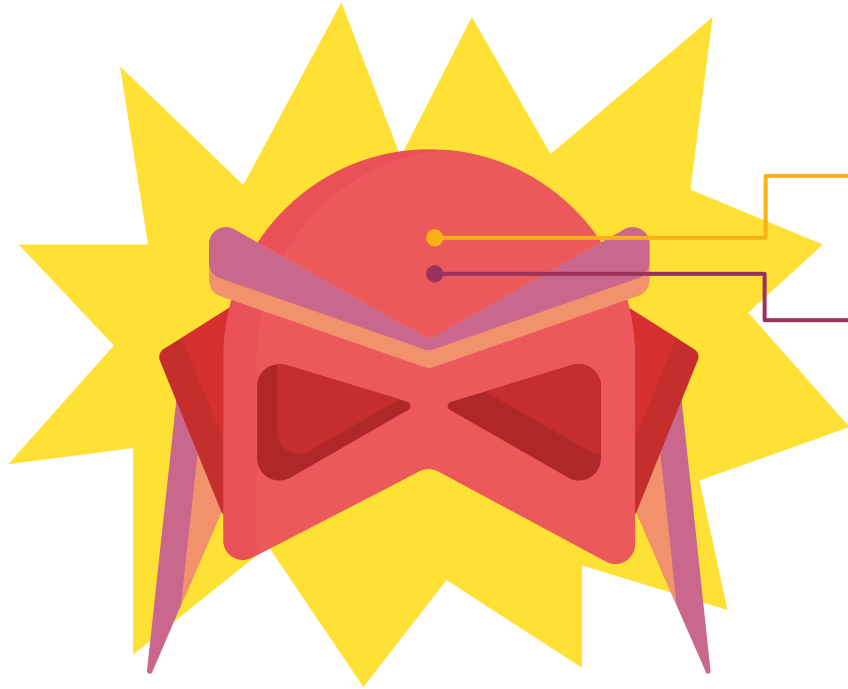
# Guidelines for Dual Language Programs



Descriptors	Elementary	Secondary
Two-Way Immersion Programs.	✓	✓
90:10 or 50/50 Instructional Time.	✓	
At least 3 courses (language arts + two additional core content areas) are taught in the partner language.		✓
Students who speak the partner language proficiently, especially ELLs, can enter the program at any time regardless of their literacy level.	✓	✓
Teachers must have certification in the area of instruction, AND pass the District's Language Proficiency Assessment adopted by Multicultural.	✓	✓
It is strongly recommended that English speakers join the program before the end of 1st grade. After 1st grade, English speaker student are recommended to show proficiency in the partner language. Dual language programs approach language acquisition through the teaching of content versus in isolation.	✓	✓

# B.E.S.T. K-5 Language Arts Standards

The curriculum is standards-based and promotes attainment of the three core goals of dual language education.



English (ELA)

Spanish (SLA)



The curriculum promotes and maintains equal status of both languages.

# B.E.S.T Spanish Standards



## BEST Spanish Standards: Spanish L

FLORIDA'S B.E.S.T. STANDARDS (ENGLISH) ESTÁNDARES B.E.S.T. PARA FLORIDA (ARTES DEL LENGUAJE EN ESPAÑOL)	
Foundational Skills (Destrezas fundamentales)	
ELA.4.F.1 Learning and Applying Foundational Reading Skills	SLA.4.F.1 Aprendiendo y Aplicando destrezas fundamentales de la lectura
Phonics and Word Analysis	
ELA.4.F.1.3/SLA.4.F.1.3	<p>Use knowledge of grade-level phonics and word-analysis skills to decode regular words.</p> <p>a. Apply knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read and write unfamiliar single-syllable and multisyllabic words in and out of context.</p>

## BEST Spanish Standards: Spanish Language Arts

FLORIDA'S B.E.S.T. STANDARDS (ENGLISH LANGUAGE ARTS) ESTÁNDARES B.E.S.T. PARA FLORIDA (ARTES DEL LENGUAJE EN ESPAÑOL)		
Foundational Skills (Destrezas fundamentales)		
ELA.5.F.1 Learning and Applying Foundational Reading Skills	SLA.5.F.1 Aprendiendo y Aplicando destrezas fundamentales de la lectura	
Phonics and Word Analysis	Fonética y análisis de palabras	
ELA.5.F.1.3/SLA.5.F.1.3	<p>Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.</p> <p>a. Apply knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read and write unfamiliar single-syllable and multisyllabic words in and out of context.</p>	<p>Usan el conocimiento de la fonética y las habilidades de análisis de palabras a nivel de grado para decodificar palabras.</p> <p>a. Aplican el conocimiento de todas las correspondencias entre letras y sonidos, patrones de sílabas y morfología para leer y escribir palabras desconocidas, tanto de una como varias sílabas dentro y fuera de contexto.</p> <p>b. Escriben correctamente las palabras con acentos (verbo + pronombre o artículo o ambos). (Ejemplo: cántamela, lávame, consíguemela).</p>
ACENTUACIÓN		
SLA.5.F.1.3		<p>c. Usan correctamente el acento escrito de acuerdo con el acento tónico en palabras al nivel de grado aplicando un análisis sistemático:</p> <ol style="list-style-type: none"> <li>Cuentan el número de sílabas.</li> </ol>

# Haitian Creole Standards



## B.E.S.T. Haitian Creole Standards: Haitian Creole Language Arts

FLORIDA'S B.E.S.T. STANDARDS (ENGLISH LANGUAGE ARTS) B.E.S.T. Haitian Creole FLORIDA STANDARDS (B.E.S.T. Standa Florid)		
Foundational Skills - Teknik Debaz yo		
ELA.K.F.1 Learning and Applying		HC
Print Concepts		
ELA.K.F.1.1/ HCLA.K.F.1.1	Demonstrate knowledge of the basic concepts of print. <ol style="list-style-type: none"> <li>Locate a printed word on a page.</li> <li>Distinguish letters from words within sentences.</li> <li>Match print to speech to demonstrate that language is represented by print.</li> <li>Identify parts of a book (front cover, back cover, title page).</li> <li>Move top to bottom and left to right on the printed page; returning to the beginning of the next line.</li> <li>Identify all upper- and lowercase letters of the alphabet.</li> <li>Recognize that print conveys specific meaning and pictures may support meaning.</li> </ol>	Demonstrate knowledge of the basic concepts of print. <ol style="list-style-type: none"> <li>L</li> <li>F</li> <li>M</li> <li>d</li> <li>lc</li> <li>p</li> <li>D</li> <li>al</li> <li>ki</li> <li>lc</li> <li>al</li> <li>v</li> <li>ki</li> <li>tc</li> <li>p</li> <li>R</li> <li>e</li> <li>d</li> </ol>

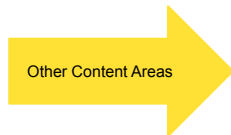
## B.E.S.T. Haitian Creole Standards: Haitian Creole Language Arts

	<b>Benchmark Clarifications:</b> Clarification 1: Matching print to speech involves making a one-to-one correspondence between a spoken word and the print on the page. This can be accomplished by having the child point to each word in a sentence as it is read by an adult.	<i>Eklèsisman 1:</i> Matche mo enprime ak diskou enplike fè yon pawòl ak yon mo enprime koresponn youn ak lòt nan paj la. Nou kapab reyalize sa nan fè timoun nan pwente ak dwèt li li sou chak mo nan yon fraz pandan yon adilt ap li li.
		<b>Remak</b>
HCLA.K.F.1.1		h. Rekonèt aksan fòs se yon mak ou mete sou tèt yon vwayèl tankou ò epi è. Ou pwononse vwayèl la pi fò lè li gen aksan an sou tèt li. Vwayèl yo se: a, an, e, è, en, i, o, ò, on, ou, oun, ui. Demi vwayèl/demi konsòn yo se: y, w.

# Adoption Rubric



ADDRESSING THE NEEDS OF ALL LEARNERS					
Dual Language Program					
Indicators	4	3	2	1	Notes
a. Student content in Spanish is available in print and digital and is equitable to content available in English.					
b. Supports are in place for students to transfer academic knowledge learned in one language to the other language by focusing on how the two languages are similar and different (cross-linguistic transfers are evident).					
c. Reference is made to Spanish Language Development Standards					
d. Student content in Haitian-Creole is available in print and digital formats.					
<b>DUAL LANGUAGE PROGRAM MATERIALS Sub-totals:</b>					<b>Total=</b>



<p>2. Dual Language Courses*: All Student materials, including assessments, remediation, enrichment and progress monitoring resources and other ancillary materials must be available in Spanish in print <b>AND</b> digital format.</p> <p>* For review purposes, content available in Spanish should encompass, at minimum, one complete unit of instruction and include all student content, ancillary, support and progress monitoring resources.</p>		<p><u>Non-Negotiable</u></p>
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# Core Reading Curriculum



Unit 1 • Week 1

							<ul style="list-style-type: none"> <li>Transferable skills</li> <li>Teach explicitly in each language</li> <li>See Cross-Linguistic Transfer Handbook</li> </ul>
<b>Whole-Group Instruction</b> <b>Read Alouds</b> <b>Lectura en voz alta</b> <b>Unit Introduction</b> <b>Build Knowledge</b>	<b>Day 1</b>  Choose a recommend Elija un título de la lista <b>Introduce the Known Focus: Plants and Animals Have Needs</b> TRS, pp. 18-19  <b>Introduce the Blueprint</b> TRS, pp. 19 <b>Las necesidades de las plantas y los animales</b> SRM, pp. 16-17  <b>Presentar el esquema</b> E-book de esquemas "Bears Eat Honey" SRP, pp. 2-3 TRS, pp. 20 <b>"Las vocales de la ur"</b> LCP, pp. 2-3 SRM, pp. 10						r y responder preguntas  <b>Text provides an anchor for negotiating meaning</b> languages and provides opportunities for sustained Enduring Understandings. <b>cross-linguistic strategies and activities to</b>
<b>Presentación de la unidad</b> <b>Desarrollar conocimientos</b>  <b>Shared Reading</b>  <b>Lectura compartida</b>	<b>Phonological Awareness and Phonics</b> <b>Fonética y estudio de palabras</b>  <b>Metacognition, Comprehension, and Vocabulary</b>	<b>Print Concepts</b> <ul style="list-style-type: none"> <li>Letter Recognition</li> <li>Words Are Made of Letters</li> <li>Words Are Separated by Spaces</li> <li>Directionality—Read Left to Right</li> </ul>	<b>Conceptos de lo impreso</b> <ul style="list-style-type: none"> <li>Reconocimiento de letras</li> <li>Las palabras están formadas por letras</li> <li>Las palabras están separadas por espacios</li> <li>Direccionalidad—leer de izquierda a derecha</li> </ul>	<b>Teach explicitly in English</b> <b>Phonics:</b> <ul style="list-style-type: none"> <li>Recognize Rhyme</li> <li>Syllable Blending</li> <li>Phoneme Isolation</li> </ul>	<b>Enseñanza explícita en español</b> <b>Fonética:</b> <ul style="list-style-type: none"> <li>Reconocer rimas</li> <li>Combinar sílabas</li> <li>Aislamiento de fonemas</li> </ul>	<b>Conceptos de lo impreso</b> <ul style="list-style-type: none"> <li>Reconocimiento de letras</li> <li>Las palabras están formadas por letras</li> <li>Las palabras están separadas por espacios</li> <li>Direccionalidad—leer de izquierda a derecha</li> </ul>	
<b>Phonological Awareness and Phonics</b> <b>Fonética y estudio de palabras</b>  <b>Metacognition, Comprehension, and Vocabulary</b>	<b>Letter Recognition: A, B, C, D, E</b> TRS, pp. 21-23 <b>Reconocimiento de las letras Aa, Bb, Cc, Dd</b> SRM, pp. 19-21  <b>"Lessons from Mama Bear"</b> MSA, pp. 4-5  <b>First Reading: Ask or Answer Questions to Learn About Animals Their Needs</b> TRS, pp. 24-25  <b>"Lecciones de la mamá osa"</b> LGVA, pp. 4-5 <b>Primera lectura: hacer responder preguntas</b> SRM, pp. 22-23	<b>Fluency:</b> <ul style="list-style-type: none"> <li>Rate and Pausing</li> <li>Read and Sing Alphabet Song</li> </ul>	<b>Fluidéz:</b> <ul style="list-style-type: none"> <li>Ritmo y pausa</li> <li>Leer y cantar la canción del abecedario</li> </ul>	<b>Metacognition</b> <ul style="list-style-type: none"> <li>Ask and Answer Questions</li> <li>Create Mental Images</li> </ul>	<b>Metacognición</b> <ul style="list-style-type: none"> <li>Hacer y responder preguntas</li> <li>Crear imágenes mentales</li> </ul>	<b>Enseñanza explícita en español</b> <b>Fonética:</b> <ul style="list-style-type: none"> <li>Reconocer rimas</li> <li>Combinar sílabas</li> <li>Aislamiento de fonemas</li> </ul> <b>Fluidéz:</b> <ul style="list-style-type: none"> <li>Ritmo y pausa</li> <li>Leer y cantar la canción del abecedario</li> </ul>	
<b>Metacognition, comprehension and vocabulary</b>	<b>"Lecciones de la mamá osa"</b> LGVA, pp. 4-5 <b>Primera lectura: hacer responder preguntas</b> SRM, pp. 22-23	<b>Comprehension</b> <ul style="list-style-type: none"> <li>Identify Parts of a Book (Cover, TOC, Title Page, Captions)</li> <li>Identify the Topic and Multiple Details</li> <li>Use Pictures to Support the Meaning in a Text</li> </ul>	<b>Comprensión</b> <ul style="list-style-type: none"> <li>Identificar partes de un libro (portada, contraportada, página de título, pie de fotos)</li> <li>Identificar el tema principal y volver a decir detalles clave</li> <li>Describir la relación entre las ilustraciones y el texto</li> </ul>	<b>Metacognition</b> <ul style="list-style-type: none"> <li>Ask and Answer Questions</li> <li>Create Mental Images</li> </ul>	<b>Metacognición</b> <ul style="list-style-type: none"> <li>Hacer y responder preguntas</li> <li>Crear imágenes mentales</li> </ul>	<b>Metacognición</b> <ul style="list-style-type: none"> <li>Hacer y responder preguntas</li> <li>Crear imágenes mentales</li> </ul>	
<b>Writing</b> <b>Escritura</b>	<b>Share a Message</b> TRS, pp. 26-27 <b>Compartir un mensaje</b>	<b>Draw and Share a Message</b> TRS, pp. 34-35 <b>Dibujar y compartir un</b>	<b>Draw and Share a Message</b> TRS, pp. 44-45 <b>Dibujar y compartir un mensaje</b>	<b>Draw and Share a Message</b> TRS, pp. 52-53 <b>Dibujar y compartir un</b>	<b>Draw and Share a Message</b> TRS, pp. 60-61 <b>Dibujar y compartir un mensaje</b>	<b>Refer to the writing allocation options in the Grades K-1 Cross-Linguistic Transfer Handbook.</b>	

r y responder preguntas  
**Text provides an anchor for negotiating meaning**  
 languages and provides opportunities for sustained Enduring Understandings.  
**cross-linguistic strategies and activities to**  
  
**Conceptos de lo impreso**

- Reconocimiento de letras
- Las palabras están formadas por letras
- Las palabras están separadas por espacios
- Direccionalidad—leer de izquierda a derecha

  
**Enseñanza explícita en español**  
**Fonética:**

- Reconocer rimas
- Combinar sílabas
- Aislamiento de fonemas

**Fluidéz:**

- Ritmo y pausa
- Leer y cantar la canción del abecedario

  
**Metacognición**

- Hacer y responder preguntas
- Crear imágenes mentales

  
**Comprensión**

- Identificar partes de un libro (portada, contraportada, página de título, pie de fotos)
- Identificar el tema principal y volver a decir detalles clave
- Describir la relación entre las ilustraciones y el texto

IOC, Title  
 Details  
 ming in  
**egies and activities in the Grades K-1 Cross-**

# Creole Language Arts Curriculum



Home

Plant ak bèt gen bezwen

Apèsi Modil 1 Semèn 1

01 Lekti Ansanm

- Lide enpòtan e dirab
- Bèt Kay

02 Vokabilè

- Vokabilè

03 Desen

- Desen

04 Ekriti

- Lèt majiskil / Lèt miniskil
- ABC

★ Lakay

Semèn yo

01

02

03

# Core Science



La seguridad es la máxima prioridad al manipular objetos que producen luz y calor. Asegúrate siempre de pedir permiso antes y de que uno de tus papás u otro adulto esté cerca para ayudarte cuando tengas que usar un objeto que podría ser peligroso.

¿Qué otras fuentes de luz y calor son peligrosas?

Rich text editor toolbar with buttons for undo, redo, bold, italic, subscript, superscript, text color, background color, bulleted list, link, and unlink.

### Reflexión

Madison tiene muchos animales un cachorro al que llama Ch de la mitad de su almohada. muy liviano.

Aunque ha tenido a Chispita tres estrellitas blancas pintadas su abuela.

¿Te imaginas el aspecto de C

¿Cómo describirías tu juguete hundiría si lo colocas en agua

Si acabas de responder estas propiedades. Las llamamos propiedades que no cambian. Son las cosas

### ANSWER

Answers will vary. Possible answer: curling iron, lighter, space heater, oven

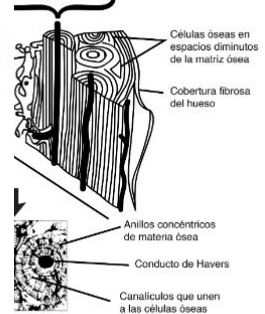


### Ahora inténtalo

Imagina que te dejan en una isla y debes elegir un único objeto como fuente de luz y calor para el resto de tu vida. ¿Qué objeto elegirías? ¿Por qué? Ten en cuenta que debes calentarte, cocinar, ver en la oscuridad, etc.

Rich text editor toolbar with buttons for undo, redo, bold, italic, subscript, superscript, text color, background color, bulleted list, link, and unlink.

### tema de Havers



la ósea roja de algunos huesos. La lo podemos vivir sin ellas. Los enfermedades. Por último, el calcio y

las óseas necesitan sangre. El hueso Havers. También se conocen como a los anillos de un tronco cortado.

# Core Math

Nombre \_\_\_\_\_

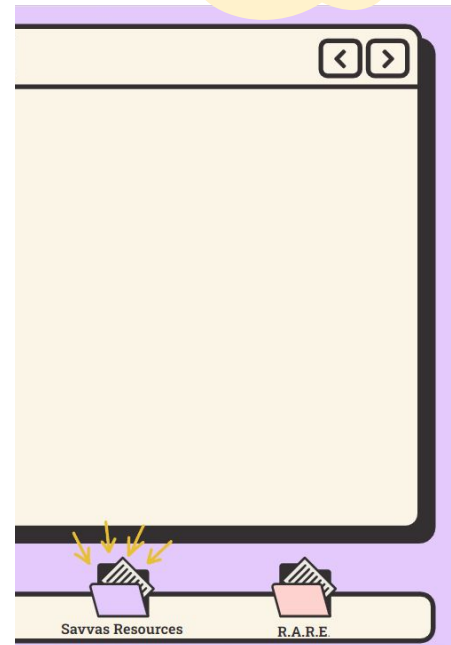
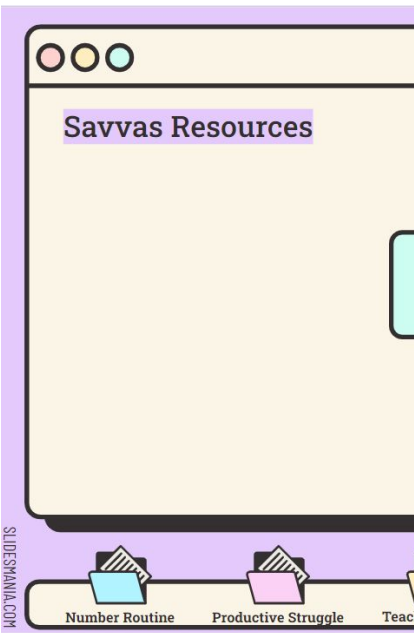
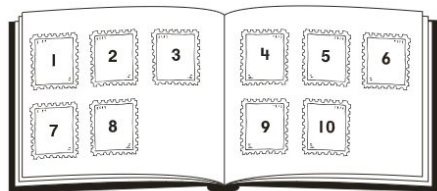
Ampliación

2-1

## Colección de estampillas

Encierra en un círculo las 2 estampillas de cada fila que forman 10 en total.

Cuenta hacia adelante para ayudarte.



# Creole Math Curriculum



### 3-Apèsi sou MATEMATIK ACT

Mete kou

Ki moun ki grangou?

Dewoulman Li sa wobo a di pou elèv yo. Jenerè Entèrè Mandè elèv yo si yo janm mete kouvé sou tab lakay yo. Di: *Kimoun ki mette kouvé sou tab la anvan repa yo? Ki travay ou responsab pou fé lakay ou? Mandè elèv yo pou yo rakonte istwa sou responsabite ak règ ki gen lakay yo.*

### PATAJE AK LÒT

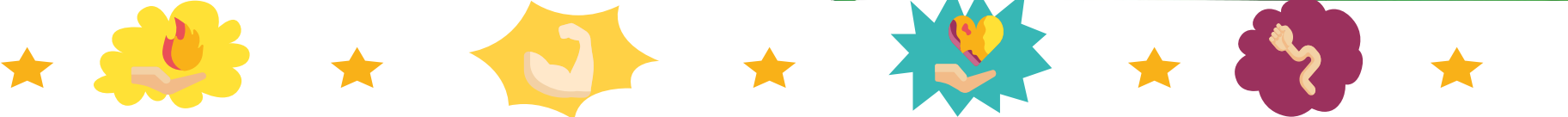
Non + - 🔍 + → ↵

#### Lesson 1-1 Konte 1, 2, ak 3


Dewoulman Mandè elèv yo pou yo mete 2 pyon nan nich ki sou tapil travay la. Di: *Zwazo ki rele Peeps la te jwenn li vè sa yo pou bebe li yo. Trase yon sèk toutotou espas kolore ki montre kantite li vè Peeps te jwenn. Di koman ou konnen ou jwenn bon repons la.*

**Mwen kapab...**  
Konte 1, 2, ak 3 objè.

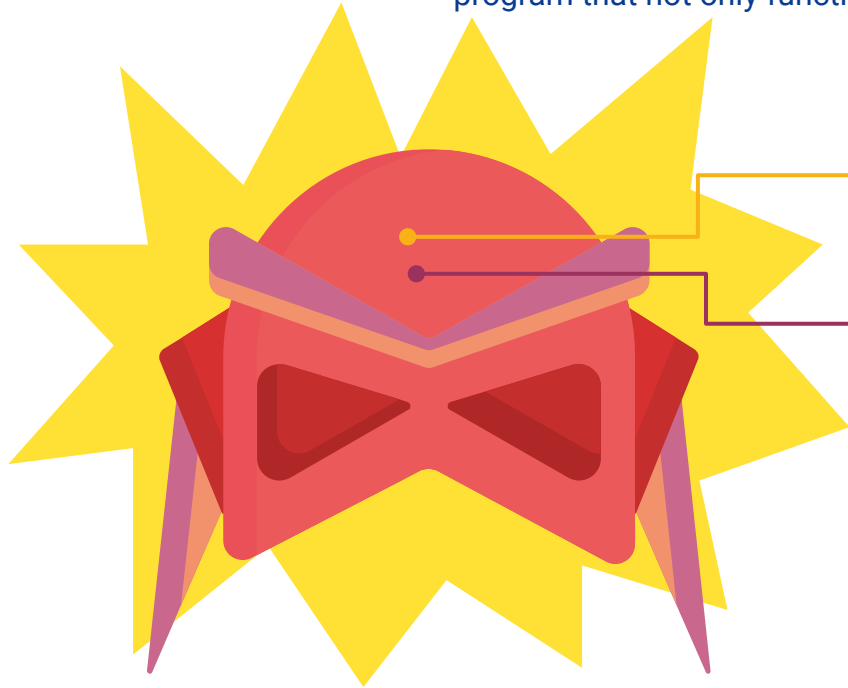
**1** M.A.K.NSO 1.1 Given a group of up to 20 objects, count the number of objects in that group and represent the number of objects with a written numeral. Show the number of objects in a rearrangement of that group without recounting. Epitou K.NSO 1.2 M.A.K.12.MTE.2.1, MTE.1.1





# Secondary Dual Language Programs

Secondary school structures are much more complex than those in elementary school, making it necessary to develop a program that not only functions within it's complexity, but thrives.



• Three classes in English

• Three classes in Spanish



The curriculum promotes and maintains equal status of both languages.





# Secondary Offerings



Schools	*5* Science Courses Offered								
	IB MYP MATHS/COMP 301	IB MYP MATHS/COMP 302	IB MYP MATHS/COMP 303	M/J COMPARE 301.1	M/J COMPARE 301.2	M/J COMPARE 301.3	M/J COMPARE 301.4	M/J COMPARE 301.5	M/J COMPARE 301.6
Conniston	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lake Worth Middle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LC Swain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Grade 6/8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Okeehoelee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Palm Springs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Forest Hill High	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
John I Leonard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lake Worth High	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Schools	*5* Math Courses Offered								
	IB MYP MATHS	IB FACELATED MATHS GRADE 1	IB MYP MATHS	IB FACELATED MATHS GRADE 1	IB MYP MATHS	IB FACELATED MATHS GRADE 1	IB MYP MATHS	IB FACELATED MATHS GRADE 1	IB MYP MATHS
Conniston	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lake Worth Middle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LC Swain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Okeehoelee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Palm Springs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Forest Hill High	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
John I Leonard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lake Worth High	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Schools	Spanish Courses Offered	M/J SPANISH SPEAKS I	M/J SPANISH SPEAKS B	SPANISH 1	SPANISH 2	SPANISH SPEAKS 1	SPANISH SPEAKS 2	SPANISH 3 HON	PRE-AICE SPAN1L 1 IG	AICE SPAN LANG AS	AICE SPANISH AL	AICE SPANISH LIT	ADY PL SPANISH	IB MYP SPANISH 1	IB MYP SPANISH 2	SPANISH 5-B-IB	M/J SPANISH BEGINNERS
Conniston		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lake Worth Middle		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LC Swain		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Grade		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Okeehoelee		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Palm Springs		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Forest Hill High		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
John I Leonard		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lake Worth High		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Schools	*5* Reading Courses Offered	IB MYP READING 1	IB MYP READING 2	IB MYP READING 3
Conniston	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lake Worth Middle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LC Swain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Grade	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Okeehoelee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Palm Springs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Forest Hill High	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
John I Leonard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lake Worth High	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Schools	*5* Location of Courses Offered	FOUNDATIONALS	EMERGING FOUNDATIONALS	DIGITAL AND 21ST CENT	FOUND OF WEB DESIGN	DATA SCIENCE & AI
Conniston	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lake Worth Middle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LC Swain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Okeehoelee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Palm Springs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Forest Hill High	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
John I Leonard	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lake Worth High	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





## Our Why...

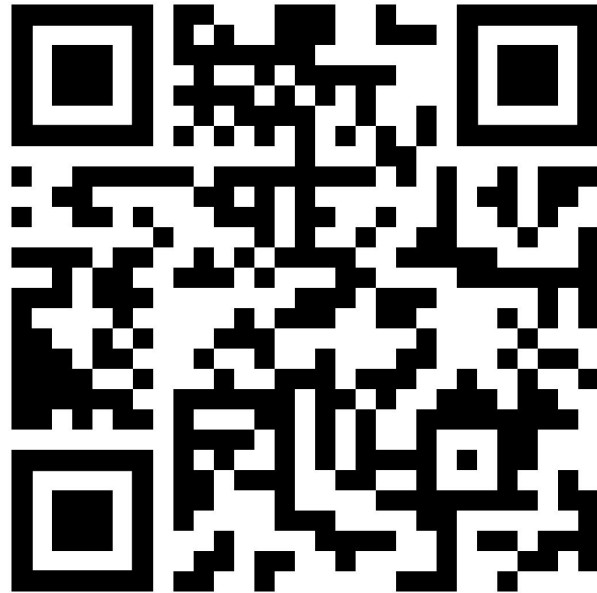




**Thank you for your time today.  
I'm Grateful For Your Feedback.**



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# Why we are so passionate...

