

# Sanger ISD Dual Language Program Guide



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# Dual Language Program at Sanger ISD

Dual Language is a one-way immersion educational model that serves emergent bilingual students. The goals of Dual language immersion (DLI) program is to develop bilingualism, biliteracy, and biculturalism while building high awareness of socio-cultural competence. The SISD dual language philosophy promotes both Spanish and English as languages of equal value. We believe that by placing importance on both languages, we are not only preparing our students for the multilingual, multicultural world in which we live, but we are also teaching them the importance of other cultures in our increasingly global society. The goals of one-way immersion dual language education at SISD are:

- To promote high academic achievement for all students
- To develop first and second language skills for bilingualism and biliteracy
- To promote cross-cultural understanding for all students

Language learning will take place primarily through content instruction in the one-way immersion model. Academic subjects will be taught to all students in both English and Spanish according to the chart on pages 6 and 7. Students' first and second language abilities are developed through grade level curricular content learning.

## Features of the SISD Dual Language Education Program:

- Teaching Strategies for Language & Content – Cooperative learning, thematic units, hands-on materials, language-rich environments with scaffolding for comprehension; varied opportunities for reading, writing, listening, and speaking in Spanish and English (e.g. building oracy, small group reading, Project GLAD strategies, *el dictado* structured writing lessons, etc.) (Lara, 2017).
- Separation of Languages by Teachers & Students – Teachers teach for extended periods of time in one designated language and encourage learners to communicate in the language of instruction to the best of their ability; teachers strategically support cross-linguistic connections with the “Bridge” – occasional, explicit contrastive analysis of Spanish and English vocabulary and grammatical features (Beeman & Urow, 2013).
- Duration of Program – The initial commitment to the program is for 7 years (Grades PreK-5). Students have more positive academic outcomes the longer they stay in dual language programs (Lindholm-Leary, 2019).
- Family & Community Involvement – Parental and community support is important; a serious effort will be made to ensure that both languages and cultures are equally valued; families are included in school decision-making processes

- Availability of Resources – classroom materials, library resources and electronic resources in both languages will be available
- Inclusion – Children with learning differences and/or disabilities are welcome to participate in dual language immersion. Research shows that children of all abilities are capable of bilingualism. Students with diagnosed disabilities perform as well in bilingual programs as their peers with the same special needs in English programs (Kay-Raining Bird, 2016; Peña, 2016). It is highly recommended that families discuss participation in dual language with their child’s teacher, administrator, and special education case manager (if applicable) to make an informed decision about immersion education and plan for instructional and linguistic supports and interventions that may be needed.

## Research-Based Program Features

Students develop high levels of proficiency in both their first language and a second language

- Elementary dual language programs develop *additive bilingualism*; every participating student has the opportunity to gain a second language with no home language loss. This enrichment approach promotes full bilingualism and biliteracy (Howard et al., 2018).

Students’ performance will be equal to or above that of their grade-level peers

- Bilingualism can lead to cognitive advantages in executive functions such as attention and task-switching (Cummins, 2021).
- Students from Spanish-speaking homes in a one-way dual language model (EBs) outperform those in transitional bilingual education programs (Marian et al., 2013). Thomas and Collier (2017) indicate that the dual language model is the only program with the potential to close the achievement gap for EB students.
- The validation of students’ home languages and cultures increases their academic engagement and performance (Cummins, 2021).

Dual language students will develop positive cross-cultural attitudes and gain an increased global awareness

- Dual language programs promote bilingualism, biliteracy, academic achievement, and multicultural awareness for all students (Howard et al., 2018).
- Dual language immersion programs have the most potential for truly preparing citizens who can make highly significant contributions to their own and our global societies (Thomas & Collier, 2019).

Support of the 90:10:

- Academic uses of language are more difficult to acquire outside of school in Spanish than in English. Increased Spanish use in the 90/10 model helps counteract this effect, leading to improved bilingualism and biliteracy for both language groups (Howard et al., 2018; Lindholm-Leary, 2022; Thomas & Collier, 2017).

# Placing Students in the Dual Language Program

## **INITIAL PLACEMENT in Dual Language Classrooms:**

Entering Pre-K & Kindergarten: Students classified as Emergent Bilingual (EB) according to the state Oral Language Proficiency Test (OLPT) will be automatically admitted to dual language PreK or K classrooms (one-way).

The dual language program is available for PreK and Kindergarten at Chisholm Trail Elementary, with students in grades 1-5 continuing at Clear Creek Elementary. Transportation will be provided for those whose designated home campus is different from Clear Creek.

## **PLACEMENT OF STUDENTS NEW TO THE DISTRICT in Dual Language Classrooms:**

Students moving into the district who have been participating in a dual language program will continue in dual language at SISD.

## **Home Language Survey**

Upon initial enrollment into Sanger ISD, a home language survey is completed by all parents during the enrollment process. The Home Language Surveys (HLS) are administered annually to students new to the district for whom a survey has never been completed in the state of Texas.

The Home Language Survey contains two questions.

1. What language is spoken in the child's home most of the time?
2. What language does the child speak most of the time?

## **English Language Proficiency Assessment**

If the responses on the HLS indicate a language other than English, the student shall be tested in accordance with Chapter 89.

➤ Prekindergarten -1st Grade , the listening and speaking components of the state-approved English language proficiency test for identification; and ➤ In Grades 2-12, the listening, speaking, reading and writing components of the state-approved English language proficiency test for identification.

Parent permission for language proficiency testing is not required.

## Determining Eligibility

For students in prekindergarten through 1st Grade: the student's score from the listening and speaking components of the state-approved English language proficiency test for identification is below the level designated for indicating English proficiency.

For students in 2nd through 12th Grade: the student's score from the listening, speaking, reading and writing components of the state-approved English language proficiency test for identification is below the level designated for indicating English proficiency.

At any grade level, a student shall be identified as an English learner if the student's ability in English is so limited that the English language proficiency assessment cannot be administered.

All students in a bilingual education program shall be administered a language proficiency test in the primary language of the student who is eligible to be served in the bilingual education program.

## Language Allocation

Sanger ISD is currently growing the Dual Language Immersion program. We currently serve students in grades PreK through 1st grade. One grade level will be added each year until we reach the goal of having our Dual Language program through 5th grade.

Campus Instructional Minutes by Grade Level	Early Childhood Center		Elementary Bilingual Campus				
	230 Minutes	260 Minutes	280 Minutes	280 Minutes	280 Minutes	280 Minutes	280 Minutes
	Pre-K	Kinder	1st	2nd	3rd	4th	5th
<b>English</b>	<b>10%</b>	<b>20%</b>	<b>30%</b>	<b>50%</b>	<b>50%</b>	<b>50%</b>	<b>50%</b>
	23 minutes	52 minutes	84 minutes	140 minutes	140 minutes	140 minutes	140 minutes
<b>Spanish</b>	<b>90%</b>	<b>80%</b>	<b>70%</b>	<b>50%</b>	<b>50%</b>	<b>50%</b>	<b>50%</b>
	207 minutes	208 minutes	196 minutes	140 minutes	140 minutes	140 minutes	140 minutes

	<b>Pre-K</b>	<b>Kinder</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>
Math	English	English	English	English	English	English	English
SLAR	Spanish	Spanish	Spanish	Spanish	Spanish	Spanish	Spanish
ELAR	ELD time only	ELD time only	ELD time only	English	English	English	English
Science	Spanish	Spanish	Spanish	Spanish	Spanish	Spanish	English
Social Studies	Spanish	Spanish	Spanish	Spanish	Spanish	Spanish	Spanish

	<b>Pre-K</b>	<b>Kinder</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>
Math	60 minutes	75 minutes	80 minutes	80 minutes	80 minutes	80 minutes	80 minutes
SLAR	110 minutes	125 minutes	140 minutes	70 minutes	70 minutes	63 minutes	55 minutes
ELAR	NA*	NA*	NA*	70 minutes*	70 minutes*	62 minute*	55 minute*
Science	30 minutes	30 minutes	30 minutes	30 minutes	30 minutes	45 minutes	60 minutes
Social Studies	30 minutes	30 minutes	30 minutes	30 minutes	30 minutes	30 minutes	30 minutes

\***ELD** = English Language Development (10 Minutes Daily)

## Summer School

The district offers a summer program for Emergent Bilinguals who will be enrolled in kindergarten or first grade each summer. The program helps Emergent Bilinguals to continue in his/her development of social skills, literacy, and his/her use of language needed for success in school.