

McKinney Independent School District



Two-Way Dual Language Program Guidelines/Application

Two-Way Dual Language Program Information

The Two-Way Dual Language Program is offered at Caldwell Elementary in grades K-5.

Two-way immersion is a form of dual language that combines students from two language groups while providing instruction in both languages. The (K-5) classes at Caldwell are comprised of approximately 40% native English speakers and 60% native Spanish speakers. Students learn the academic curriculum through both languages simultaneously. Students serve as language models for each other, while accelerating their learning.

The primary goal of MISD's Two-Way Dual Language Program is to allow all students to realize the full benefits of bilingualism which include enhanced cognitive ability, increased academic achievement, heightened multicultural appreciation and understanding, and a competitive edge in the increasingly global society of the 21st century.

Following the dual language evaluation report in March 2017, we began implementing a dual decision framework to look at individual students and their continuation or discontinuation of two-way dual participation. Multiple assessment measures, as well as teacher and parent input, are considered when deciding a student's continuation or discontinuation of the dual language program. Ultimately, we want to ensure that each student receives the best possible educational outcome and for some students, this means discontinuing their participation in a two-way dual language program.

Goals of the Program

- High Academic Achievement
- Bilingualism
- Bi-literacy
- Multiculturalism

Program Information:

- Implementation began in 2010-11 with Kindergarten students at Caldwell Elementary School.
- Per state requirements, all teachers providing instruction in a two-way dual language program must be bilingual education certified for the component of the program provided in a language other than English. Additionally, all teachers must be English as a Second Language certified for the component of the program provided in English.
- Teaching partnerships are established by two teachers, with one providing instruction in English and the other in Spanish.
- Two classes alternate days between the two teachers.
- The ratio of English to Spanish speakers in each class will be maintained as close to 40% to 60% as possible per requirements set by the state.
- Class size ranges from 18-22 students per class.
- Languages are separated to benefit all students.
- MISD curriculum will be followed. It may be necessary to adjust the pacing of the curriculum to meet the unique needs of second language learners.
- MISD curriculum is enhanced with specific language objectives to accommodate the "second language" need.
- Student's reading, writing, and oral language are assessed in Spanish and English.
- Grades are based on assessments in the student's dominant language.
- Students participate in all district and state assessments.
- It is recommended that the parent/student commit to the program for six (6) years.
- All students must be available for assessment prior to the beginning of school.
- Parents are not required to be bilingual for student participation in the program.

Enrollment:

- This is a bilingual program funded by the state and federal government and therefore must adhere to all requirements. The enrollment ratio of native English speakers to native Spanish speakers (ELL – English Language Learners) as set by the State is 40% native English speakers to 60% native Spanish speakers.
- Per state guidelines, enrollment in the program is only available to Kinder and 1st grade students depending on available space, state required enrollment ratio, and Oral Language Proficient Test performance.
- Students in 2nd-5th grade who have participated in two-way dual language programs in other districts may enroll in the program depending on available space, state required enrollment ratio, and Oral Language Proficient Test performance.
- Caldwell zoned students receive priority enrollment. If there is available space, transfer students will be selected through a lottery system.
- Transportation is only provided to Caldwell zoned students who qualify for the service.
- Spanish speaking students zoned for other campuses may apply for open seats through the **Transfer Process**.
- Siblings may attend Caldwell if space allows (**a standard school transfer form must be filled out once a student's name is drawn in the lottery**).
- Caldwell zoned students in K- 5th grade who are not participating in the program will have the opportunity to attend a monolingual classroom at Caldwell.

Contact Information**District Office:**

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Campus:

Caldwell Elementary
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Caldwell Elementary, Principal: Kelly Flowers
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Caldwell Elementary, Assistant Principal: Heather Wood
hwood@mckinneyisd.net

Frequently Asked Questions

1. How will GT identified students be served in the Two-Way Dual Language Program?
 - a. Students identified as GT will be served in the same manner as any other GT student in MISD.
2. When/How will you determine if the program is successful?
 - a. Student progress will be monitored consistently to ensure that all students are successful academically. A program evaluation will be completed at the end of the school year to ensure continued success.
3. What texts will be used for math and science?
 - a. The MISD curriculum will be utilized in math and science. Supplemental resources will be used to enrich the curriculum.
4. When is Spanish offered to MISD students after 5th grade?
 - a. Currently, Spanish is offered beginning in 7th grade as an elective course and is offered through 12th grade. Faubion Middle School provides a Spanish Language Arts elective class to meet the needs of our two-way dual language students. Information regarding this class is provided to 5th grade parents when they register for Middle School.
5. Will students be allowed to use their native language on days they are instructed in their “second” language?
 - a. Students will always be allowed to use their language of choice in social settings and emergency situations. However, to fully develop bilingualism the instructional language will be encouraged.
6. What is the participation ratio of native English speakers to native Spanish speakers in the program.
 - a. The (K-5) classes at Caldwell are comprised of approximately 40% native English speakers and 60% Spanish speakers. State requirements limit the participation of native English speakers to 40% of the students in the program. This will impact the number of native English speakers who will be able to participate in the program. The registration process will adhere to the student ratios and therefore, the number of native English speakers who will be able to participate will depend on the number of native Spanish speakers registered in the program.
7. Is there a pre-developed program that you are following?
 - a. We are utilizing MISD’s curriculum in a Two-Way Dual Language Model. The Two-Way Dual Language Model will be accomplished by rotating English and Spanish days for instruction, through the use of teaching partnerships **(one teacher will speak to students only in English and the other only in Spanish)**.
8. Once a Kindergarten student enrolls in the Two-Way Dual Language Program at Caldwell, will they be allowed to remain if the family moves to another attendance zone in MISD?
 - a. Yes!
9. If a child is accepted as a transfer, will an older sibling be allowed to attend Caldwell?
 - a. Yes, a transfer may be possible depending on available space in the monolingual classes.

10. If my child is not selected through the lottery this year, will there be an opportunity to enter the program in 1st or 2nd grade?
- Enrollment to the program for native English speaking students is only available to Kinder and 1st grade students depending on space available and maintaining state requirements of native English to native Spanish enrollment ratio.
 - Priority will be given to Caldwell zoned students. If there is sufficient space, transfer students will be selected through a lottery system.
 - Students in 2nd-5th grade who have participated in two-way dual language programs in other districts may enroll in the program depending on available space, state requirements of native English to native Spanish speakers enrollment ratio, and Oral Language Proficient Test performance. This will be considered on a case-by-case basis.
11. What happens to new Caldwell zoned families that have a Kindergarten or 1st grade student participating in the Two-Way Dual Language Program but also have older students who cannot participate in the program?
- In 2019-20, students who transfer to Caldwell's zone that are not able to participate in the Two-Way Dual Language Program will enroll in the monolingual classes at Caldwell if in grades K-5.
12. Will younger siblings of transfer students be guaranteed a spot when they begin Kindergarten?
- Our goal is to keep the families of students intact as they begin the Two-Way Dual Language Program. Due to changes in enrollment and program demand, transfers may not be guaranteed.
13. How is homework handled for parents who only speak their student's native language?
- Homework that is not in a family's native language will only be sent home when a student can adequately complete it independently or with proper instructions for parents in the native language.
14. How will small group instruction be handled on days when students' instruction is in their second language?
- The language of the day will always be followed unless there is a specific instructional need for a student. For example: Kinder students will receive language arts and reading in their native language and all other content areas will follow the language of the day.
15. Where are the statistics from in the research data supporting two-way dual language programming?
- Thomas & Collier's* 2002 research was the original basis for the development of MISD's Two-Way Dual Language Program. Both are well-known researchers in the field of dual-language and continue to add more research as these programs expand throughout the United States.
16. How current is the data from the California research used to develop and support the Two-Way Dual Language Program?
- The data utilized for development and support of the dual language program is from a California research study. It is based on a longitudinal study that followed students in various ESL programs, traditional bilingual programs (both late and early exit models), one-way dual language programs, and two-way dual language immersion programs. This research was based on national data from 23 different districts throughout 15 states from 1982-2002. There were 2 million pieces of data collected.
 - Data revealed the difference in academic performance of students who participated in these programs. While their participation in the dual language programs ended at the end of 5th grade, their academic progress was still measured as exceeding students in all other academic programs through grade 11.

17. Do we have data on two-way dual language programs in Texas Schools?
- Houston ISD was one of the districts that participated in the *Thomas & Collier's* research.
18. How does class size in dual language compare to all other classes?
- Ideal class size in the dual language program will be 18 to 22 students, so an even number of Spanish and English students can be accommodated. Of course, actual enrollment numbers will determine class size. The limit will be 22 per class.
19. How will days be divided between two teachers?
- A typical schedule evenly divides the instruction (1/2 English days & 1/2 Spanish days) over a ten-day period.
20. Is there a possibility for strategic abandonment of the program?
- MISD is committed to continuing this program at Caldwell. To ensure that the needs of all students in the Caldwell zone are met, we will offer two monolingual classes in grades K-4. This will allow students who are zoned to Caldwell, but do not want to participate in this program, to attend their neighborhood school.
21. What are the plans for future implementation of the program at other campuses?
- Our current goal is to ensure that Caldwell has a well developed program. The feasibility of other campuses offering this program will be determined at a later date.
22. Can a retained child participate in the program?
- Yes. A retained child can participate in the Two-Way Dual Language Program with parental consent.
23. Are there any requirements for enrolling or participating in the program for native English speakers?
- Please review the Enrollment Information and Dates document in this packet for specific time-line and due dates.
 - Requirements:
 - Enrollment packet turned in by the due date
 - Participation in information meeting prior to enrollment
 - Selection through lottery drawing
 - Fluency in native language as determined by oral assessment is highly recommended
 - Parent/guardian commitment to participate in the program through elementary school
24. Why is it important for my English speaking student to be a fluent speaker in his/her native language?
- Part of the program's success for meeting the needs of second language learners is based on having strong language models. Students will be modeling for each other and working together to develop a second language.

Caldwell Two-Way Dual Language Program Enrollment Information & Dates

February 8

Applications for the Two-Way Dual Language Program for English speakers and Spanish speakers will be available for incoming Kindergarten students.

*Please note that the state has set a two-way dual language ratio requirement of English to Spanish speakers (40% to 60%). This impacts the number of native English speakers who are able to participate in the program. The registration process in 2019-20 will adhere to the student ratios and therefore the number of native English speakers who will be able to participate will depend on the number of native Spanish speakers registered in the program.

Two-Way Dual Language Parent Informational Meetings (Caldwell Library)

*Participation in one of the information meetings is a requirement of the registration process for new parents to the program. Strong parental support is key to student success in the program. Parents who already have other children in the program do not need to attend.

New Parent Meetings: March 21st 8:30-9:30 a.m. or 6:00-7:00 p.m. (Caldwell Library)

April 5

Deadline: Applications for the Two-Way Dual Language Program (only for KINDERGARTEN students who desire to participate in the program) are due to Caldwell Elementary by 3:30 p.m. Students/families will be notified of lottery results by April 15th.

*Part of the registration process will require parents to take students selected by the lottery drawing for an administration of an oral proficiency assessment. This assessment is free and students will be tested at Caldwell by appointment. Placement in the program highly recommends fluency in the student's native language.

School/Class Tours for NEW Parents (meet in Caldwell library)

May 6, 7 and 8 at 8:30-9:30 a.m. (repeat sessions)

**KINDERGARTEN
MISD Two-Way Dual Language Program
Registration Form
2019-20**

Name of Student: _____ Male Female Birth Date: _____

Zoned School: Caldwell Other: _____ Language Dominance: Spanish English

Entering KINDERGARTEN in 2019-20: Yes No Mother's Name: _____

Has an Older Sibling in the Program: Yes No Father's Name: _____

Name of sibling currently in the dual program (if applicable): _____

Name of preschool attended (if applicable): _____

Student Identification # (only applicable to former Lawson students): _____

Home Address: _____ City _____ Zip Code: _____ Home Phone: _____

(____) _____ Alternative Phone: (____) _____ Email _____

Address: _____

Two-way dual language is a bilingual education model that consistently uses two languages for instruction and communication, with a balanced number of students from two language groups who are integrated for instruction. Dual language promotes cross-cultural understanding and acceptance. The goal of dual language instruction is bilingualism and bi-literacy for all students in appropriate grade-level content. The level of bilingualism and bi-literacy developed through dual language are usually not attained through other bilingual or foreign language instructional models. This level of bi-literacy is achieved due to:

- Literacy and content instruction are provided in both languages.
- Only one language is used during each period of instruction.
- Equal status is given to both languages.
- District curriculum objectives are used within two-way dual language classrooms.

*A lottery system will be used for student selection should more students indicate interest in the program than the number of available spaces. Students who are not zoned to Caldwell will need to submit a transfer request.

We understand the information provided regarding the Two-Way Dual Language Program in McKinney ISD and are committed to participation through 5th grade. We are interested in continuing with the registration process for our child.

Signature of Parent/Guardian: _____ Date: _____

Please return this form to the Caldwell Elementary front office by April 5, 2019 (3:30PM)