Dual Language Immersion

Philosophy
The Coppell Independent School District’s Spanish Bilingual/Dual Language Program supports language and cultural diversity. We believe each learner comes to school with a set of unique experiences and skills that when shared with others, enrich the social, cultural, and educational environments of our classrooms, schools, and communities.

Design and Purpose
The Bilingual/Dual Language Program is designed to promote bilingualism, biliteracy, cross-cultural awareness, and high academic achievement for our native-Spanish/English Language Learners (ELL) and for our native-speaking English students learning a second language in our schools. Whenever possible, the program is balanced with native Spanish speakers and English speakers. Coppell now serves student in Grades K-5 in our Dual Language Program with the intent of expanding the program as students advance.

The purpose of the Dual Language Program is provide instruction in both English and Spanish preparing our Spanish speaking English Limited Learners, ELLs, to immerse into English Instruction while modeling the Spanish language for our English students and enabling our English speakers with the opportunity to acquire a new language while modeling the English language for ELLs. The program is intended to develop fluency and literacy in English and Spanish while meeting the expectation of the Texas Educational Code as it pertains to students who are English Limited Learners. The core content curriculum remains the same whether presented in English or Spanish. Only the language of instruction changes throughout the daily delivery of the content.
Program Goals

Goal 1: To Increase Student Academic Achievement

- Students in the Dual Language Program meet high expectations by performing academically at levels equivalent to their peers in monolingual classrooms on multiple assessments.
- Students demonstrate growth on a language proficiency assessment for first and second language development.
- The learners academic achievement assessment for first and second language content area proficiency are within the state expectations.
- Through instruction in two languages, English and Spanish, students demonstrate academic proficiency in all content areas.

Goal 2: To Assist Students in Becoming Bilingual and Biliterate

- Administrators, educators and staff value bilingualism and value is placed on Spanish and English district-wide in support of mission of internal mindedness.
- Learners demonstrate effective communication skills in both English and Spanish.
- Students have short term and long term goals for first and second language development (oral and academic) working towards becoming bilingual.
- The theories of and strategies of constructivism, inquiry, scaffolding, and differentiation are utilized in the design of learning experiences for all learners.
- Learners' second language is supported and encouraged by educators and parents.

Goal 3: To Assist School and Community Members in Developing Cross-Cultural Relationships

- Learner diversity is an integral classroom resource and classroom interactions demonstrate cross-cultural attitudes.
- The program assists individuals in developing an awareness and appreciation of the diversity and uniqueness.
- Individuals in the school and the community provide opportunities to demonstrate cross-cultural attitudes.
- The Dual Language Program is integrated with and enriches regular building and district-wide programming.
- Learners value their bilingual/biliterate skills as solid preparation for work and for active participation in the life of their local community while embracing global mindedness.

Goal 4: To Establish A Home-School Partnership

- Educators and parents work together to promote and support social, language, and academic growth.
- The Dual Language Program team of educators regularly communicate with parents regarding academic performance and language acquisition.
- The District Dual Language Advisory Council informs, supports, and supplies parents with educational activities that can be accomplished at home where the parent is involved in teaching the student.
- Parents have opportunity to meet other parents and begin to develop cross-cultural relationships.
- Parents have input on evaluating the Home-School Partnership and the Dual Language Program.
Coppell ISD Two Way 50/50 Dual Language Model

Dual Language learners receive grade level instruction in the core content areas using the Coppell Independent School District’s curriculum for math, science, social studies, and language arts/reading.

1. The program team strives to have a balance of English and Spanish-speakers.

2. Teachers foster primary language literacy as well as second language literacy by assisting students in the development of their second language through content area instruction and through instruction in second language development using English as a Second Language (ESL) and Spanish as a Second Language (SSL) strategies. Language development includes gaining knowledge and skills in the areas of listening, speaking, reading, and writing.

3. First and second language instruction will take place in the classroom.

4. The importance of language separation is understood.

5. All grade levels will strive to have an equally shared amount of time spent in Spanish and English instruction.

6. Dual language learners will receive the same content curriculum as English-only learners. Only the language of instruction changes throughout the daily delivery of the content.

7. All learners learn together in mixed, linguistic groupings for literacy, math, science, and social studies supported in both languages. By implementing language acquisition strategies within all content areas, students receive instruction in both English and Spanish.

8. Based upon the availability of certified staff, dual language learners are eligible for all district programs and services, providing they are compatible with the native language philosophy and methodology of two-way immersion programming.

9. The program will work with other programs in context, including At Risk, Gifted and Talented Educational Services, Title I, and Special Education, to communicate the needs of students in order to secure appropriate services.

10. The Dual Language Program is envisioned as a system-wide program. As the program develops, students in grades K-5 will have daily dual language instruction in all core content areas.

11. While maintaining a 50/50 model, each grade level may separate instruction time in each language differently.
State TEKS and Assessment Information

STAAR State Assessment Language Decisions:

- Must be individual student decisions
- Grade-based or program-based decisions are not authorized
- Language Proficiency Assessment Committees (LPAC) must use input of student’s teacher(s) in making STAAR Spanish decisions for both Spanish-speaking and English-speaking students
- STAAR Spanish may be given in grades 3–5 as long as LPAC determines STAAR Spanish to be most appropriate measure of student’s academic progress

Parent and School Partnership

Parents have a vital responsibility in the social, emotional, and educational development of their children. It is crucial that parents and educators form a home-school partnership to enhance the likelihood of each child reaching his/her developmental potential. The partnership strengthens and maintains parental involvement in the education of their children while assuring that the home and the classroom are working toward achieving the same educational goals.

Every learner’s progress will be reviewed annually through parent conferences and/or LPAC meetings (for ELLs). Should a child display periods of frustration in language learning, discussions of measures for interventions within the campus student support team should be employed in both the primary and the secondary languages.

Coppell ISD will provide a safe and caring environment where students can experiment with language use while enrolled in the Dual Language Program to foster and promote success in a second language for social development and academic learning. The district, in collaboration with state and federal agencies, will provide the time, materials, and resources to support the Dual Language program.

The hosting Dual Language campus will offer an informational meeting in the spring of each year at or near Kinder Round-up to discuss the program goals, entrance criteria, and the program model with parents of potential kindergarten students entering into the program in the following school year.

Dual language staff will teach language, knowledge, and skills in interactive classroom settings appropriate to the learner’s language level. Instruction will accommodate various learning styles and multiple intelligences. The staff will develop activities that are hands-on, built on past experiences, and relevant to students’ daily lives. On-going opportunities will be provided for student language modeling, peer teaching, and other collaborative modes of learning.

Transportation

Transportation is provided for students within the Denton Creek and Wilson Elementary school attendance zones who live in areas designated for free bus pickup. In addition, transportation will be provided for native-Spanish speakers only if enrolled in the Dual Language Program. Native-English speakers who choose to participate in the DLI program are responsible for their own transportation.
Enrollment and Entrance Criteria Procedures

1. Enrollment in the Dual Language Program is optional. Parents interested in enrollment should register at their home campus initially and notify the home campus or LPAC contact of their interest in entering the program. A “Dual Language Application” online (hard copy available at each campus) should be completed to generate a contact list for the campus administrator.

2. Parent preference for the Dual Language Program can be indicated in early spring of the current school year if in PK or at the campus registration prior to the posted deadline for the interest survey. Enrollment in the Dual Language Program will be determined following August registration. Parents will be notified of program placement. Learners at the kindergarten level will be placed in the program through an open lottery for students meeting minimum eligibility criteria.

NOTE: Legacy Practice: Siblings of students currently enrolled in the program will be allowed automatic enrollment in the program as long as they meet all criteria and enrollment balance is maintained.

English Language Learners/Spanish Speakers
- Learners entering Grade K-5 may consider the Dual Language Program as a bilingual/second language service option and may express interest to participate in the program through the Language Proficiency Assessment Committee (LPAC).
- Each Spanish speaking learner must score Non-English Speaking or Limited English Speaking on the English IPT-I Oral Language Proficiency Test to be considered as Limited English Proficient.
- If the learner is Fluent English Speaking/Non-LEP, the learner may apply for entry into the Dual Language program as a Non-LEP English speaker (see criteria noted above).
- Enrollment is based on space availability, and Transitional Bilingual or ESL services will be offered if the program is full.
- Registration paperwork at the home campus must be complete to participate in the Dual Language lottery.

Non-LEP/English Speakers
- Students entering Kindergarten in the fall may apply to participate in the Dual Language program.
- English enrollment is based on space availability.
- Registration paperwork must be complete.

3. When kindergarten class sections are full, a waiting list will be developed and held open until the end of the first semester. All decisions for placement will be subject to maintaining language and gender balance.

4. English-speaking students may be eligible for entry into the Dual Language Program after the first semester of the Kindergarten year only at the discretion of the district staff as openings become available.
   - English speakers who leave the program will not be replaced by new students coming into the district after the first semester of Kindergarten year unless special circumstances exist that indicate the dominant-English speaker has Spanish proficiency skills necessary to be successful in the program. The program in the upper grades may experience a disproportionate language, gender, and culture balance due to students choosing to withdraw.
   - Spanish-speakers who leave the program will be replaced by new students. The program in the upper grades may experience a disproportionate language, gender, and culture balance due to students choosing to withdraw.
   - Special circumstances for entry that may arise impacting the balance of the program enrollment will be jointly considered for placement by the building principal and program director.

5. Once accepted into the program, a Transfer application must be completed and then submitted to the Office of Enrichment Programs if the Dual Language campus is not the student’s home campus.

6. All Coppell ISD educators, if your learner is applying for the Dual Language program and you reside outside of the district, you must complete and gain approval for transfer prior to applying for the Dual Language program.
Procedures for Withdrawals

ELL/LEP Spanish Speakers
Every effort will be made to support a child’s success in the Dual Language Program. Should a child experience difficulty, the following steps will be taken; however, if at any time, the parent chooses to not participate, the parent may withdraw the student from the program after meeting with campus administrators.

1. The parent(s) and educator(s) will discuss the concerns. Interventions focusing on English acquisition may be implemented and data collected.
2. If interventions fail to improve the situation, the campus LPAC will meet to discuss further interventions or options of service. It is recommended that this occur at the end of the grading period.
3. Students that withdraw from the Dual Language Program will be able to re-enter the Dual Language Program if space is available.

Non-LEP/English Speakers
Every effort will be made to support a child’s success in the Dual Language Program. Should a child experience difficulty, the following steps will be taken; however, if at any time, the parent chooses to not participate, the parent may withdraw the student from the program after collaborating with campus administrators.

1. The parent(s) and educator(s) will discuss the concerns. Interventions may be implemented and data collected.
2. Campus principal may require parents to meet to discuss concerns/needs prior to withdrawing the student.
3. If interventions fail to improve the situation, the family may choose to formally withdraw the child from the Dual Language Program. It is recommended that this occur at the end of the grading period.
4. Parents will be asked to complete a Consent to Withdraw Form.
5. Learners who withdraw from the Dual Language Program will be unable to re-enter the Dual Language Program.