



Farmersville Unified School District

Dual Language Immersion Master Plan

Background Information:

During the 2017-2018 school year, a district Dual Language Task Force was formed to study the feasibility of establishing a Dual Language (DL) program in the Farmersville Unified School District. The district DL Task Force was comprised of interested teachers, reading specialist, district English Learner Coordinator, principals, academic coaches, superintendent, and assistant superintendent. The DL Task Force met several times over the course of the year, studied components of effective dual language programs, visited dual language school districts, and attended several state and local DL conferences and trainings designed to increase DL Task Force knowledge and skills. Based on these findings, the Task Force presented the Board of Education with a report on developing a dual language program within the district. In March 2018, the Board of Education provided the Task Force with a recommendation to develop a Dual Language Master Plan for Board consideration and approval for the 2018-2019 school year. The Dual Language Master Plan will provide the district framework for development and implementation of a K-6 Dual Language Program for the 2019-2020 school year. The Dual Language Master Plan was created by the Task Force to be a living document and requires updates to be completed as needed.

Program Mission

The Farmersville Unified School District is committed to “Preparing students to be productive members of society and innovative leaders of tomorrow.” Our new Dual Language Immersion program offers Spanish speaking and English speaking students an exciting, enriching and challenging educational opportunity. All students will learn to read, write, and communicate effectively in Spanish and English while achieving high levels of academic success. Students will have the bilingual skills and cross-cultural competencies needed to succeed in our multicultural society and global economy. These are priceless gifts that will serve our children for a life-time. Dual Language Immersion programs have been successful with English- and Spanish-speaking children in California for more than 25 years. Research shows impressive development of both second language fluency and academic achievement for both language groups.

Program Goals

Our goal as a District is to provide an opportunity for students to acquire a second language while maintaining their native language and culture. In addition to maintaining academic performance at or above grade level as measured by classroom grades, common assessments, benchmarks and state assessments. The Dual Language program will develop high, positive cross-cultural understanding and appreciation. Recent legislation passage of Assembly 2514 (Thurmond) creates grant opportunities for districts to start Dual Language programs. Assembly Bill 2514 supports the expansion of Dual Language Immersion programs and supports students and families who want to learn more than one language. This legislation advances the California Department of Education (CDE) Global California 2030 initiative which seeks to quadruple the number of Dual Language Immersion programs in California. Dual Language programs are researched-based and are an effective way of closing the student achievement gap for English Learners and for preparing students for success in the 21st Century economy. Dual Language instructional programs have positive outcomes for both English Learners and native English speakers. CDE research studies on students who participate in Dual Language programs show that these students perform better academically, gain more confidence, and possess greater cultural awareness. Students who participate in Dual Language programs also will increase their likelihood of obtaining a Seal of Biliteracy certification.

Program Benefits

Our students live in a global community and function in a global economy with the ability to recognize and accept diversity. Bilingual students who are fluent in English and Spanish have a compelling advantage, particularly here in California, but also in many other parts of the US and in the world. They will have fluency in two languages which may increase career opportunities. Students can continue to communicate with grandparents or other family members who may only speak Spanish. Spanish dominant students who may only have Listening and Speaking skills in Spanish also learn to read and write in their first language at a high academic level. Dual Language Immersion (DLI) allows our English speakers to develop fluency in a second language early on. Research indicates that bilingualism leads to cognitive benefits and ensure students who enter with Spanish as their first language maintain that language, concluding, Spanish is not lost so English can be gained.

An eighteen year research study conducted by Thomas & Collier found that one-way and two-way dual language enrichment models of schooling demonstrate the substantial power of this program for enhancing student outcomes and fully closing language achievement gap in second language learners (Collier & Thomas / The Astounding Effectiveness of Dual Language Education for All). Furthermore, in a second thirty-two year longitudinal study on bilingual schooling, Thomas & Collier found that English-only transitional bilingual programs only close half the achievement gap between English Learners and native English speakers, while high quality long-term bilingual programs close all of the achievement gap

after 5-6 years of schooling through two languages (Collier & Thomas / Validating the Power of Bilingual Schooling: Thirty-two Years of Large-scale, Longitudinal Research).

Curriculum & Assessment:

The district's dual language program has established high expectations for student learning and assessment. District adopted Common Core State Standards (CCSS) curriculum and instructional materials are utilized in all dual language classrooms. Students are expected to master a standards-based core curriculum (English, Math, Science, and History Social Science). District adopted Common Core State Standards textbooks are implemented in every classroom and include the Spanish textbook versions. Supplemental instructional materials are also utilized in the classroom to support student learning and language acquisition.

A rigorous dual language classroom environment includes standards-based interim assessments designed to measure student progress. Grade-level eligible students participate in the CAASPP state testing program to measure student academic progress. Students participating in CAASPP state testing are administered recently developed standards-based Spanish SBAC state assessments. Consistent teacher developed interim benchmark assessments are also employed to ensure student mastery of the Common Core State Standards. Additional language and literacy standards are assessed to ensure students achieve grade-level literacy proficiency. Student support and interventions are provided for students who need additional support meeting grade-level language and literacy standards.

Instruction

The goal of teaching students to listen, speak, read and write fluently in two languages, while maintaining high levels of academic achievement, is a daunting one. For this reason, instruction in the Dual Language Immersion classroom must be rigorous and strategic, as well as motivating, engaging, interactive and intellectually challenging. Students have multiple opportunities to experience meaningful interaction with others, to engage with a variety of literary and informational text and to collaborate with peers on authentic academic tasks. Teachers utilize a wide variety of instructional strategies to ensure that both groups of language learners are acquiring a second language and also understanding the content instruction in both languages.

These strategies include:

- Engagement with grade-level text and intellectually rich tasks
- Collaborative discussions about content
- A focus on meaning making
- Whole and small group interaction
- Consistent use of specific instructional and management routines

- Daily formative assessment
- Use of scaffolded sentence frames and word banks
- Extensive teacher modeling and use of examples to make learning more comprehensible for all students
- Use of repetition, visuals, models, gestures, etc.
- Use of chants, rhymes, songs and drama
- Use of online resources and technology

Although all Dual Language Immersion teachers are bilingual and bi-literate, teachers use only the language of instruction designated for a particular subject area when teaching that subject area. Teachers do not translate, or move from one language to another. This is particularly critical in the early grades. The district will employ a 90/10 model of Dual Language instruction. Kindergarten instruction is delivered in Spanish 90% of the day and in English 10% of the day. There is a gradual decrease of specifically designed Spanish instruction until 4th grade when 50% of the day is spent in each language. In Kindergarten, for example, the classroom teacher will speak only Spanish whenever students are present, whether that is in the classroom, on the playground, or in the neighborhood grocery store. Parents wishing to speak to the teacher in English may communicate through email or arrange a time when students are not present.

All Dual Language Immersion teachers attend professional development each year so that they will continue to strengthen their instruction. In addition, all teachers have opportunities throughout the year to meet with grade-level peers and with colleagues across grade-levels, to collaborate, to share instructional ideas and strategies, to analyze data, to work in various committees and to engage in continually improving the Dual Language is program for all students.

Teacher Selection / Professional Development

Teachers who participate in the program will be selected based on the following: 1) Appropriate BCLAD teaching credential, 2) Appropriate grade-level teaching credential, 3) Teacher seniority as outlined in the Farmersville Teachers Association Certificated contract, 4) Submit application by the established deadline. Bilingual teachers are encouraged to apply and participate in the dual language program while completing their BCLAD credential. Teachers selected for the Dual Language program will be expected to participate in additional professional development opportunities designed to meet program objectives including: developing curriculum objectives and units of study, standards-based student assessments, development of supplemental instructional materials, instructional pedagogy, and program development training. Dual Language teachers will be provided with supplemental district resources to adequately prepare and collaborate on program implementation out of district categorical funds including Title I, Title II, Title III, and future AB 2514 grant funds.

Parental support

Parent involvement is critical in the Dual Language Immersion program. For this reason, we strongly encourage, and expect, parents to become active participants in their child's education at the site and/or district program level. Research shows that children whose parents are involved in their education experience more academic success in school, have better attendance, and are more interested in learning. Therefore, the program provides a variety of ways in which parents can become involved and serve as strong educational models for their child/children. Parents may:

- Volunteer hours of support for the dual language program which may include the following: attendance at DL classroom events, attend and assist with parent DL information nights and presentations, attend fieldtrips, and assist with teacher classroom materials. Parents interested in this type of involvement should contact the site administrator or their classroom teacher directly.
- Provide encouragement and support for bi-literacy and bilingualism for their child.
- Attend site School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings.
- Volunteer to chaperone site and district DLI events.
- Volunteer to chaperone site-level field trips and other site-based activities.
- Attend district-level DLI parent meetings.
- Attend DLI trainings on the role of the parent, use of the first and second language in the home, learning expectations by grade level, etc.

The opportunity for a child to become bilingual and bi-literate is priceless, but it requires commitment and investment on the part of his/her parents. Research shows that acquiring proficiency in a second language may take five to seven years. Therefore, parents are expected to commit to this program through at least the sixth grade, to ensure that their child has the time necessary to fully develop linguistically, and also be successful academically. To underline the importance of this commitment, parents are asked upon entry into the program to sign the Dual Language Parent Compact which outlines both student and parent involvement commitments as a condition of being enrolled into the Dual Language program.

Attendance /Conduct

- Parents will support appropriate classroom behavior and the FUSD Student Code of Conduct
- Parents will ensure their child's daily school attendance and punctuality both for arrival and departure.
- Parents understand that the student will follow the attendance and tardy guidelines for each campus.

- Parents understand that failure to meet minimum DL program requirements could result in a decision to remove the child from the program.
- Parents understand that homework is expected and agree to monitor and support student completion.
- Parents of officially accepted DL students who reside within the district understand that transportation is provided in accordance with the Board Policy on District Transportation
- Parents who reside outside of the district boundaries understand that transportation to a DL program school will not be provided.

Admission to the program

The structure of the Dual Language Immersion Program seeks a population of which 50% of the students enrolled in the program represent Spanish dominant language ability and 50% of the students represent non-Spanish language backgrounds. In order to gain the academic and linguistic achievement that is expected from this type of program it is important to enroll students from the different language backgrounds to reach the required balance of students and preserve the academic and linguistic integrity of the model.

If the enrollment for the Dual Language Immersion Program is less than the maximum number of students and the language dominance of the students is balanced, then all in-district students who apply will have an opportunity for enrolment pending space availability. If the enrollment is greater than the maximum in either language group then a lottery will be conducted and a waiting list will be established by language group.

Registration materials must be submitted by the posted deadline. The deadline will be posted in the school office and displayed on the district and school website.

Enrollment

- All entering Kindergarten students are eligible for this program. Unfortunately, the Dual Language Immersion program does not include a Transitional Kindergarten curriculum.
- All students residing in the Farmersville Unified School District attendance area may enroll in DL program, regardless of language background through FUSD's Open Enrollment process.
- Due to the highly structured plan of learning in two languages, parents must be prepared to commit to the program goals through 6th grade.
- Students of varying abilities and needs contribute to the diversity of the dual language program. Any student may enter the program in Kindergarten.

- Students may be considered for the program after Kindergarten, provided they can demonstrate language skills and knowledge necessary to be successful in the program. The principal or designee determines placement.
- If a child is placed on the waiting list, and the parent is informed of an available spot, refusal of this spot will be considered a refusal of the program, and the child will be removed from the waiting list.
- Priority Enrollment is offered to siblings of students currently enrolled in the DL program to attend the same school. Parents register and enroll siblings at the District Office.
- During Open Enrollment, applications are accepted from all Kindergarten FUSD families.
- Families are notified of the Open Enrollment timelines.
- Families living outside of FUSD must request a release from their home district in order to attend a specialized program not offered in the home district.
- Although FUSD requires that students be released from their home districts, interested families should still complete an application for the program even if they have not received the official release paperwork.
- Once the Inter-district Transfer is approved, parents will need to submit a copy of the Interdistrict Transfer approval to the home district.

Continued Enrollment in Dual Language

Once enrolled in Dual Language (DL), students remain enrolled automatically unless dis-enrolled by the parents or the District. Disenrollment of a student will be done in consultation with parents and the principal and may involve other stakeholders. The Dual Language Immersion program is taught in Spanish because research shows the vast array of academic, cognitive, and social emotional benefits of being bilingual and learning a second language at an early age. Proposition 58 California English Learner Roadmap, was passed by the State Board of Education effective July 1, 2017, this policy amended most of Proposition 227 requiring a parent waiver to participate in a Dual Language program. Parents are no longer required to waive the right of their child to receive all instruction in English. The State Seal of Biliteracy encourages districts to recognize students' biliteracy and academic achievement in more than one language. Students who remain in the program may be eligible to earn the State Seal of Biliteracy recognition in high school, provided they meet all program requirements and assessments verifying that they are literate in more than one language.