

Dual Language

A Dual Language education classroom is a self-contained classroom for speakers of Spanish and English. Students of two different language groups are purposely mixed in the same educational environment to provide communicative and academic language development through an interactive and cross-cultural setting. Program participation begins in pre-kindergarten and a subsequent grade level will be added each year as the students progress through the grade levels. Instruction is conducted in both Spanish and English. Students are expected to continue in the program until fifth grade.

Eligibility

Students identified as English Language Learners (ELL's) and documented by the Language Proficiency Assessment Committee (LPAC) as limited English proficient (LEP) are eligible to participate in the dual language program, as recommended by the committee.

English-speaking students are eligible for consideration of participation in the Dual Language program based by meeting the English language proficiency standards established below:

- Students seeking participation at the PK level must receive a score of FES (Fluent English Speaker) on the IPT; or
- Students seeking participation at the kindergarten level must receive a minimum score of 4 in English on the Woodcock Munoz; and
- Students seeking participation at the PK or kindergarten must maintain proficient academic standards in the core content areas of reading, language arts, and mathematics.

Selection

The Dual Language classroom at each grade level will have a maximum of eighteen spots available for the first day of school, determined by administrative oversight. Students identified as LEP will be placed in the program first. English-speaking students wishing to "opt" into the program will then be placed in a lottery selection process for the remaining spots available. Lottery selections will occur on a scheduled date. Students not selected for the program will be placed on a waiting list in order of the lottery draw. Within the first two weeks of the start of school, any withdrawal from the program will be replaced with students on the waiting list in order of the lottery draw.

Spanish dominant students will be allowed to enter the Dual Language program at any time. English dominant students may enter no later than kindergarten.

Students transferring from another district's Dual Language program will be admitted based on eligibility as an identified LEP student. English-speaking students transferring from another school district will be admitted based on availability of space or placed on the waiting list.

Younger siblings of students already selected for participation in the program will automatically be determined as eligible.

Upon selection for participation in the program, each family will be asked to sign a “Program Commitment,” in which the family recognizes that Sonora ISD is asking for a six year commitment to the dual language program.

Instructional Model

Upon entry into the dual language program, the student’s primary language will be determined. The primary language will become the student’s target literacy language, the language in which the student will first learn to read.

Content Area Language of Instruction (LOI)							
	PK	K	1	2	3	4	5
Reading/ELA	Spanish	Spanish/English 80% 20%	Spanish/English 70% 30%	Spanish/English 50% 50%	Spanish/English 50% 50%	Spanish/English 40% 60%	Spanish/English 30% 70%
Mathematics	English	English	English	English	English	English	English
Science	Spanish	Spanish/English	Spanish/English	Spanish/English	Spanish/English	Spanish/English	Spanish/English
Social Studies	Spanish	Spanish	Spanish/English	Spanish/English	Spanish/English	Spanish/English	Spanish/English
ESL	30 minutes	30 minutes	45 minutes	45 minutes	45 minutes	45 minutes	45 minutes

*Concepts will be taught in both Spanish and English dependent upon Language of the Day (LOD).

The goal of the Sonora ISD Dual Language Instructional Model is to provide quality content area instruction, develop student’s academic language skills in their primary language, and accelerate the development of the English language for students identified as English language learners.

English as a Second Language (ESL) instructional time will be provided daily in addition to the reading/language arts block. The focus of this instructional time is English language development, including phonics and vocabulary skills.

The Language of the Day (LOD) indicates the primary language being utilized in the classroom each day. This language is used for general conversation, as well as morning activities, read-alouds, journal writing, transitions, etc. As students move into first grade, the program transitions students into using more English in their instructional day. This pattern continues in second through fifth grade.

Intervention

Instructional interventions in reading/ELA will be provided in the student’s primary language (L1).

Intervention Program	
Tier 1	Universal Design, Instruction is provided to all students during the Reading/ELA time.
Tier 2	Additional instructional time provided by classroom teacher. 30 minutes for students in K-2; 45 minutes for students in 3-5.
Tier 3	Pull out, small group instruction for students that need the most intensive intervention. Provided instead on Tier 2.

Intervention programs for mathematics will be provided in English.

Assessment and Grading

All students participating in the Dual Language program will be assessed at the end of each school year using an age appropriate oral language proficiency test (OLPT) to determine fluency in both Spanish and English.

Student assessment and grading will follow the language of instruction for each content area.

PK and kindergarten students are assessed using a skills checklist updated each six-weeks. The primary goal of this assessment is the determination of conceptual understanding in reading, language arts, and mathematics.

Students in grades one through five receive a traditional report card each six-weeks. For students in these grade levels, numerical grades will be given for mathematics, science, and social studies based on the student’s attainment of the content objectives for these subject areas. In addition, a numerical grade will be given for reading and language arts in the student’s primary language (L1) and a letter grade will be given for the secondary language (L2). The numerical grade will be based on the student’s attainment of reading and language arts skills in their native language (L1), and the letter grade will indicate the student’s attainment in the secondary language (L2). This grade will be assigned as follows: S –satisfactory, N – needs improvement, or U – unsatisfactory.

State Required Assessment			
	Reading/Writing/Language Arts	Mathematics	Science
K – 2	TPRI & Tejas Lee	mCLASS: English	
3	TPRI & Tejas Lee STAAR: Native Language	English or Spanish*	
4	DIBELS & IDEA STAAR: Native Language	English or Spanish*	
5	DIBELS & IDEA STAAR: English	English or Spanish*	English or Spanish*
*may elect Spanish based on English reading ability of Spanish students – need to pre-assess prior to decision.			

PK students will be assessed three times per year in the areas of reading/language arts and mathematics using the CIRCLE assessment. Reading/language arts will be assessed in English and Spanish and mathematics will be assessed in English.

Annual district achievement tests and required assessments will be conducted as follows:

Reading/Language Arts (including writing) will be conducted in the student’s native language.

Content areas assessments for mathematics, science, and social studies will be conducted in the language of instruction and native language.

Dismissal

Students that show lack of growth in L1 and L2 and/or unexpected underachievement in the areas of reading/language arts will be considered for dismissal from the dual language program. A student for which lack of progress is a concern will be referred for placement in the intervention process, and the student's progress will be closely monitored. If the student continues to struggle, a committee of knowledgeable persons, including but not limited to, the bilingual education teacher, reading intervention specialist, and campus administrator, will review the student's academic progress to determine if dismissal from the dual language program is appropriate.