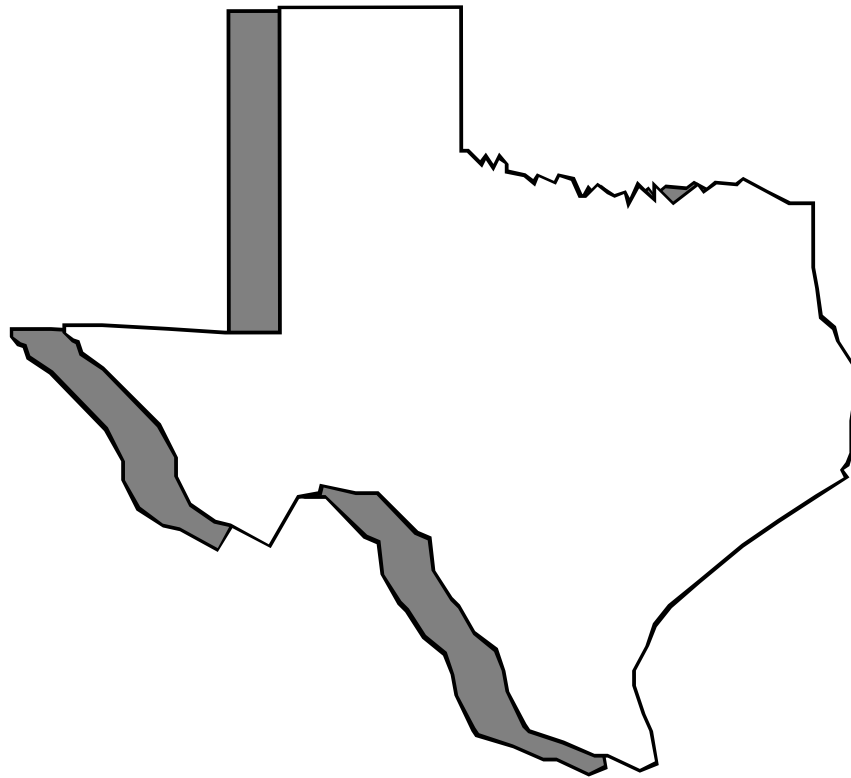


Directory of Dual Language Programs in Texas



Compiled 1996
Version: December 15, 1996

Southwest Educational Development Laboratory
Multifunctional Resource Center

Directory of Dual Language Programs in Texas

Compiled 1996
Version: December 15, 1996

Dr. Betty Mace-Matluck
Cris Garza
Suzanne Ashby

Southwest Educational Development Laboratory
Multifunctional Resource Center
211 East 7th Street
Austin, Texas 78701
(512) 476-6861
FAX (512) 476-2286

Preface

The Southwest Educational Development Laboratory's Multifunctional Resource Center (SEDL/MRC) has facilitated a Dual Language Networking Conference annually over the past two years. At the request of the four Title VII dual language programs that existed in Texas in the 1994-1995 school year, the first networking conference was convened at SEDL headquarters in Austin on January 27, 1995. The purpose was for program staff (such as administrators, teachers, and instructional aides) to get acquainted, share information, and possibly plan for a second conference. By popular demand, a second conference was held in Austin, January 26, 1996. Participants included staff members from districts funded by Title VII and by local resources. Represented were schools with well-established programs, schools with new programs, and schools who were planning for implementation in the near future.

The Directory of Dual Language Programs in Texas was compiled at the request of the participants from the two networking conferences. The purpose of the directory is to provide information on the variety of programs that exist in Texas. It is anticipated that such information will be useful to school personnel who want to expand/improve their programs, to start a program, or to help refine their programs to help children in Texas grow in the use of two languages. Program information was provided by each school district represented. This volume contains 17 program descriptions (33 schools), a listing of 5 schools who have programs (descriptions not available), and a listing of 16 schools in the planning phase of implementation.

We appreciate the many schools and school districts who provided information in response to our many phone calls and inquiries. We also want to thank Donna Christian and Anna Whitcher from the Center for Applied Linguistics, who along with the National Center for Research on Cultural Diversity and Second Language Learning, for providing us with the *Directory of Two Way Bilingual Programs in the United States*. We drew upon the information in that directory for both format and content for the program descriptions.

We hope you will find the directory to be a valuable tool as you continue your networking activities.

Criselda (Cris) Garza, SEDL
Suzanne Ashby, SEDL

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**Goose Creek Consolidated Independent School District
Baytown, Texas**

*Friends Living and Learning Together
Amigos Viviendo y Aprendiendo Juntos*

Schools:

Crockett Elementary
4500 Barkaloo Road
Baytown, TX 77521
(713) 420-4645
FAX (713) 420-4649

Contact persons:

Wynona Montgomery, Principal
Crockett Elementary
4500 Barkaloo Road
Baytown, TX 77521
(713) 420-4645

Karen Thomas/Amparo Martinez
Crockett Elementary
4500 Barkaloo Road
Baytown, TX 77521
(713) 420-4645

BACKGROUND INFORMATION

Languages used in the program:

Spanish/English

Grade level(s) of the program:

K

Year program began:

1992

Grade level increases planned:

(Uncertain)

Ethnic/racial breakdown of school:

56% White; 36% Hispanic; 8% Black

Program size:

| Grade Level | # of classes | Class Size |
|-------------|--------------|------------|
| K | 2 | 22 |

Criteria for selecting and accepting students:

Spanish speakers:

None

English speakers:

None

Funding sources:

District funds

Program materials available to others:

None

Recruitment procedures:

None

*Based on information provided in 1995.

Program Objectives:

- The students will develop an understanding and appreciation of a culture other than their own
- The students will develop an interest in learning another language
- The students will learn basic school-related and life skill vocabulary in a second language
- The students will develop skills in working and playing cooperatively with each other

| |
|---|
| INSTRUCTIONAL DESIGN AND PROGRAM STAFFING |
|---|

Percent of time Spanish is used for instruction:

| | |
|---------------|-----|
| K(Bilingual) | 75% |
| K(Mainstream) | 20% |

Instructional grouping:

LEP and EP students are integrated for one and a half hours a day and are separated for Language Arts instruction.

Method of separating languages for instruction:

By block of time, subject, day

Percent of program teachers proficient in both languages:

50%

Languages used for content area subjects and electives:

K-Spanish instruction:

Language Arts, Math, Social Studies, Science, Art, Music, P.E.

K-English instruction:

Language Arts, Math, Social Studies, Science, Art, Music, P.E.

Percent of program staff proficient in both languages:

50%

Additional program staff:

- 1 part time bilingual aide
- 1 part time monolingual (English) aide

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

English

Computer use:

In English-mostly Math and some Language Arts

Curriculum/materials development:

None

| |
|--------------------|
| PROGRAM EVALUATION |
|--------------------|

Evaluator:

In-house evaluations at this time conducted by principal and assistant principal.

Evaluation components and procedures:

Items under assessment

Spanish language proficiency

Procedures/Instruments

LAS-O

| | |
|---|--------------------|
| English language proficiency | LAS |
| Academic achievement in target language | Teacher-made tests |
| Academic achievement in English | Teacher-made tests |

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Classroom assistance

Community responses to the program:

- Spanish-speaking parents are encouraged that their children have learned so much English
- English-speaking parents have been impressed with the spirit of cooperation among all children

Advice to start-up programs:

- Involve parents from the beginning of preparation; get their enthusiasm to work for you
- Teaching reading in the student's native tongue is very important to the success of the program

Most important feature of the program:

- Motivation of the teachers and cooperation among them

**Goose Creek Consolidated Independent School District
Baytown, Texas**

Dual Language Program

School:

Lorenzo DeZavala Elementary
305 Tri-City Beach Rd.
Baytown, TX 77520
(713) 420-4920
FAX (713) 420-4916

Contact persons:

Sharron Carroll
Teacher, K-Gifted and Talented
305 Tri-City Beach Rd.
Baytown, TX 77520
(713) 420-4920

Patricia Gonzalez
Teacher K-Bilingual-Gifted and Talented
305 Tri-City Beach Rd.
Baytown, TX 77520
(713) 420-4920

BACKGROUND INFORMATION

Languages used in the program:

Spanish/English

Grade level(s) of the program:

K-1

Year program began:

1993

Grade level increases planned:

(None until program is evaluated)

Ethnic/racial breakdown of school:

47% White; 46% Hispanic; 7% Black

Program size:

| Grade Level | # of classes | Class Size |
|-------------|--------------|------------|
| K-1 | 2 | 40 |

Criteria for selecting and accepting students:

Spanish speakers:

Pre-LAS

English speakers:

Qualification for Gifted Kindergarten

Funding sources:

District funds

Program materials available to others:

None

Recruitment procedures:

None

Program Objectives:

- To utilize a dual language model to produce a bilingual, biliterate population

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K-1 50%

Method of separating languages for instruction:

By block of time, subject, and day

Languages used for content area subjects and electives:

K-1 Spanish instruction:

Spanish Speakers, Language Arts, with Math, Science, Social Studies, and the Calendar on alternate days

K-1 English instruction:

English Speakers, Language Arts, with Math, Social Studies, Science, and the Calendar on alternate days

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

English

Instructional grouping:

LEP and EP students are integrated the entire day except for Reading and Math

Percent of program teachers proficient in both languages:

50%

Percent of program staff proficient in both languages:

50%

Additional program staff:

- 1 part time bilingual aide
- 1 part time monolingual (English) aide

Computer use:

In English-mostly Math and some Language Arts

Curriculum/materials development:

None

PROGRAM EVALUATION

Evaluator:

In-house evaluations at this time conducted by principal and assistant principal.

Evaluation components and procedures:

Items under assessment

Spanish language proficiency

English language proficiency

Academic achievement in target language

Reading ability in English and Spanish

Procedures/Instruments

Pre-LAS

Pre-LAS

NAPT (Spanish) La Prueba

MacMillan/MacGraw Reading Test

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- School visitations
- Classroom assistance (e.g., help with material preparation and directing learning centers)

Advice to start-up programs:

- Involve parents from the beginning of preparation; get their enthusiasm to work for you
- Teaching reading in the student's native tongue is very important to the success of the program

Most important feature of the program:

- Motivation of the teachers and cooperation among them

**Dallas Independent School District
Dallas, Texas**

*"Unidos Podemos/Together We Can"
A Dual Language/Share Teaching Pilot Program*

School:

Ignacio Zaragoza Elementary
4550 Worth
Dallas, Texas 75246
(214) 841-5260
FAX (214) 841-5258

Contact persons:

William Martinez, Director
Bilingual Education/ESL Department
Dallas Independent School District
Lincoln Instructional Center
5000 S. Oakland Avenue
Dallas, Texas 75215
(214) 426-3234 Ext. 521 or 432

Ramon Guerrero, Principal
Ignacio Zaragoza Elementary
4550 Worth
Dallas, Texas 75246
(214) 841-5260
FAX (214) 841-5258

BACKGROUND INFORMATION

Languages used in the program:

Spanish/English

Grade level(s) of the program:

PK-1

Year program began:

1993

Grade Level increases planned:

1994: PK-2

1995: PK-3

1996: PK-4

1997: PK-5

1998: PK-6

Ethnic/Racial breakdown of school:

79% Hispanic; 6% Anglo; 8%
African American; 5% Asian;
2% Native American

Program Size:

| Grade level | # of classes | Class size |
|-------------|--------------|------------|
| Pre-K | 4 | 22 |
| K | 2 | 22 |
| 1 | 2 | 2 |

Criteria for selecting and accepting students: None

Spanish speakers

PK All students eligible for the program. (Students identified as limited English proficient by the LPAC as well as non-LEP Spanish speakers)

K-1 Students identified as limited English proficient by the LPAC only (due to space limitations)

English speakers:

PK All students eligible for the program.

K-1 LEP and non LEP students for whom Spanish may or may not be spoken in the home

Other non-native English speakers in the program:

Cambodian, Native American, Vietnamese

Funding sources:

State, Local

Recruitment procedures:

Students were not recruited. Cross grade-level parent/teacher meetings, discussions, newsletters, as on-going venues of communication between school and home are used to keep parents informed. Parent interest, support and desire for their child's continuation in the program was surveyed at the end of the year.

Program materials available to others:

Program brochure being developed
Handouts provided at on-site visit
Workshop presentations of pilot program by team members
Staff development presentations on components or strategies

Program objectives:

- To increase the academic achievement of LEP and non LEP students participating in the dual language program
- To provide opportunities to linguistic integrated groups of students in order to maintain or increase linguistic competency in two languages in order to compete in a global economy and interdependent world
- To increase measured proficiency in the acquisition of a second (or third) language through a developmental natural approach in an optimum learning environment
- To utilize effective whole language teaching practices which will result in the development of comprehension of concepts in both languages
- To develop and utilize a continuum to monitor the continuous progress of children participating in the program
- To assure that students participate in activities in which they will demonstrate equitable treatment of individual differences

| |
|--|
| INSTRUCTIONAL DESIGN AND PROGRAM STAFFING |
|--|

Percent of time Spanish is used for instruction:

Pre-K: 25%

Instructional grouping:

All students participate in dual language instruction during mini-lessons. (1-3

K: 40%
1: 60%

Method of separating languages for instruction:

Separated by teacher.
Dual language instruction (Spanish by Bil. Ed. teacher then English by the ESL teacher) is provided through literature based, thematic mini-lessons to both groups together. All students are guided to say the words, phrases, and sentences in target language of the lesson. Responses are acknowledged and validated but modeled in the target language of the lesson.

Languages used for content area subjects and electives:

Spanish and English are used during the mini-lessons
Content areas are integrated in the interdisciplinary curriculum.

Language of initial reading instruction:

Spanish speakers: Spanish
English speakers: English
Other non English speakers: English

depending on grade level.) These mini-lessons, with both groups present, serve as the initial introduction of concepts, key vocabulary, and skills which are integrated and never taught in isolation. Extension and learning center activities are provided in the individual teachers' classrooms.

Percent of program teachers proficient in both languages:
50%

Additional program staff:

Pre-K: 2 bilingual teacher assistants
K-1: bilingual teacher assistant (scheduled 30 minutes 3 times a week)

Computer use:

In Spanish and English
(Sticky Bears, Millie's Math)

Curriculum/Materials development:

Grade level partners collaboratively plan and develop the bilingual curriculum which is literature-based and organized into thematic units. The curriculum is written so that mastery of the Texas Essential Elements is ensured. It is designed to meet the needs of limited English proficient students and provide Spanish as enrichment to other students (SSL). Second language instruction of sufficient quantity is made comprehensible and relevant to the students' background and culture. High standards are maintained in language and cognitive development activities designed to produce desired student outcomes of bilingual fluency, communication, and literacy. The "Yo Escribo" program is used as the approach to writing. It is an emergent early literacy project in which reading and writing are integrated into one process. Curricular activities promote active, hands-on participation in a cooperative learning environment. Multicultural education is infused naturally into each thematic unit to provide students opportunities to develop

positive attitudes towards the two languages and the cultures of other students in the program. Activities are written to help students develop an understanding, appreciation, and high esteem of their culture and other cultures. Materials developed include: thematic teaching, bulletin boards, behavior folders, pictorial behavior charts (assertive discipline), and a weekly parent's newsletter.

PROGRAM EVALUATION

Evaluator:

Presently, no outside person(s) assigned.

Evaluation components and procedures:

Items under assessment

Procedures/Instruments

English proficiency:

Pre-LAS

Spanish proficiency:

Pre-LAS

Academic achievement in English:

ITBS (Pre-K-1), Teacher observation

Academic achievement in Spanish:

SABE (1st. Grade), Teacher observation

Teachers monitor student progress through observation, performance and portfolio assessment. Authentic assessment procedures are also included for the affective, linguistic, and cognitive components.

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Classroom visitations and assistance
- Parent volunteers
- Parent workshops

Community responses to the program:

- Positive acceptance by parents of participating students as evidenced by results of survey at the end of the year.

- Parent interest and support of the program demonstrated by frequent visits and interaction with the teachers.

Advice to start up programs:

- Don't sacrifice your vision even though some will question its validity. Remember, validation comes from matching your ideas with the research.
- A successful program is based on team work. Make sure all members of the team feel they have ownership in the program. Working and planning collaboratively is crucial to the successful implementation of the program.
- Communicate with parents, your school staff, administrators before and during the implementation of the program.
- Find a mentor you can lean on for support.
- Don't lose sight of the focus of the program: the children. They are the reason for the program, they are the benefactors, they reflect the success of your efforts.
- Never give up.

Most important features of the program:

- TEAMWORK: Working/thinking/sharing as a team
- Mini-lessons
- Cross grade level planning

**San Felipe Del Rio Consolidated Independent School District
Del Rio, Texas**

ADAPT - A Developmentally Appropriate Program of Teaching

Schools:

| | |
|--------------------------------|----------------|
| Austin Elementary (Pre-K) | (210) 774-9446 |
| Sam Houston Elementary (K) | (210) 774-9519 |
| Travis Elementary (K) | (210) 774-9526 |
| Calderon Elementary (K-5) | (210) 774-9968 |
| Chavira Elementary (1-5) | (210) 774-9513 |
| East Side Elementary (1-5) | (210) 774-9466 |
| Garfield Elementary (1-5) | (210) 774-9476 |
| Lamar Elementary (1-5) | (210) 774-9491 |
| North Heights Elementary (105) | (210) 774-9501 |

Contact person:

Al Cervantes, Bilingual Director
San Felipe Del Rio ISD
205 Memorial Drive
Del Rio, Texas 78840
(210) 774-9200
FAX (210) 774-9828

BACKGROUND INFORMATION

Languages used in the program:

Spanish/English

Grade level(s) of the program:

Pre-K-1

Year program began:

1994

Grade level increases planned:

To grade 2

Ethnic/racial breakdown of school:

80% Hispanic; 20% White

Program size:

| Grade Level | # of classes | Class Size |
|-------------|--------------|------------|
| Pre-K | 10 | 22/1 |
| K | 23 | 22/1 |
| 1 | 12 | 22/1 |
| 2 | 1 | 22/1 |

Criteria for selecting and accepting students:

Spanish speakers:

Volunteer (Parent Approval)

English speakers:
Volunteer (Parent Approval)

Funding sources:
Local

Recruitment procedures:
Notices to parents, parent meetings, newspaper

Program materials available to others:
None at this time

Program Objectives:

- Ensure development of Spanish and English for participants
- Ensure acquisition of concepts through developmentally appropriate teaching in both languages
- Provide opportunities for participants to enjoy literature in Spanish and English

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

Spanish dominant children 100%
English dominant children receive Spanish as a 2nd language that increases as ability increases.

Method of separating languages for instruction:

Spanish dominant children receive Spanish instruction with ESL instruction.
English dominant children receive English instruction with SSL instruction.

Languages used for content area subjects and electives:

K-2 Spanish instruction:

For Spanish speakers with ESL instruction to develop English vocabulary related to concept taught.

K-2 English instruction:

For English speakers with SSL instruction to develop Spanish vocabulary related to concept taught.

Language of initial reading instruction:

Spanish speakers: Spanish

English speakers: English

Instructional grouping:

Heterogeneous grouping for SSL and ESL teaching with language driven grouping for initial concept teaching. As proficiency develops in two languages heterogeneous grouping increases.

Percent of program teachers proficient in both languages:

97%

Percent of program staff proficient in both languages:

97%

Additional program staff:

Consultants

Computer use:

In classroom and in campus labs

Curriculum/materials development:

School district curriculum integrated with Montessori teaching approach.

PROGRAM EVALUATION

Evaluator:

Jackson & Associates
San Antonio, Texas

Evaluation components and procedures:

Items under assessment

Oral Language - Spanish

Oral Language - English

Achievement - Spanish

Achievement - English

Procedures/Instruments

Bilingual Syntax Measure

Bilingual Syntax Measure

Brigance Screening Test

Brigance Screening Test

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Monthly meeting for parents on status of program
- Training on home help

Community responses to the program:

- Good - something that is needed for a multi-ethnic, multi-cultural community

School Board's view of the program:

- Unanimous approval of School Board
- Has been locally funded for three years

Advice to start-up programs:

- Keep it small - if possible, it should be in a campus that has Pre-K-5 grade levels.
- Keep the program simple - do not attempt more than what is manageable

Most important features of the program:

- Excellent materials
- Excellent training for teachers

**El Paso Independent School District
El Paso, Texas**

*Two-Way Bilingual Program**

Schools:

Rivera Elementary
6455 Escondido
El Paso, TX 79912
(915) 581-4448
FAX (915) 585-2337

Contact persons:

Argelia Carreon
Director of Bilingual Education
El Paso Independent School District
6531 Boeing Drive
El Paso, TX 79925
(915) 779-4139
FAX (915) 779-4275

M.L. Lait, Principal
Rivera Elementary
6445 Escondido
El Paso, TX 79912
(915) 581-4448
FAX (915) 585-2337

BACKGROUND INFORMATION

Languages used in the program:

Spanish/English

Grade level(s) of the program:

1-5

Year program began:

1992

Grade level increases planned:

Kindergarten

Ethnic/racial breakdown of school:

57% Hispanic; 40% White; 3% Other

Program size:

| Grade Level | # of classes | Class Size |
|-------------|--------------|------------|
| 1 | 1 | 30 |
| 2 | 1 | 30 |
| 3 | 1 | 30 |
| 4 | 1 | 30 |
| 5 | 1 | 30 |

Criteria for selecting and accepting students:

Spanish speakers:

Due to low LEP enrollment, all LEP students are include in grades 1-5

English speakers:

50% of each class are English speakers; selection is based on application and teacher recommendation

Funding sources:

State bilingual funds; local funds

*The program operates at two school sites. Each school has a separate entry.

PROGRAM EVALUATION

Evaluator:

School District Evaluator
Research & Evaluation
6531 Boeing Drive
El Paso, TX 79912
(915) 779-4139

Five-Year Study
CRESPAR
Dr. Margarita Calderon, Research Scientist
Johns Hopkins University
3001 Cabot Place
El Paso, TX 79935
(915) 595-5971

Evaluation components and procedures:

Items under assessment

Spanish language proficiency

English language proficiency

Academic achievement in Spanish

Academic achievement in English

Self-esteem/competence

Attitudes

Procedures/Instruments

IPT
Woodcock-Munoz Language Survey
IPT
Woodcock-Munoz Language Survey
TASS, portfolio assessment

TASS, portfolio assessment

CARE inventory

CARE inventory

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Parent councils, school visitations, and classroom assistance
- Sessions on how parents can participate in the teaching and learning process are planned

Community responses to the program:

- Very Positive
- More students applied for the program than the project can accommodate at present
- Educators in the area and throughout Texas continue to visit the program sites

School Board's view of the program:

- The board has approved the budget to fund the project

Advice to start-up programs:

- Include extensive teacher training
- Have teachers meet almost daily at first to share and provide support for the effort
- Consistent commitment of teachers, principals, and administrators is important

Most important feature of the program:

- Team-teaching
- Dual language instruction that is facilitated in cooperative groups
- Strategies used in gifted programs
- Peer-tutoring

**El Paso Independent School District
El Paso, Texas**

*Two-Way Bilingual Program**

Schools:

Rusk Elementary
3601 North Copia
El Paso, TX 79930
(915) 565-9941
FAX (915) 565-1666

Contact persons:

Argelia Carreon
Director of Bilingual Education
El Paso Independent School District
El Paso, TX 79925
(915) 779-4139
FAX (915) 779-4275

Longino Gonzalez, Principal
Rusk Elementary
3601 North Copia
El Paso, TX 79912
(915) 565-9941

BACKGROUND INFORMATION

Languages used in the program:

Spanish/English

Grade level(s) of the program:

1-5

Year program began:

1992

Grade level increases planned:

Kindergarten

Ethnic/racial breakdown of school:

96.4% Hispanic; <1% Black; 3.4% White;
<1% Asian

Program size:

| Grade Level | # of classes | Class Size |
|-------------|--------------|------------|
| 1 | 1 | 30 |
| 2 | 1 | 30 |
| 3 | 1 | 30 |
| 4 | 1 | 30 |
| 5 | 1 | 30 |

Criteria for selecting and accepting students:

Spanish speakers:

15 students are selected by a drawing

English speakers:

15 students are selected by a drawing

Funding sources:

State bilingual funds; local funds

* The program operates at two school sites. Each school has a separate entry.

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

English

PROGRAM EVALUATION

Evaluator:

School District Evaluator
Research & Evaluation
6531 Boeing Drive
El Paso, TX 79912
(915) 779-4139

Five-Year Study
CRESPAR
Dr. Margarita Calderon, Research Scientist
Johns Hopkins University
3001 Cabot Place
El Paso, TX 79935
(915) 595-5971

Evaluation components and procedures:

Items under assessment

Spanish language proficiency

English language proficiency

Academic achievement in Spanish

Academic achievement in English

Self-esteem/competence

Attitudes

Procedures/Instruments

IPT

Woodcock-Munoz Language Survey

IPT

Woodcock-Munoz Language Survey

TASS, portfolio assessment

TASS, portfolio assessment

CARE inventory

CARE inventory

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- School visits
- Presentations to parents

Community responses to the program:

- Very positive
- More students applied for the program than the project can accommodate at present
- Educators in the area and throughout Texas continue to visit the program sites

School Board's view of the program:

- Favorable

Advice to start-up programs:

- Focus on creativity, sharing, and team teaching

Most important feature of the program:

- The focus on problem solving and socialization
- Development of higher order thinking skills

**Ysleta Independent School District
El Paso, Texas**

Multilingual Magnet School

School:

Alicia Chacon International School
221 Prado
El Paso, TX 79907
(915) 860-7480
FAX (915) 859-2131

Contact persons:

Bob Schulte, Principal
221 Prado
El Paso, TX 79907
(915) 860-7480
FAX (915) 859-2131

Irma Trujillo
Bilingual Director
9600 Sims
El Paso, TX 79925
(915) 595-5500
FAX (915) 595-6813

BACKGROUND INFORMATION

Languages used in the program:

Spanish/English/third language
a choice of Chinese, Japanese,
Russian, and German

Year program began:

1995

Ethnic/racial breakdown of school:

5% White; 90% Hispanic; 4% Black
1% other

Criteria for selecting and accepting students:

Spanish speakers:

Home Language Survey, Pre-LAS, live in district

English speakers:

Home Language Survey, live in district

Grade level(s) of the program:

K-3

Grade level increases planned:

one grade per year to 6

Program size:

| Grade Level | # of classes | Class Size |
|-------------|--------------|------------|
| K | 4 | 22 |
| 1 | 4 | 22 |
| 2/3 | 6 | 22 |

Funding sources:

State bilingual and state funds

Program materials available to others

Brochure, video, program highlights

**Revised 4/15/96*

***Other non-native speakers
in the program:***

One of target language
(German, Japanese, Russian, Chinese)

Recruitment procedures:

Parental meetings open to everyone

Program Objectives:

- Multilingual students who are bicultural in English and Spanish and fluent in a third language (Chinese, Japanese, German, or Russian)

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

**Percent of time Spanish
is used for instruction:**

| | |
|-----|-----|
| K | 80% |
| 1 | 80% |
| 2/3 | 80% |

**Method of separating languages
for instruction:**

Team teaching, switch teachers

**Languages used for content area subjects
and electives:**

K-2-Spanish instruction:

75-80%

K-2-English instruction:

15-10%

K-3-Third Language:

10%

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

Spanish

Instructional grouping:

Students are integrated all day in cooperative groups, centers used for instruction, individual and whole groups.

**Percent of program teachers
proficient in both languages:**

100%

**Percent of program staff
proficient in both languages:**

100%

Additional program staff:*

- Ballet Instructor •Librarian
- Karate Instructor •P.E. Instructor
- Kung Fu Instructor

Computer Use:

Four available in each classroom

Curriculum/materials development:

Thematic Units prepared by teachers; based on TAAS objectives.

*All faculty and staff are fluent in both English and Spanish.

PROGRAM EVALUATION

Evaluator:

Rosa Molina and Lucille Housen
River Glen Elementary
1610 Bird Avenue
San Jose, CA 95125
(408) 283-0434
FAX (408) 298-8377

Evaluation components and procedures:

| <i>Items under assessment</i> | <i>Procedures/Instruments</i> |
|---|-------------------------------|
| Spanish language proficiency | PreLAS, LAS |
| English language proficiency | PreLAS, LAS |
| Academic achievement in target language | Spanish TAAS |
| Academic achievement in English | TAAS |

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Each family signs contract to fulfill four hours of volunteerism per month

Community responses to the program:

- Very positive
- Board very positive

Advice to start-up programs:

- Research!
- Have a mentor school, such as River Glen is for Chacon International
- Have support of school and community

Most important feature of the program:

- Student success in two-way

**Ysleta Independent School District
El Paso, Texas**

Eastwood Heights Elementary Dual Language Program

School:

Eastwood Heights Elementary
10530 Janway
El Paso, TX 79925
(915) 598-5469
FAX (915) 591-8960

Contact persons:

Margaret Bustamante, Principal
Eastwood Heights Elementary
10530 Janway
El Paso, TX 79225
(915) 598-5469
FAX (915) 591-8960

Maria L. Oliva, Lead Teacher
Eastwood Heights Elementary
10530 Janway
El Paso, TX 79925
(915) 598-5469
FAX (915) 591-8960

BACKGROUND INFORMATION

Languages used in the program:

Spanish/English

Grade level(s) of the program:

Pre-K-2

Year program began:

1993

Grade level increases planned:

One grade level per year to grade 5.

Ethnic/racial breakdown of school:

80% Hispanic; 20% White

Program size:

| Grade Level | # of classes | Class Size |
|-------------|--------------|------------|
| Pre-K | 1 | 18 |
| K | 1 | 22 |
| 1 | 1 | 22 |
| 2 | 1 | 22 |

Criteria for selecting and accepting students:

Spanish speakers:

Home Language Survey, Pre-LAS, in school district, qualify for Bilingual Program

English speakers:

Home Language Survey, Pre-LAS, area of residence, entry of level may come at PK, K, or beginning 1st grade

Funding sources:

State bilingual funds; technology grants

*revised 4/15/96

Recruitment procedures:

Parental meetings open to everyone, Siblings of children in the program

Program materials available to others:

- Brochure

Program Objectives:

- To provide instructional equity in both English and Spanish to integrated groups of native Spanish and native English speakers
- To honor the linguistic rights of children so that they maintain their native language while they enrich their educational experience by learning a second language
- To challenge students so that they strive for academic excellence in both English and Spanish

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

| | |
|---------|-----|
| Pre-K-K | 90% |
| 1 | 80% |
| 2 | 80% |

Method of separating languages for instruction:

Period of instruction (each teacher is a monolingual Spanish teacher in her own class and an English Exchange teacher in another)

Languages used for content area subjects and electives:

Pre-2-Spanish instruction:

Language Arts, Content Area, Electives

Pre-2-English instruction:

P.E., Fine Arts, ESL

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

Spanish

Instructional grouping:

Students are integrated all day

Percent of program teachers proficient in both languages:
100%

Percent of program staff proficient in both languages:
30%

Additional program staff:

- 1 full time bilingual aide
- 1 full time speech teacher
- 2 full time resource specialist
- 4 full time P.E. instructors
- 1 full time Fine Arts instructor
- 1 full time librarian

Computer use:

VALE K-1 (Spanish); *Early Language Connections* PreK-2 (in Spanish English)

Curriculum/material development:

The Spanish Language Arts program is thematic/literature based program which is implemented using active learning, hands-on experienced based activities. *El Taller Preescolar de Scholastic, Estrellitas Spanish Reading Program* (1st grade), and *Cuentamundos de MacMillan* are the current adoptions along with many supplementary interdisciplinary reading materials. The curriculum meets the needs of students who have been identified as limited English

proficient.
The dual language curriculum provides English speakers with the unique opportunity to acquire Spanish and to become bilingual in early childhood.

PROGRAM EVALUATION

Evaluator:
Margaret Bustamante
10530 Janway
El Paso, TX 79925
(915) 595-5469
FAX (915) 591-8960

Evaluation components and procedures:

| <i>Items under assessment</i> | <i>Procedures/Instruments</i> |
|--|---|
| Spanish language proficiency | Pre-LAS, LAS |
| English language proficiency | TAAS (Grades 3-6) |
| Academics in Spanish and English and English | Checklists and Observations, Teacher Tests, Workfolders, TAAS |

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- School visits and classroom assistance

Community responses to the program:

- The community is supportive once the program is explained (no trouble recruiting students)

School Board's view of the program:

- Supportive; interested in the development of the program

Advice to start-up programs:

- Find a Two-way Language Immersion consultant

Most important feature of the program:

- Teachers, parents, and students believe that literacy in two languages is desirable and attainable

**Houston Independent School District
Houston, Texas**

Compartiendo Culturas/Sharing Cultures

School:
Herod Elementary School
5627 Jason
Houston, TX 77096
(713) 778-3315
FAX (713) 778-3317

Contact persons:

| | | |
|--|--|--|
| Frances M. McArthur Dual Language Coordinator Herod Elementary School 5627 Jason Houston, TX 77096 (713) 778-3315 | Maria Brewer Herod Elementary School 5627 Jason Houston, TX 77096 (713) 778-3315 | Nancy Nichols Principal Herod Elementary School 5627 Jason Houston, TX 77096 (713) 778-3315 |
|--|--|--|

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
K-3

Year program began:
1994

Grade level increases planned:
One grade level per year to grade 5

Ethnic/racial breakdown of school:
25% Hispanic; 20% Black; 48% White;
6% Asian

Program size:

| Grade Level | # of classes | Class Size |
|-------------|--------------|------------|
| K | 1 | 22 |
| 1 | 1 | 22 |
| 2 | 1 | 22 |
| 3 | 1 | 22 |

Criteria for selecting and accepting students:

Spanish speakers:
All Spanish-speaking students participate
English speakers:
First-come, first-served; parental commitment

Funding sources:
Title VII Grant

Recruitment procedures:

- Brochures
- Community and parental meeting

Program materials available to others:

- Video brochures
- Program guidelines

•Mailings

•Newsletter

Program Objectives:

- Students will acquire basic communicative skills in the second language
- Students will attain mastery in all academic areas
- Students will develop cross-cultural attitudes
- Staff will improve the quality of instruction by participating in staff development
- Parents will gain understanding of the program

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K-3 50%

Method of separating languages for instruction:

By theme: language use alternates every five days, completely in Spanish or English.

Languages used for content area subjects and electives:

K-3 Spanish instruction:

Language Arts for LEPs, Social Studies, Science, Math (by theme)

K-3-English instruction:

Language Arts for FEPs, Social Studies, Math (by theme), Art, P.E., Music, Computer, Library

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

English

Instructional grouping:

Students are integrated the entire day for content areas and special classes. They are separated 45 minutes daily for Language Arts in their dominant language.

Percent of program teachers proficient in both languages

100%

Percent of program staff proficient in both languages:

100%

Additional program staff:

- 3 full time bilingual aides
- 1 full time dual language coordinator

Computer use:

Computer use in English and Spanish: *Bilingual Writing Center, Claris Works, Living Books, Kid Pix*

Curriculum/materials development:

Coordinator and teachers are currently developing curricula in both Spanish and English.

PROGRAM EVALUATION

Evaluator:

Daniel Luna
3830 Richmond Avenue
Houston, TX 77027

Evaluation components and procedures:

| <i>Items under assessment</i> | <i>Procedures/Instruments</i> |
|--|-------------------------------|
| Spanish language proficiency | LAS |
| English language proficiency | LAS |
| Academic achievement in non-English language | TAAS |
| Academic achievement in English | TAAS |
| Self-esteem/competence | Survey |
| Attitudes | Survey |

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Parents councils, classroom assistance, parent language classes
- English (ESL) offered to Spanish-speaking parents
- Spanish lessons offered to English-speaking parents
- Parenting classes and "Make and Take" classes offered to both groups

Community responses to the program:

- Very positive

School Board's view of the program:

- Very positive

Advice to start-up programs:

- Take a year to plan

Most important feature of the program:

- Technology in the classroom
- Strong parental involvement

**Spring Branch Independent School District
Houston, Texas**

Two-Way Developmental Bilingual Program at Hollibrook

Schools:

Hollibrook Elementary
3602 Hollister
Houston, TX 77080
(713) 329-6430
FAX (713) 329-6440

Contact persons:

LaVerie Wise
Assistant Principal
Hollibrook Elementary
3602 Hollister
Houston, TX 77080
(713) 329-6430

Agelia Durand
Bilingual/ESL Consultant
Hollibrook Elementary
3602 Hollister
Houston, TX 77080
(713) 329-6430

BACKGROUND INFORMATION

Languages used in the program:

Spanish/English

Grade level(s) of the program:

K-3

Year program began:

1991

Grade level increases planned:

One grade per level per year to grade 5

Ethnic/racial breakdown of school:

83% Hispanic; 1% Black; 12% White;
3% Asian

Program size:

| Grade Level | # of classes | Class Size |
|-------------|--------------|------------|
| K | 2 | 22 |
| 1 | 2 | 19 |
| 2 | 2 | 18 |
| 3 | 2 | 18 |

Criteria for selecting and accepting students:

Spanish speakers:

No criteria:

English speakers:

No criteria

Funding sources:

Special funding has not been used, but a committee hopes to write a grant to address this issue.

*Based on information provided in 1994.

Recruitment procedures:

Students are not recruited; parents informed through discussions and are receptive and supportive of the program.

Program materials available to others:

- Staff and students interviewed on nightly news
- School has been featured in local newspaper
- Students filmed for PBS documentary on education that appeared in the spring of 1993

Program Objectives

- To have biliterate and bilingual students when they leave the program

| |
|--|
| <p>INSTRUCTIONAL DESIGN AND PROGRAM STAFFING</p> |
|--|

Percent of time Spanish is used for instruction:

| | |
|-----|-----|
| K-1 | 80% |
| 2 | 70% |
| 3 | 20% |

Method of separating languages for instruction:

By teacher: students and teachers are housed together where core subjects are taught in the student's dominant language by the corresponding teacher. Students from both language groups then work in centers or groups to accomplish the same task.

Languages used for content area subjects and electives:

K-Spanish instruction:

Language Arts, Math, Art, Sustained Silent Reading, Social Studies, and Science

K-English instruction:

Music, Health Fitness, ESL

1-Spanish instruction:

Language Arts, Math, Art, Sustained Silent Reading, Social Studies

1-English instruction:

Music, Health Fitness, Science, Art, ESL

2-Spanish instruction:

Language Arts, Math, Science, social Studies

2-English instruction:

Instructional grouping:

Students work in centers where two bilingual students are paired with two monolingual students. Peer tutoring takes place on a weekly basis. Students from all from all grades are grouped to work and tutor each other. Teachers also conduct whole group activities.

Percent of program teachers proficient in both languages:

63%

Percent of program staff proficient in both languages:

59%

Additional program staff:

- 1 part time bilingual aide
- 2 full time health fitness aides
- 1 full time counselor staff:
- 1 full time ESL specialist
- 1 full time bilingual consultant
- 1 full time reading specialist
- 2 full time resource teachers
- 1 full time speech therapist
- 2 full time social workers
- 5 office staff

Computer use:

Computer use in English and Spanish: *Tapestry, Bank Street Writer, Super*

Music, Language Arts, Math, Science, Social Studies

3-Spanish instruction:

Language Arts, Sustained Silent Reading

3-English instruction:

Music, Language Arts, Math, Social Studies, Sustained Silent Reading, Health Fitness

Print II

Curriculum/materials development:

Each grade level two-way bilingual team develops its own curriculum in Spanish and English based on Essential Elements, needs of the students, and thematic units.

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

English

PROGRAM EVALUATION

Evaluator:

Roy Ford, Principal
La Verie Wise & Susan Smith, Assistant Principal
Hollibrook Elementary
3602 Hollister
Houston, TX 77080
(713) 329-6430

Evaluation components and procedures:

Items under assessment

Spanish language proficiency

English language proficiency

Academic achievement in Spanish

Academic achievement in English

Self-esteem/competence

Attitudes

Procedures/Instruments

IPT

IPT

SABE, BOEHM, kindergarten development checklist

NAPT, TAAS BOEHM, SRA

Teacher, parent, administrator observations

(Staff also use student portfolios, teacher observations, audio recording, and oral conversations to assess students' progress)

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- School visitation, classroom assistance, and parent language classes
- Very active parent involvement group including assistance from two social workers
- School has implemented an after school program that involves parents as teachers in subjects such as dance, piano, crafts, and sports

Community responses to the program:

- Parents love the program; they feel it is important for their children to learn two languages

Advice to start-up programs:

- Willingness to be flexible and work together, commitment, and support from the start

Most important feature of the program:

- Support of staff, parent, and administration
- Program teachers are professional and highly committed to the success of their students
- School is the recipient of the "A+ for Breaking the Mold" award from the U.S., Education Secretary and of the "Texas Successful School Award, 1994"

**Jacksonville Independent School District
Jacksonville, Texas**

Jacksonville Dual Language Program

Schools:

Westside Kindergarten
1002 Sunset
Jacksonville, TX 75766
(903) 586-5165
FAX (903) 586-3133

Joe Wright Elementary
215 Kickapoo
Jacksonville, TX 75766
(903) 586-5286
FAX (903) 586-3133

Contact person:

Lezley Lewis
P.O. Box 631
Jacksonville, TX 75766
(903) 586-8955
FAX (903) 586-3133

BACKGROUND INFORMATION

Languages used in the program:

Spanish/English

Grade level(s) of the program:

K-1

Year program began:

1995

Grade level increases planned:

One grade per year to grade 5

Ethnic/racial breakdown of school:

49% White; 27% Hispanic; 21% Black
.2% Asian; .2% American Indian

Program size:

| Grade Level | # of classes | Class Size |
|-------------|--------------|------------|
| K | 2 | 22 |
| 1 | 2 | 22 |

Criteria for selecting and accepting students:

Spanish speakers:

Standardized assessment, all Spanish speakers participate at elementary level

English speakers:

Standardized assessment, Parental commitment

Funding Source:

District, local

Program materials available to others:

Cassette presentation, program guidelines, information packets

Recruitment procedures:

Newspaper, media, brochures, community and parental meetings

Program Objectives:

- Students will attain mastery in all academic areas.
- Students will acquire basic communicative skills in the second language.
- Students will develop cross-cultural attitudes.
- Parents will have understanding of and input to program goals.
- Training will be provided for all participating staff and parents to further the quality of instruction.

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K-1 50%

Method of separating languages for instruction:

Teacher and classroom change

Languages used for content area subjects and electives

K-1 Spanish instruction:

Integrated Language Arts, Social Studies, Science, Math; All integrated developmentally appropriate and thematic; (Content areas alternating each year)

K-1 English instruction:

Integrated Language Arts, Social Studies, Science, Math; All integrated developmentally appropriate and thematic; (Content areas alternating each year)

Language of initial reading instruction:

Spanish speakers:

Spanish/English

English speakers:

English/Spanish

Instructional grouping:

Students are integrated during the day for the entire day for all instruction.

Twelve (12) English dominant and ten (10) Spanish dominant; half of the day instruction alternating languages

Percent of program teachers proficient in both languages:

100%

Percent of program staff proficient in both languages:

100%

Additional program staff:

- 1 District bilingual director
- 1 Bilingual secretary

Computer use:

Spanish/English Language Learning System (Apple); Living Books (Spanish and English)

Curriculum/materials development:

Project staff currently developing curricula

PROGRAM EVALUATION

Evaluator:

Dr. Jeff N. Turner
Superintendent
Jacksonville ISD
Troup Highway 35
Jacksonville, TX 75766
(903) 586-6511
FAX (903) 586-3133

Evaluation components and procedures:

Longitudinal study of student progress

Surveys and parental evaluation

Standardized assessment

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Very strong, positive and supportive
- Provide program direction and foster community relations

Advice to start-up programs:

- Study of community interest and support
- Planning time for start-up and implementation

Most important feature of the program:

- Instruction through identified strengths, meeting diverse language needs and mutual value of cultures by participants

**Lufkin Independent School District
Lufkin, Texas**

Development Bilingual Education Program

Schools:

Slack Elementary
1305 Fuller Springs Drive
Lufkin, TX 75901
(409) 633-6487
FAX (409) 633-6488

Contact persons:

Sylvia Eubanks
Bilingual Director
Slack Elementary
1305 Fuller Springs Drive
Lufkin, TX 75901
(409) 639-2279
FAX (409) 633-6488

Janice Compton, Principal
Slack Elementary
1305 Fuller Springs Drive
Lufkin, TX 75901
(409) 633-6482
FAX (409) 633-6488

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
K-3

Year program began:
1992

Grade level increases planned:
One grade level per year to grade 6.

Ethnic/racial breakdown of school:
51% White; 49% Hispanic

Program size:

| <i>Grade level</i> | <i># of classes</i> | <i>Class Size</i> |
|--------------------|---------------------|-------------------|
| K | 2 | 22 |
| 1 | 2 | 20 |
| 2 | 2 | 20 |
| 3 | 2 | 20 |

Criteria for selecting and accepting students:

Spanish speakers and English speakers:
Area resident, oral language proficiency test, Peabody test in native language, recommended by interviewer

Funding sources:
Title VII DBE Grant

Recruitment procedures:
Newspaper announcement and parent/ community meetings

Program materials available to others:

- Video of program
- Brochures of program profile

Languages used for content area subjects and electives: (continued)

3-Spanish instruction:

Spanish Language Arts, Social Studies, Science, P.E., Music

3-English instruction:

English Language Arts, Math, Social Studies, Science, P.E., Music

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

English

PROGRAM EVALUATION

Evaluator:

Paul Liberty
7405 Berkman Drive
Austin, TX 78752-2025
(512) 451-2646

Evaluation components and procedures:

Items under assessment

Spanish language proficiency

Procedures/Instruments

IPT

English language proficiency

IPT

Academic achievement in target language

La Prueba "Riverside"

Academic achievement in English

ITBS, MAT-7

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Parent councils, school visitations, classroom assistance, and parent language classes
- In the Fall, a conversational Spanish class was started for English-only parents
- Spanish-speaking parents are enrolled in ESL classes at an Adult Learning Center - Second Annual Parent Conference
- Resource Library for parents to check out materials

Community responses to the program:

- Favorable; the program has a waiting list of English only students for the 1995-96 school year

School Board's view of the program:

- Supportive and favorable

Most important feature of the program:

- Balanced 50%/50% curriculum instruction by role model teachers
- Enthusiastic teacher commitment
- Supportive parent commitment
- Full time curriculum specialist

**McAllen Independent School District
McAllen, Texas**

*Project Sol: Success Oriented Learning, and Accelerated Dual
Language Program*

Schools:

Wilson Elementary School
1200 Hackberry
McAllen, TX 78501
(210) 971-4525
FAX (210) 631-7206

Eva Hughes
Bilingual Director
McAllen ISD
200 North 23rd Street
McAllen, TX 78501
(210) 618-6055
FAX (210) 631-7206

Contact persons:

Anne Mangham
Principal
Wilson Elementary School
McAllen, TX
(210) 631-7206
FAX (210) 631-7206

BACKGROUND INFORMATION

Languages used in the program:

Spanish/English

Grade level(s) of the program:

K-2

Year program began:

1993

Grade level increases planned:

one grade per year to 5

Ethnic/racial breakdown of school:

96.5% Hispanic; 3.5% White and Other

Program size:

| Grade Level | # of classes | Class Size |
|-------------|--------------|------------|
| K | 2 | 17 |
| 1 | 2 | 17 |
| 2 | 2 | 22 |

Criteria for selecting and accepting students:

Spanish speakers:

None

English speakers:

None

Funding sources:

Campus allocations only, no special funding from district, state, or federal programs

Recruitment procedures:

• Parent meetings with written permission to enter the program

Program materials available to others:

• Program Guidelines

Program Objectives:

- for students to become biliterate/bilingual in English and Spanish
- to increase and accelerate student achievement
- to increase comprehension of subject material in all disciplines
- to develop critical thinking and problem solving
- to develop cooperative social skills
- to develop positive attitudes

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
50%

Method of separating languages for instruction:
Each morning is spent on one language and each afternoon on the other

Languages used for content area subjects and electives:
K-2 Spanish instruction:
Math, Language Arts, Social Studies, Fine Arts
K-2 English instruction:
Science, Language Arts, Social Studies, Fine Arts

Language of initial reading instruction:
Spanish speakers:
Spanish and English
English speakers:
English and Spanish

Instructional grouping:
Each student is paired with another student of the other language.

Percent of program teachers proficient in both languages:
1995-96 99%
1996-97 100%

Percent of program staff proficient in both languages:
100%

Additional program staff:
None

Computer use:
CCC Distributive Mode

Curriculum/materials development:
Teachers have developed thematic units which enable each team to be on the same theme, but different materials are used to avoid translation at any time.

PROGRAM EVALUATION

Evaluator:
Dr. John York
2000 North 23rd Street

McAllen, TX 78501
(210) 686-0515
FAX (210) 631-7206

Evaluation components and procedures:

Items under assessment

Procedures/Instruments

English language proficiency

LAS

Spanish language proficiency

LAS

Academic achievement in Spanish

Lectura/Escritura, SABE

Academic achievement in English

English TAAS Boosters, ITBS

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Parent meetings
- Classroom participants and volunteers
- Elected parent council
- Accompany staff and faculty to on-site visitations and staff development

Community responses to the program:

- Positive

Advice to start-up programs:

- Plan! Plan! Plan! And stay current on all research involving how children learn, language acquisition, current and effective teaching strategies, cooperative learning strategies, and, in general, stay current on all educational reform issues, resolutions, problems, and solutions.

Most important feature of the program:

- Student success!
- Student motivation!
- Parents are more involved and enthusiastic

Pearsall Independent School District
Pearsall, Texas

Pearsall Independent School District
Development Program

Schools:

| | | |
|--|---|---|
| Ted Flores Kindergarten 321 W. Peña Pearsall, TX 78061 (210) 334-3649 FAX (210) 334-3628 | Westside Elementary 1005 N. Willow Pearsall, TX 78061 (210) 334-4108 FAX (210) 334-5047 | Intermediate School 523 E. Florida Pearsall, TX 78061 (210) 334-3316 FAX (210) 334-8007 |
|--|---|---|

Contact persons:

| | |
|---|--|
| Yolanda Treviño Director of Bilingual Programs 811 East Alabama, Suite #2 Pearsall, TX 78061 (210) 334-3628 FAX (210) 334-8007 | Marina (Cookie) Hernandez, Principal Ted Flores Kindergarten 321 West Peña Pearsall, TX 78061 (210) 334-3649 FAX (210) 334-8007 |
|---|--|

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
Pre-K-4

Year program began:
1992

Grade level increases planned:
By grade levels up to 5

Ethnic/racial breakdown of school:
89% Hispanic; 12% White; 1% Black
Size

Program size:

| Grade Level | # of classes | Class |
|-------------|--------------|-------|
| Pre-K | 4 | 17 |
| K | 3 | 17 |
| 1 | 3 | 20 |
| 2 | 2 | 16 |
| 3 | 2 | 14 |
| 4 | 2 | 16 |

Criteria for selecting and accepting students:

Spanish speakers:
Scored 3 or below on LAS

English speakers:
First come, first serve

Recruitment procedures:
Initially went on the radio and wrote article in the newspaper. After first year, parents came on their own to enroll

Funding sources:
Federal, State, Local

Program materials available to others:

students.

Guidelines, newsletters, brochure, video

Program Objectives:

- To produce proficient bilingual students, who will function academically in both English and Spanish

| |
|---|
| INSTRUCTIONAL DESIGN AND PROGRAM STAFFING |
|---|

Percent of time Spanish is used for instruction:

| | |
|-------|-----|
| Pre-K | 30% |
| 1-2 | 40% |
| 1 | 50% |
| 2 | 50% |
| 3 | 50% |
| 4 | 30% |

Instructional grouping:

LEP and EP students are integrated for one and a half hours a day and are separated for Language Arts instruction.

Percent of program teachers proficient in both languages:

100%

Method of separating languages for instruction:

By subject, theme, teacher

Percent of program staff proficient in both languages:

100%

Languages used for content area subjects and electives:

Spanish instruction:

Pre-K Extensions to Reading, readiness, Math, Music, Art, and Social Development
K Music, Reading, Science, Social Studies, and Math

1-2 All areas except Music and P.E.

English instruction:

Pre-K-2 All areas

Additional program staff:

- 7 instructional aides

Computer use:

In English-mostly Math and some Language Arts; SABES & ESOS at K

Curriculum/materials development:

Use same curriculum as Regular Program
Have translated some of the objectives.
Development of extension activities for each objective in progress.

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

English

| |
|--------------------|
| PROGRAM EVALUATION |
|--------------------|

Evaluator:

Dr. Paul Liberty
7405 Berkman Drive
Austin, TX 78752
(512) 451-2646

Evaluation components and procedures:

| <i>Items under assessment</i> | <i>Procedures/Instruments</i> |
|---|-------------------------------|
| Spanish language proficiency | LAS, SABE |
| English language proficiency | ITBS, TAAS |
| Academic achievement in target language | Developing Skills |
| Academic achievement in English | Checklist |

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Classroom assistance
- Parent language classes
- School visitations
- Parent councils
- Field trip assistance
- Student programs

Community responses to the program:

- The community has been extremely positive. Parents who know of the program want their children enrolled.

Advice to start-up programs:

- Do all staff training in the summer. Have staff visit other sites that have Developmental Bilingual Education (DBE) programs and speak with teachers that are doing actual instruction.

School Board's view of the program:

- Very positive

Most important feature of the program:

- Teachers and the instructional aides provide the time, dedication, and positive attitudes.

**Edgewood Independent School District
San Antonio, Texas**

Burleson Bilingual Development Model

School:

Burleson Elementary School
4415 Monterey Street
San Antonio, Texas 78237
(210) 433-8178
FAX (210) 433-8170

Contact persons:

Choco Leandro, Principal
Burleson Elementary School
4415 Monterey Street
San Antonio, Texas 78237
(210) 433-8178
FAX (210) 433-8170

Eliseo Rodriguez
Andrea Greimel
4415 Monterey Street
San Antonio, Texas 78237
(210) 433-8178
FAX (210) 433-8170

BACKGROUND INFORMATION

Languages used in the program:

Spanish/English

Grade level(s) of the program:

Pre-K-2

Year program began:

1992

Grade Level increases planned:

One grade level per year to grade 3

Ethnic/Racial breakdown of school:

98% Hispanic; 2% Other

Program size:

| <i>Grade level</i> | <i># of classes</i> | <i>Class size</i> |
|--------------------|---------------------|-------------------|
| Pre-K | 2 | 22 |
| K | 4 | 21 |
| 1 | 5 | 19 |
| 2 | 4 | 20 |
| 3 | 3 | 22 |

Criteria for selecting and accepting students:

Spanish speakers:

None

English speakers:

None

Funding sources:

Local

4/15/96

Recruitment procedures:

- information meetings with parents
- notes sent home
- personal contacts with parents
- strong P.R. community effort

Program materials available to others:

Thematic Units

Program objectives:

- to develop biliteracy in both native English and native Spanish speaking students.
- to raise the status of the Spanish language in the community
- to raise the self-esteem of all the students

| |
|--|
| <p>INSTRUCTIONAL DESIGN AND PROGRAM STAFFING</p> |
|--|

Percent of time Spanish is used for instruction:

Pre-K-2 50%

Instructional grouping:

LEP and EP students are integrated for all but literacy instruction in their native language.

Method of separating languages for instruction:

By teacher, subject, day

Percent of program teachers proficient in both languages:

67%

Languages used for content area subjects and electives:

Pre-K Spanish Instruction:

Language Arts, Math, Science, Social Studies

Pre-K English Instruction:

Fine Arts

K-2 Spanish Instruction:

All content courses

K-2 English Instruction:

All content courses

3-6 English Instruction:

ESL

3-6 Spanish Instruction:

Language Arts

Percent of program staff proficient in both languages:

80%

Additional program staff:

- 2 full time bilingual aides

Computer use:

In English and Spanish in the classroom or computer labs

Curriculum/materials development:

None

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

English

PROGRAM EVALUATION

Evaluator:

Presently, no outside person(s) assigned.

Evaluation components and procedures:*Items under assessment**Procedures/Instruments*

English proficiency:

Pre-LAS

Spanish proficiency:

Pre-LAS

Academic achievement in English:

ITBS (Pre-K-1), Teacher observation

Academic achievement in Spanish:

SABE (1st. Grade), Teacher observation

Teachers monitor student progress through observation, performance and portfolio assessment. Authentic assessment procedures are also included for the affective, linguistic, and cognitive components.

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Classroom assistance
- Parent language classes

Community responses to the program:

- Positive once teachers and principal explained the value of it the end of the year.

Advice to start up programs:

- Seek outside financial assistance
- Implement a strong public relations campaign

Most important features of the program:

- Development of bilingual, biliterate, and bicultural students
- Teacher and parent commitment

**San Antonio Independent School District
Pauline Nelson Elementary**

Pauline Nelson Elementary Two-Way Bilingual Program

School:

Pauline Nelson Elementary*
1014 Waverly Ave.
San Antonio, TX 78210
(210) 733-9631
Fax: (210) 733-9933

Contact persons:

Sylvia Herrera-Lopez, Principal
Pauline Nelson Elementary
1014 Waverly Ave.
San Antonio, TX 78210
(210) 733-9631

Rosa Rabago, Academic Support Team
SAISD
Learning Communities Center
San Antonio, TX 78205
(210) 212-7490
FAX (210) 227-8669

Rosaura Trevino-Ligon, Instructional Guide
Pauline Nelson Elementary
1014 Waverly Ave.
San Antonio, TX 78210
(210) 733-9631

BACKGROUND INFORMATION

Languages used in the program:

Spanish/English

Year program began:

1994-1995 Research year
1995-1996 Planning year
1996-1997 Implementation

Grade level(s) of the program:

1996-1997-Prekinder and Kindergarten
1997-1998-First Grade
1998-1999-Second Grade
One grade added each year up to Fifth Grade

Grade level increase planned:

Pre-kindergarten and kindergarten in
1996-97 with one grade level
increased until fifth grade.

*Planning phase

Ethnic/racial breakdown of school:

Hispanic
African Americans
Other

Program size:

Not yet determined if it will be a school within a school with two out of Anglo Americans, four classes involve or entire school involved with all four classes.

Criteria for selecting and accepting students:

Spanish/English speakers: Not yet determined. Considering: Parent Survey, Parent and Student interview, Language Proficiency testing.

Funding sources:

Regular budget

Recruitment sources:

Not yet determined.

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

50% English dominant students
50% Spanish dominant students

Instructional grouping:

Specific grades not yet determined, but 50/50 by fifth grade.

Method of separating languages for instruction:

By content area

Percent of program teachers proficient in both languages:

100%

Languages used for content area subjects and electives:

K-Spanish instruction:

Not yet determined

K-English instruction:

Not yet determined

Percent of program staff proficient in both languages:

100%

Additional program staff:

100%

Language of initial reading instruction:

Spanish speakers:

Not yet determined

English speakers:

Not yet determined

PROGRAM EVALUATION

Evaluator:

Not yet determined

Evaluation components and procedures:

Not yet determined

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Meetings are being scheduled to inform parents of the program.

Community responses to the program:

- Parents have a positive response to the regular Bilingual Program. Additional information will be available at the end of the 1995-96 school years.

Advice to start-up programs:

- Include extensive teacher training
- Have teachers meet almost daily at first to share and provide support for the effort
- Consistent commitment of teachers, principals, and administrators is important

Most important feature of the program:

- Team-teaching
- Dual language instruction that is facilitated in cooperative groups
- Strategies used in gifted programs
- Peer-tutoring

**Southwest Independent School District
San Antonio, Texas**

Dual Language Program

Contact persons:

Alfred L. Trevino
Director of Bilingual/ESL
11914 Dragon Lane
San Antonio, Texas 78252
(210) 622-5001
FAX (210) 622-5524

BACKGROUND INFORMATION

Languages used in the program:

Spanish/English

Grade level(s) of the program:

K-5

Year program began:

1994

Grade level increases planned:

Undecided

Ethnic/racial breakdown of school:

Unavailable

Program size:

| Grade Level | # of classes* | Class Size* |
|-------------|---------------|-------------|
| Pre-K | 8 | 145 |
| K | 8 | 145 |
| 1 | 8 | 145 |
| 2 | 8 | 145 |
| 3 | 8 | 145 |
| 4 | 8 | 145 |
| 5 | 8 | 145 |

Criteria for selecting and accepting students:

Unavailable

Recruitment procedures:

Students eligible for the bilingual program and students with parental approval

Funding sources:

State bilingual funds; Local

Program materials available to others:

Open

Program Objectives:

- Biliteracy

*Approximate figures

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Information on instructional design and program staffing is unavailable for this program.

PROGRAM EVALUATION

Evaluator:

Margaret Bustamante
10530 Janway
El Paso, TX 79925
(915) 595-5469
FAX (915) 591-8960

Evaluation components and procedures:

LAS W/R/O English/Spanish
TAAS English/Spanish
IRI's English/Spanish

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Mailouts
- Parent meetings at campus level

Community responses to the program:

Favorable

School Board's view of the program:

Favorable

Advice to start-up programs:

- Analyze existing program carefully
- Work with a task force including bilingual/non-bilingual educators
- Study existing programs
- Make recommendations
- Inform all concerned
- Provide appropriate staff development
- Provide technical assistance in the classroom

- Monitor the program
- Adjust program as per campus need
- Include in campus plan

Most important feature of the program:

- There are six elementary campuses involved

Other Dual Language Programs
(Descriptions not available during this printing)

LA JOYA

La Joya ISD
10 1/2 Mi. W. Expy 83
La Joya, TX 78560
(210) 580-5000
FAX (210) 580-5086
Oralia Rios,
Bilingual/ESL Director

Leo James Elementary
Goodwin Rd.
La Joya, TX 78560
(210) 580-6030
FAX (210) 580-6047
Margot Cadriel,
Principal

E. B. Reyna Elementary
La Homa Rd.
La Joya, TX 78560
(210) 580-5976
FAX (210) 580-5975
Alda Benavides,
Principal

SOCCORO

Socorro ISD
12300 Eastlake Dr.
El Paso, TX 79927
(915) 860-3400
FAX (915) 858-1520
Maria Arias,
Bilingual Director

Benito Martinez Elementary
2640 Robert Wynn
El Paso, TX 79936
(915) 857-4340
FAX (915) 857-4351
Mary Tucker,
Principal

Escontrias Elementary
205 Buford
El Paso, TX 79927
(915) 860-3760
FAX (915) 860-3767

Mary Ross,
Principal

Hilley Elementary
693 North Rio Vista Rd.
El Paso, TX 79927
(915) 860-3770
FAX (915) 860-3778
Maria Luisa Niestas,
Principal

Programs In Planning Phase

AUSTIN

Austin ISD

111 W. 6h St.
Austin, TX 78703
(512) 414-1700
FAX (512) 476-2414
Minnie Vera,
Bilingual/ESL Coordinator

Sanchez Elementary

73 San Marcos
Austin, TX 78702
(512) 478-6617
FAX (512) 472-9493
Ed Leo,
Principal
Linda Munn,
Program Coordinator

Metz Elementary

84 Robert T. Martinez Jr.
Austin, TX 78702
(512) 495-9335
FAX (512) 472-3412
Celia Martinez,
Principal

BELTON

Belton ISD

616 E. 6th Ave.
Belton, TX 76513
(817) 933-4885
FAX (817) 933-7326
Manuela Challis,
Title VII Program Coordinator

Central Elementary

400 E. 4th St.
Belton, TX 76513
(817) 933-4700
FAX (817) 933-4704
Bob McFarland,
Principal

DALLAS

Dallas ISD

Zaragoza Elementary
4550 Worth St.
Dallas, TX 75246
(214) 841-5260
FAX (214) 841-5258
Ramon Guerrero,
Principal

EL PASO

Ysleta ISD

9600 Sims Dr.
El Paso, TX 79925
(915) 595-5701
FAX (915) 595-6813
Irma Trujillo,
Bilingual/ESL Director

Eastwood Knolls Elementary

10000 Buckwood Ave.
El Paso, TX 79925
(915) 598-6492
FAX (915) 592-0339
Carmen Zamora,
Principal

Socorro ISD

12300 Eastlake Dr.
El Paso, TX 79927
(915) 860-3400
FAX (915) 858-1520
Maria Arias,
Bilingual Director

Sierra Vista Elementary

1501 Bob Hope Dr.
El Paso, TX 79936
(915) 857-4380
FAX (915) 857-4383
Virginia Cross,
Principal
(Possible Planning Phase to
begin July 1996)

HOUSTON

Aldine ISD

14910 Aldine Westfield Rd.
Houston, TX 77032
(713) 985-6651
FAX (713) 985-6662
Eva Lopez,
Director of Multilingual Services

Black Elementary

160 Mill Stream
Houston, TX 77038
(713) 878-0350
FAX (713) 878-0389
Barbara Tragasar,
Principal

Gray Elementary

700 West Rd.
Houston, TX 77038
(713) 878-0660
FAX (713) 878-0664
Robert Graham,
Principal

Houston ISD

3830 Richmand Ave.
Houston, TX 77027
(713) 892-6500
FAX (713) 892-6264
Noelia Garza,
Bilingual/ESL Director
North Area Office
323 Berry Rd.
Houston, TX 77022
(713) 696-2730
FAX (713) 696-2736
Josefina Cannon,
Title VII Program Coordinator

Cunningham Elementary

5100 Gulfton
Houston, TX 77081
(713) 295-5223
FAX (713) 668-6217
Suzanne Sutherland,
Principal

Mark Twain Elementary

3801 Underwood
Houston, TX 77025
(713) 295-5230
FAX (713) 295-5283
Joyce Dauber,
Principal

LUBBOCK

Lubbock ISD

1028 19th St.
Lubbock, TX 79401
(806) 766-1047
FAX (806) 766-1055
Janie Esparza,
Bilingual Coordinator

A.C. Jackson Elementary

201 Vernon
Lubbock, TX 79415
(806) 766-1766
FAX (806) 766-1759
Richard H. Ybarra,
Principal

Brown Elementary

2315 36th St.
Lubbock, TX 79412
(806) 766-0833
FAX (806) 766-0826
Linda Willett,
Principal

SAN ANTONIO

San Antonio ISD

Learning Communities Center
237 West Travis St.
San Antonio, TX 78210
(210) 212-7490
FAX (210) 227-8669
Rosa Rabago,
Academic Support

Bonham Elementary

925 South St. Mary's St.
San Antonio, TX 78205
(210) 223-3741
FAX (210) 223-3899
Dora Espiritu,
Principal

Pauline Nelson Elementary

1014 Waverly Ave.
San Antonio, TX 78210
(210) 733-9631
FAX (210) 733-9933
Sylvia Herrera-Lopez,
Principal

Storm Elementary

435 Brady Boulevard
San Antonio, TX 78207
(210) 224-7321
FAX (210) 224-1998
Eva Leal-Trevino,
Principal

TEMPLE

Temple ISD

200 N. 23rd St.
Temple, TX 76504
(817) 778-6721
FAX (817) 791-6100
Ron Heuss,
Assistant Superintendent

Dickson Elementary

1100 South 33rd St.
(817) 791-6431
FAX (817) 791-6100
Linda Merrell,
Principal
(Possible Planning Phase to
begin school year 96-97)