



## Dual Language Kindergarten Parent Informational Meeting

February 4, 2020



# Agenda

- ❑ District 41 Dual Language Mission and Vision
- ❑ Dual Language Parent Survey Results 2018-2019
- ❑ Dual Language Program Description
- ❑ Application of Interest

# District 41 Dual Language Mission and Vision

## Mission

We prepare students for an expanding global environment by accelerating academic excellence through the teaching of two languages. We foster the appreciation and understanding of multiculturalism.

## Vision

Students in the Dual Language program will be bilingual, biliterate, and bicultural. Students will exhibit high academic achievement in the content areas in both languages.

# District 41 Dual Language Goals

## Students will:

- ❑ Perform at or above grade level in all content areas in both English and the target language.
- ❑ Develop high levels of proficiency in reading, writing, listening and speaking in both languages.
- ❑ Engage in a rigorous curriculum that is aligned to the Common Core State Standards.
- ❑ Increase cognitive skills and academic abilities that will transfer to overall higher achievement.
- ❑ Cultivate a lifelong love for language learning and an appreciation for cultural diversity.

# 2018-2019 Dual Language Parent Survey Results

## Parent Survey Outcomes – School

School	Highly Agree	Agree	Disagree	Highly Disagree	Don't Know/ Doesn't Apply
I feel my child(ren)'s experience in Dual Language has fully met my expectations.	61.3%	37.1%	0%	1.6%	0%
I feel that my child(ren) is being sufficiently challenged academically.	62.9%	32.3%	4.8%	0%	0%
I am satisfied with my child(ren)'s progress in learning English.	69.4%	19.3%	3.2%	0%	8.1%
I am satisfied with my child(ren)'s progress in learning Spanish	56.5%	43.5%	0%	0%	0%
I am satisfied with what my child(ren) is learning about the cultural aspects of the second language.	41.9%	43.5%	8.1%	0%	6.5%
I feel that my child(ren) is happy in school.	61.3%	38.7%	0%	0%	0%
I feel that the communication I receive from the teacher tells me what I need to know about my child(ren)'s progress.	41.9%	50%	6.5%	1.6%	0%
I understand the long-term goals of the program and how my child(ren) is progressing toward them.	43.5%	48.4%	3.2%	3.2%	1.6%

*All questions – On average, 93.9% parents highly agree or agree that they are satisfied with the Dual Language program and their students' progress.*

\*62 Total Parent Responses (49 Native English and 13 Native Spanish)

# 2018-2019 Dual Language Parent Survey Results

## Parent Survey Outcomes – Home Impact

Home Impact	Highly Agree	Agree	Disagree	Highly Disagree	Don't Know/ Doesn't Apply
I feel comfortable helping my child(ren) with homework.	40.3%	50%	4.8%	4.8%	0%
I feel able to help my child(ren) at home in both languages using resources provided by the program.	32.3%	46.8%	16.1%	1.6%	3.2%
I feel like our family is trying to use both languages at home.	29%	38.7%	25.8%	1.6%	4.8%
I feel like learning of both languages has helped my child(ren) to develop friendships outside of school.	32.3%	40.3%	17.7%	0%	9.7%

*On average, 77.4% of parents highly agree or agree that they are able to support their child's language learning and friendships at home.*

\*62 Total Parent Responses (49 Native English and 13 Native Spanish)

# 2018-2019 Dual Language Parent Survey Results

## Parent Survey Outcomes – Other

Other	Highly Agree	Agree	Disagree	Highly Disagree	Don't Know/ Doesn't Apply
I think that the home reading practice provided by the 100 Book Challenge has helped my child(ren) in both languages.	58.1%	32.3%	6.4%	1.6%	1.6%
I would recommend the Dual Language program to other families.	85.5%	12.9%	0%	0%	1.6%
I feel that our family will be well-prepared for the transition to the next grade level.	62.9%	29%	3.2%	0%	4.8%
I understand the goals of the Dual Language Parent Outreach Meetings.	35.5%	37.1%	6.5%	3.2%	17.7%
I feel like the Parent Outreach Meetings (i.e. Bilingual Presenters, Library and Park District presentations and parent training events) have been worthwhile to me.	24.2%	37.1%	6.5%	3.2%	29%
My family feels part of Churchill School.	66.1%	32.3%	1.6%	0%	0%

*On average, 85.5% of parents highly agree or agree that they are happy with the Dual Language program, Churchill school, and their students' level of preparation for the next grade level.*

\*62 Total Parent Responses (49 Native English and 13 Native Spanish)

# Dual Language for 2020-2021

## IMPLEMENTATION

There will be one AM and one PM section of Dual Language kindergarten. There are two sections of First, Second, Third, Fourth, and Fifth grades. Next year, Dual Language is rolling up to seventh grade at Hadley.

## INSTRUCTIONAL MODEL: 50/50 (Grades K-5)

The 50/50 model provides a comprehensive and rigorous curriculum in which students receive instruction in both languages through specific content areas. The outcome is that students become bilingual, biliterate, and bicultural.



# Kindergarten Class Structure

- ❑ Maximum class size=26\*
  - ❑ 11 native English speaking students
  - ❑ 11 native Spanish speaking students
  - ❑ 4 additional spaces for Spanish speaking students that move-in

\*A Spanish speaking teacher's aide provides additional support in the Kindergarten Dual Language Classroom

# Kindergarten Classroom Schedule

(Week 1: 3 days English 2 days Spanish/ Week 2: 2 days English 3 days Spanish)

<b>English Day</b>	<b>Spanish Day</b>
5 min Morning Meeting	5 min Morning Meeting
Math 40 minutes (Spanish) Eureka Math	Math Eureka Math
Specials (30 minutes) PE, Art, Music	Specials (30 minutes) PE, Art, Music
Snack (10 minutes)	Snack (10 minutes)
Literacy (60 minutes) Word Study/Reader's and Writer's Workshop, SS and Science	Literacy Word Study/Reader's and Writer's Workshop / Thematic Units, SS and Science

# Dual Language Beyond Kindergarten

<b>Grade 1-5</b>	<b>Literacy/SS (E)</b>	<b>Specials (E)</b>	<b>Literacy (S)</b>	<b>Math/Science (S)</b>
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*(E)=English speaking grade-level teacher*

*(S)=Spanish speaking grade-level teacher*

Parents will have the opportunity to meet with both teachers during conference time. These meetings may be scheduled jointly or separately depending on schedule availability.

# District Assessment Plan

## Progress Monitoring

- ❑ English-running records and anecdotal notes (F&P)
- ❑ Spanish-100 Book Challenge (100BC) data, rubrics & assessments

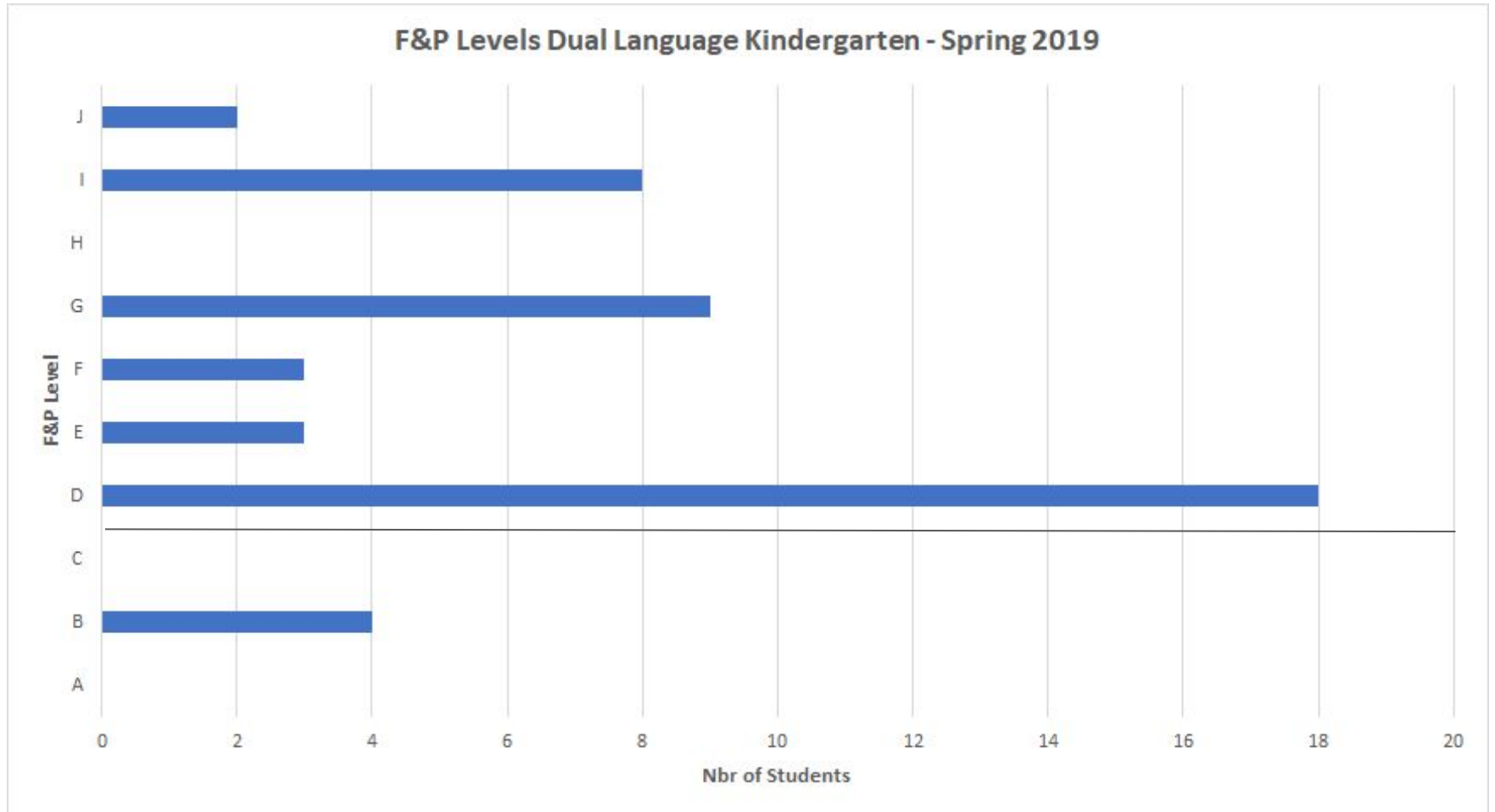
## Assessments:

- ❑ ISEL: Fall, Winter, and Spring testing will be conducted in Spanish and English
- ❑ MAP: In English - Assesses Math and Reading in Fall, Winter and Spring

# Assessment Performance Goals

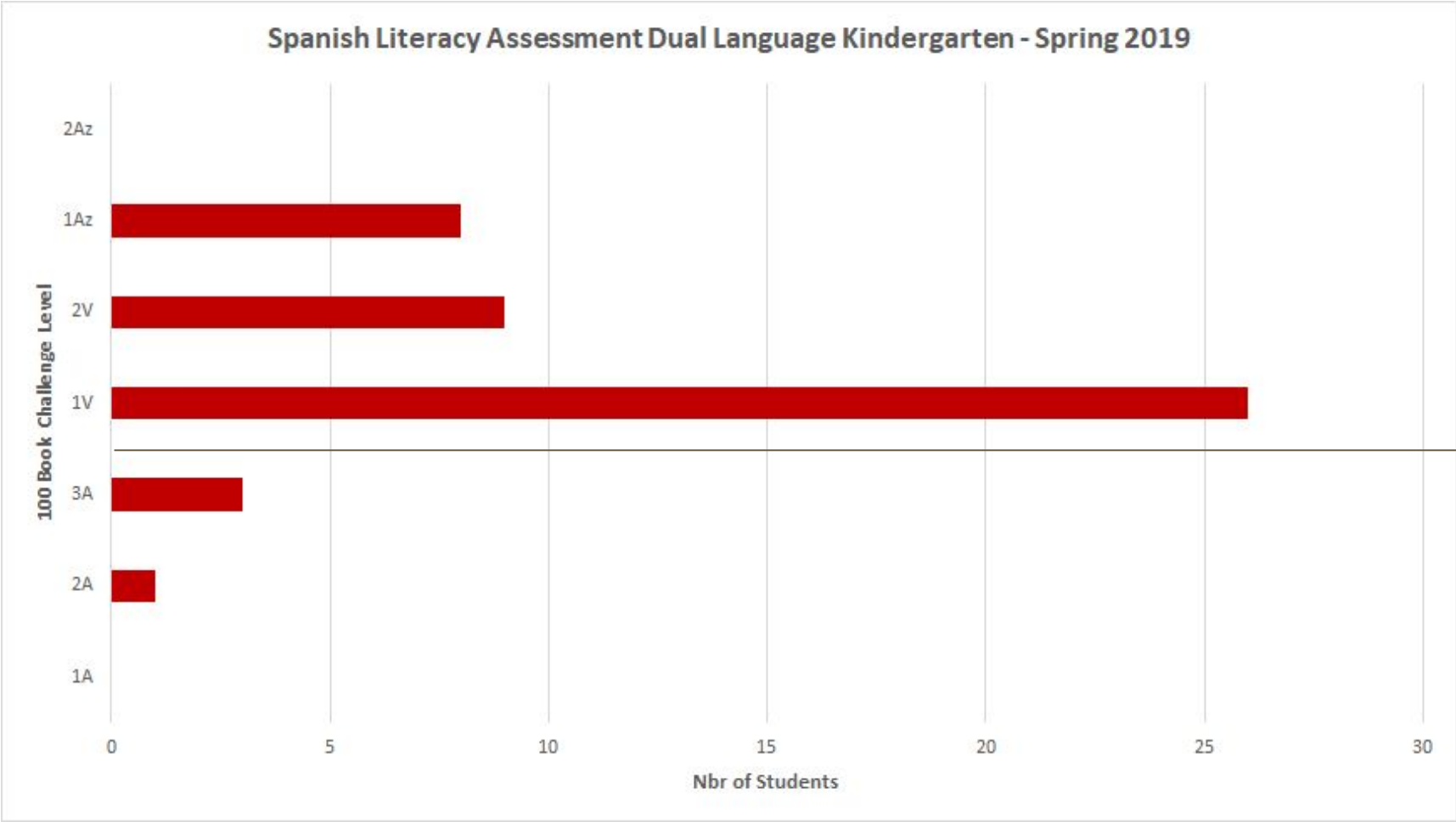
- ❑ All dual language students, no matter their native language, are held to the same standards for performance in English (F&P).
- ❑ All dual language students, no matter their native language, are held to the same standards for performance in Spanish (100BC).
- ❑ Performance data looks at growth
  - ❑ Dual language students demonstrate growth in TWO languages.

# 2018-19 End-of-Year Proficiency - English



Level D is expected for Spring of Kindergarten (91%)

# 2018-19 End-of-Year Proficiency - Spanish



Level 1V is expected for Spring of Kindergarten (91%)

# Homework

- ❑ Teachers will do their best to ensure they only send homework home that children can do independently.
- ❑ Ask your child questions in your native language about his or her work. Children answering questions in their native language about work they are doing in their second language will assist them in reinforcing and retaining the information they are learning. There is no need for parents to feel they need to teach the work in a different language than the home language.
- ❑ If your child is ever struggling with something that has been sent home, don't worry, just contact the teacher to let him or her know.



# Interventions

- ❑ Interventions will occur on an as-needed basis (as they do now).
- ❑ The area of need will determine in which language the intervention will be provided.
- ❑ Enrollment in the Dual Language program will not adversely affect students who qualify for IEP services.

# Supports

- ❑ An Instructional Aide will provide Spanish support in the Kindergarten Dual Language classroom.
- ❑ The Kindergarten Dual Language teacher will send home books in Spanish and English for reading practice.
- ❑ The District has posted resources on the Dual Language web page for more practice at home.
- ❑ Parents and students are encouraged to attend Bilingual Program Advisory Council (BPAC) outreach events.

# Parent Commitment

Parents understand that...

- ❑ language learning is a process and their child will participate in the program through middle school.
- ❑ their child will receive 50% of instruction in English and 50% of instruction in Spanish from Kindergarten to Fifth grade (K-5).
- ❑ their child will receive literacy instruction in both Spanish and English.
- ❑ their child will develop bilingual (listening and speaking) and biliterate (reading and writing) competencies.
- ❑ they will attend the scheduled BPAC parent meetings, workshops, and outreach events, and support or volunteer during events and in the classroom as much as possible.
- ❑ it is important to speak to their child to ensure their motivation and desire to learn in two languages.

# Parent Sharing

- ❑ Current dual language parents may share their thoughts and address other audience members' questions.

# Administrator and Teacher Commitment

Administrators and teachers commit to...

- ❑ setting high academic expectations which will prepare students for college readiness and a global society.
- ❑ preparing and delivering instruction that meets the needs of all students in the class.
- ❑ engaging parents in the learning process to ensure success of individual students.
- ❑ promoting an educational environment where students can thrive in the learning of two languages.

# 2020 Dual Language Enrollment Timeline

- ❑ Form Due Date - Siblings of current Dual Language students also require a completed form
  - ❑ February 19, 2020
- ❑ Lottery Date (if necessary)
  - ❑ March 12, 2020 (*Note: Twins, gender balanced classrooms*)
- ❑ Notification Letters of program acceptance
  - ❑ By the end of March
- ❑ Districtwide Kindergarten Orientation
  - ❑ Early May

# Special Notes

- ❑ Our Dual Language program does not allow students from other districts to participate. All Dual Language students live within District 41 boundaries.
- ❑ Kindergarten and Dual Language enrollment are two different processes.
- ❑ Students must FIRST be registered as District 41 students.
- ❑ Students may be considered for Dual Language AFTER their online enrollment into District 41 is completed.

# Applications of Interest

- ❑ Application of Interest Forms passed out or located on the table.
- ❑ Completed forms may be submitted in multiple ways.
  - ❑ Turned in this evening before you leave.
  - ❑ E-mailed to Dr. Theresa Ulrich - [tulrich@d41.org](mailto:tulrich@d41.org)
  - ❑ Dropped off or mailed to:

Dr. Theresa Ulrich

District 41

793 North Main Street

Glen Ellyn, IL 60137



# Additional Questions

## Contact

- ❑ Dr. Theresa Ulrich  
Director of Language Programs  
630-534-7251  
tulrich@d41.org