

Central Point School District 6  
Two-Way Bilingual Immersion Program  
**Master Plan**



**TWBI**  
**Two Way Immersion**

A Design for Multilingualism, Academic  
Excellence & Multicultural Understanding

Written 2014

Updated 2022

# Table of Contents

---

## **Letter from Central Point School District 6 Superintendent – Samantha Steele**

<b>Chapter 1: Mission, Vision &amp; Goals .....</b>	<b>1</b>
Vision Statement	
Mission Statement	
Program Goals	
<b>Chapter 2: Rationale for Development of a Two-Way Immersion Program in D6...2</b>	<b>2</b>
Guiding Principles	
Program Background & History	
<b>Chapter 3: Current Research on Two-Way Immersion Education.....3</b>	<b>3</b>
Two-Way Immersion Research Review	
Language Development	
Academic Achievement	
Benefits of Participation in a TWI Program	
Criteria for Successful Two-Way Immersion Instruction	
<b>Chapter 4: Program &amp; Instructional Design.....7</b>	<b>7</b>
Critical Program Features	
K-12 Program Articulation	
Elementary Program	
Instructional Time	
Middle School Program & Electives	
Secondary Program	
Seal of Biliteracy	
<b>Chapter 5: Curriculum &amp; Instruction.....17</b>	<b>17</b>
Curriculum	
Instruction	
Best Practices	
Technology Integration	
Coordination & Oversight	
Student Assessment & Data Collection	
Student Monitoring & Support	
<b>Chapter 6: Enrollment Guidelines.....20</b>	<b>20</b>
Magnet Program Eligibility	

Open Enrollment for D6 residents  
Open Enrollment for non-D6 residents  
Late Entrance & Transfers  
Continued Enrollment in the TWI Program

**Chapter 7: Staffing & Professional Development.....22**

Highly Qualified & Inspired Educators & Staff  
Recruitment, Selection & Hiring of Multilingual Staff  
Evaluation & Retention  
Professional Development

**Chapter 8: Outreach & Recruitment.....24**

TWI Marketing and Outreach Plan Goals  
District: Outreach, Recruitment & Marketing Plan  
School Site: Outreach, Recruitment & Marketing Plan

**Chapter 9: Parent & Community Involvement.....26**

Sharing News & Information  
Encouraging Hands-on Involvement  
Possible Opportunities for Involvement at the School & District Levels  
Community Nights  
Showcasing Accomplishments & Informing the Community

**Chapter 10: Leadership, Support & Resources.....28**

Site Leadership  
District Leadership  
Fiscal Planning & Management

**Chapter 11: Program Evaluation.....30**

**Appendices**

Appendix A:	District & School Data Snapshot.....	36
Appendix B:	Student Assessments.....	37
Appendix C:	Sample Daily Schedule(s).....	40
Appendix D:	Program Evaluation Tools.....	42
Appendix E:	Language Arts Domains Division by Language and Transfer.....	48
Appendix F:	Blueprint for Marketing and Outreach Plan.....	50
Appendix G:	Parent Compact & Application .....	52
Appendix H:	Leadership Roles & Responsibilities.....	54
Appendix I:	Acronym Glossary.....	58
Appendix J:	Elementary TWI Report Card.....	
Appendix K:	Elementary Promotion Certificate.....	
Appendix L:	TWI Entrance Guidelines, Hanby Middle School.....	

## References

# Introductory Letter from Superintendent Steele

---

**SAMANTHA STEELE** – SUPERINTENDENT

ADMINISTRATION OFFICE  
300 ASH STREET  
CENTRAL POINT, OREGON 97502  
PHONE: (541) 494-6200  
FAX: (541) 664-1637  
[www.district6.org](http://www.district6.org)



July 13, 2015

Dear District 6 Community,

District 6 initiated our first Two Way Immersion program at Jewett Elementary in the fall of 2014. The Kindergarten and First Grade students in our TWI program made remarkable progress toward becoming bilingual and bi-literate in both Spanish and English, all while acquiring the content and skills expected of kindergarten and first grade students. Students in our TWI program are meeting or exceeding the academic targets established for all of our kindergarten and first grade students.

Additionally, the impact of TWI is apparent at both Jewett Elementary and in the entire district. The instructional strategies used in TWI are applicable and effective in all classrooms and our TWI classrooms have emerged as the most observed classrooms in the district. The use of signage, materials and communication in two languages has served to foster an inclusive and diverse environment that is reflective of the demographics of our community; supports second language acquisition for all of our students; and provides further opportunities for Latino families to have voice in our schools.

The continued success and growth of our TWI program is dependent upon the involvement of all stakeholders—our staff, our students, our parents and our community. In 2015-16, the district intends to expand our TWI program at Jewett, while refining and improving the program. Both the improvement process and the student outcomes for TWI are aligned with the District 6 process for continuous improvement and include data analysis, research of effective strategies, monitoring of progress and reflection.

District 6 is proud of our TWI program, excited about expanding the program and committed to the success of the program and ultimately, our students.

Samantha Steele  
Superintendent

# Chapter 1: Mission, Vision & Goals

---

## **Mission Statement**

Jackson County School District 6 (D6) believes that the Two-Way Immersion (TWI) program prepares students to meet the challenges of an interdependent world community by providing a bilingual and multicultural learning environment which enables participants to communicate in another language, master all curricular subjects, and develop intercultural understanding and respect.

## **Vision Statement**

D6's TWI program will work to become nationally recognized as a model for academic excellence which promotes high academic achievement in two languages and develops cross-cultural awareness for students. The TWI program will nurture a vibrant K-12 community in which students from diverse backgrounds speak, read, and write in both Spanish and English and will continue to thrive on collaboration among students, staff, parents, and the wider community. Committed to continual improvement, the TWI program will prepare students with exceptional language skills and an expanded worldview, both of which will serve them well by giving them greater opportunities in secondary and higher education, in the work world, and in their everyday lives.

## **Program Goals**

- **Bilingualism and Biliteracy**  
Students develop high levels of listening, oral, reading, and writing proficiency in both Spanish and English
- **Academic Excellence**  
Students achieve academic excellence in all subject areas as they learn educational content in both languages
- **Multicultural Competence**  
Students develop positive cross-cultural understandings and demonstrate their ability to appreciate the traditions and values of various cultures in our society and around the world

# Chapter 2: Rationale for Development of a TWI Program in D6

---

## **Guiding Principles**

- The United States has always been a multilingual and multicultural nation and mastery of two or more languages has significant benefits to its individuals, families, and communities
- D6 works to have career ready graduates; attaining bilingualism and Biliteracy allows students to be adequately prepared for the growing need of a bilingual/biliterate workforce in Southern Oregon and beyond
- Mastery of languages should be developed in an additive language program where all students learn a second language while enhancing – not sacrificing – their first language
- Program delivery and instruction are to be carefully designed and research based

## **Program Background & History**

In the fall of 2013, Tess Siemer applied for Oregon's Dual Language Grant on behalf of Jackson County School District 6. Tom Rambo, principal of Jewett Elementary, had agreed to host the TWI magnet program at his school site in the event that D6 was awarded the grant. October 31, D6 was notified that they were one of seven recipients state-wide of the three year \$120,000 grant.

The grant was designed for the 2013-14 school year to be a planning year. Our TWI team spent the year visiting countless other districts in the state, attending any professional development we could locate including the national TWI conference – ATDLE, designing and marketing our program, collaborating with our grant consultants Rosa Molina and Katheryn Lindholm-Leary, and searching out talented staff members to fill our kindergarten and first grade teaching positions.

We began the 2014-15 school year, our first year of implementation, with one kindergarten and one first grade classroom. We continued to add one grade

level per year until 2016 when we began adding a second strand in addition to each grade level due to parent demand and an extensive wait list.

In 2019, our first class moved to Hanby Middle School as sixth graders and in the spring of 2022 that same class will begin their tenure at Crater High School. Our first class to graduate with the Seal of Biliteracy will graduate in May 2026.

# Chapter 3: Current Research on TWI Education

---

## **Two-Way Immersion Research Review**

The leading researchers in Two-Way Bilingual and Dual Language (TWBI/DL) education are Dr. Katheryn Lindholm-Leary, Dr. Virginia Collier, and Dr. Wayne Thomas. All three conducted extensive longitudinal research on Two-Way Bilingual Immersion and Dual language Immersion programs and are responsible for informing the field about the effectiveness of these programs on the development of both a target language (Spanish, Chinese, Korean, Russian, etc.) and English. They are also researching the development of intercultural proficiencies.

The most pertinent research in Dual Language and Two-Way Bilingual Immersion education focuses on three areas: oral language proficiency levels of both non-English-speaking students and native English speaking students, academic achievement levels for both groups of students, and the difference in performance between 50/50 and 90/10 program models.

The definition of two-way immersion programs encompasses four critical features (Sugarman and Howard, 2001; Sugarman, Howard, and Christian, 2003):

1. The program involves instruction through two languages where the non-English language is used for a significant portion (50%-90%) of the students' instructional day
2. The program involves periods of instruction during which only one language is used (i.e. there is no translation or language mixing)
3. Approximately equal numbers of English Only and Native Spanish-speaking students are enrolled
4. Students are integrated for most or all instruction

## **Language Development**

The national research trends indicate that English academic assessments demonstrate that all English dominant students entering fluent in English retained their English abilities and that their participation in a dual language immersion

program causes neither language delays nor linguistic interference, and indeed they gained a second language (Thomas and Collier, 2002). Studies showed that both English and Spanish speakers in 5<sup>th</sup> and 6<sup>th</sup> grade who had participated in a two-way program since kinder or first grade gained academic proficiency in both languages (Lindholm-Leary, 2004).

Development of Spanish is strong in all two-way programs, but the degree of Spanish development is dependent on the program model chosen by the district. In 90/10 programs, English speakers developed higher levels of Spanish proficiency than in 50/50 programs. Despite less instructional time in English, Spanish speakers gained equivalent proficiency in English (Lindholm-Leary, 2001).

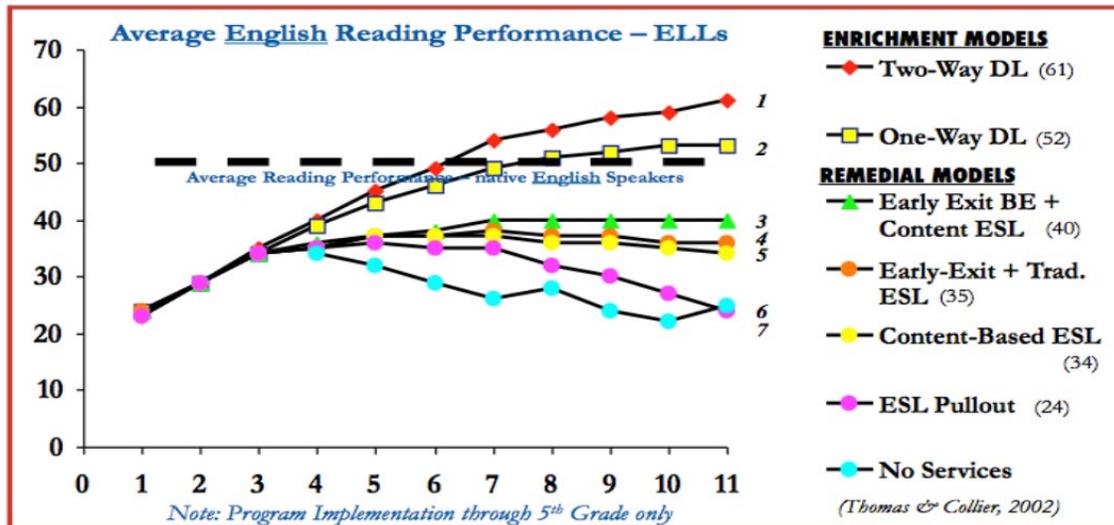
## **Academic Achievement**

Thomas and Collier (1997, 2002) analyzed 700,000 student records from five school districts to track the long term educational benefit of English Learners during their K-12 academic experience and found that when programs are implemented well, there is a significant program effect that is apparent by late high school

The researchers also found the length of time in the program to be crucial: 4-7 years was a minimum for extensive study in both language to allow students to close the gap between their test scores and those of their non-English speaking peers. In a research review, Lindholm-Leary (2004) reports that by 5<sup>th</sup> grade, both English speakers and English learners “showed academic achievement at comparable or superior levels to the achievement of peers who spoke the same native language but had not gone through a bilingual immersion program” (p. 58). Thomas and Collier (2002) also found that the fewest high school dropouts come from two-way programs.

Low-socioeconomic status English Learners who participate in Dual Language Immersion Programs tend to outperform ELs in other programs as measured by their scores in English reading achievement tests [see figure 1 below]. English-dominant students in Dual Language Immersion Programs also tend to score higher on English achievement tests than their English-only peers in regular monolingual programs (Thomas and Collier, 2002).

## PATTERNS OF LOW-SES ELLs' LONG-TERM ACHIEVEMENT IN ENGLISH READING ON STANDARDIZED TESTS (similar pattern for each SES group)



*Study included over 700,000 minority language students in 5 large districts across the country. Findings were validated by comparing to school systems in 26 states during the following 2 years.*

### Benefits of Participation in a Two-Way Immersion Program

Dé's TWI program has been designed to maximize the benefits of second-language learning for student participants, based on the premise that the earlier a child is introduced to a language, the greater the likelihood that the child will become truly proficient.

Our program design is evidence based. A significant body of research has established many benefits for learning a second language. These benefits are cognitive, academic, economic, and social in nature. Additionally, learning other languages encourages students to participate actively in an increasingly interdependent world.

1. The “additive bilingual” immersion setting allows all students to learn two languages simultaneously, instead of losing one to learn another (Howard, Sugarman, Perdomo, and Adger, 2005)
2. Second-language learning enhances comprehension in the native language as learners apply reading and language analysis skills to their non-native language (Thomas and Collier, 2002).
3. The mental discipline of learning a second language system increases intellectual flexibility and translates into higher achievement in all subject areas. The longer the exposure to the second language, the more significant the cognitive advantages for the student (Genesee and Lindholm-Leary, 2010).
4. Knowledge of more than one language enables people to communicate in a variety of cultures and settings. A heightened level of multicultural

awareness and communication skills foster intergroup contact and appreciation (Soltero, 2004).

5. Second language course content naturally explores social studies, math, science, and the arts, facilitating interdisciplinary perspectives and cross-cultural understanding (ACTFL, 2006).
6. Proficiency in other languages enables people to gain direct access to additional sources of knowledge, as well as understanding about the similarities and differences in the structures of the languages they know (ACTFL, 2006)
7. For English Learners, immersion helps close the achievement gap. Research shows that English Learners have a higher rate of success in Immersion Education versus English mainstream. This is because students have maximum access to the curriculum and the opportunity to develop literacy and academic skills in both their native language and English in a culturally validating setting (Genesee and Lindholm-Leary, 2010).
8. English Learners have a more positive self-concept and are more likely to remain in school and attend college than English Learners in mainstream English classes (Thomas and Collier, 2002).

### **Criteria for Successful Two-Way Immersion Education**

Howard and Christian (2002) established eight important characteristics based on the work of Lindholm-Leary for the development of bilingualism, Biliteracy, academic success, and multicultural understanding, as shown in Figure 3 below.

**Figure 3: Criteria for Success in Two-Way Immersion Education**

1. Programs should provide a minimum of 4 to 6 years of bilingual instruction to participating students.
2. The focus of instruction should be the same core academic curriculum that students in other programs experience.
3. Optimal language input (input that is comprehensible, interesting, and of sufficient quantity) as well as opportunities for output should be provided to students, including quality language arts instruction in both languages.
4. The target (non-English) language should be used for instruction a minimum of 50% of the time (to a maximum of 90% in the early grades), and English should be used at least 10% of the time.
5. The program should provide an additive bilingual environment where all students have the opportunity to learn a second language while continuing to develop their native language proficiency.
6. Classrooms should include a balance of students from the target language and English backgrounds who participate in instructional activities together.
7. Positive interactions among students should be facilitated by the use of strategies such as cooperative learning.
8. Characteristics of effective schools should be incorporated into programs such as qualified personnel and home-school collaboration.

(Source: Howard and Christian, 2002, adapted from Lindholm-Leary, 1990)

# Chapter 4: Program & Instructional Design

---

## **Critical Program Features**

The following program characteristics are research-based and critical to the successful implementation of Two-Way Immersion programs and to the development of bilingualism, biliteracy, academic success, and multicultural understanding (Lindholm, et. al., 2002). Students need to start learning a second language early. There is a direct correlation between the age of the child and length of study of a second language and the attainable level of proficiency in that language (Hyltenstam, 1992). Dó's program administrators have considered both the research and the elements that are described below when designing our TWI program.

### **1. Language Separation**

The program involves periods of instruction during which only one language is used; no translation or language mixing is done by classroom teachers (Baker, 2001). The program has a policy of language separation which means staying in one language rather than mixing English and the partner language during a given period of instruction. Since Spanish proficiency is a learning objective for the program, teachers deliver certain content in Spanish, focusing not only on mastery of content but also on the acquisition of language, including vocabulary and language structure and functions. This is also referred to as Content Based Instruction (CBI). CBI is designed carefully to integrate language and content, to address second language-learner needs, and to encourage the transfer of skills, strategies, and knowledge across languages (Howard, Sugarman, Perdomo, and Adger, 2005). Research shows that separation of languages for instruction helps to promote communication skills and language development. The way that teachers separate their instruction is shown in the Instructional Time charts in Chapter 4.

### **2. Student Integration**

Social interaction between students from both linguistic groups provides optimal second language development; students must be integrated for the majority of the day (including non-instructional time) (Cummins, 2000;

Baker, 2001). TWI students must have adequate exposure to English and the partner language. In order for students to acquire the partner language, students need sufficient exposure to the language structures in formal and informal settings. The type of exposure is as important as the amount of exposure (Krashen, 1981).

### **3. Parent Collaboration**

Parents have a significant influence on a child's academic and social performance (Wong-Fillmore, 1983; Cummins, 1986). D6's TWI program solicits, and expects, parent participation throughout the school year. More information about opportunities for parent participation can be found in chapter 9.

### **4. Length of Participation**

D6 is committed to providing a K-12 sequence for our TWI program. Becoming bilingual takes approximately seven years in an intensive learning environment. Continuous participation through at least the 6<sup>th</sup> grade is necessary for students to start exhibiting the cognitive, academic, and linguistic benefits of bilingualism (Cummins, 1981; Swain, 1984). In order to reap the full linguistic and cognitive advantages of advanced language proficiency, D6's program their program to continue through high school. Starting in early elementary (if continuously enrolled) can lead to intermediate, pre-advanced or advanced levels of proficiency by the end of high school. Research shows that the more advanced level of proficiency in a second language a student has, the higher his or her SAT and college placement scores will be (Cooper, Yahosky and Wisenbaker, 2008)

### **5. Balanced Language Representation**

The program must have a balance of language minority and language majority students; interaction between the students facilitates high levels of second language proficiency (Lindholm-Leary, 2001). The goal is to keep the representation of two languages balanced at 50:50 with half of the students dominant in English and the other half of the students dominant in the partner language. Understanding enrollment is fluid; the District has identified an acceptable range of language representation that will continue to serve the needs of the community with minimal negative effect on the instructional program (50:50 – 60:40 with up to 60%

of the students dominant in English and 40% of the students dominant in the partner language).

#### **6. Additive Bilingual Approach**

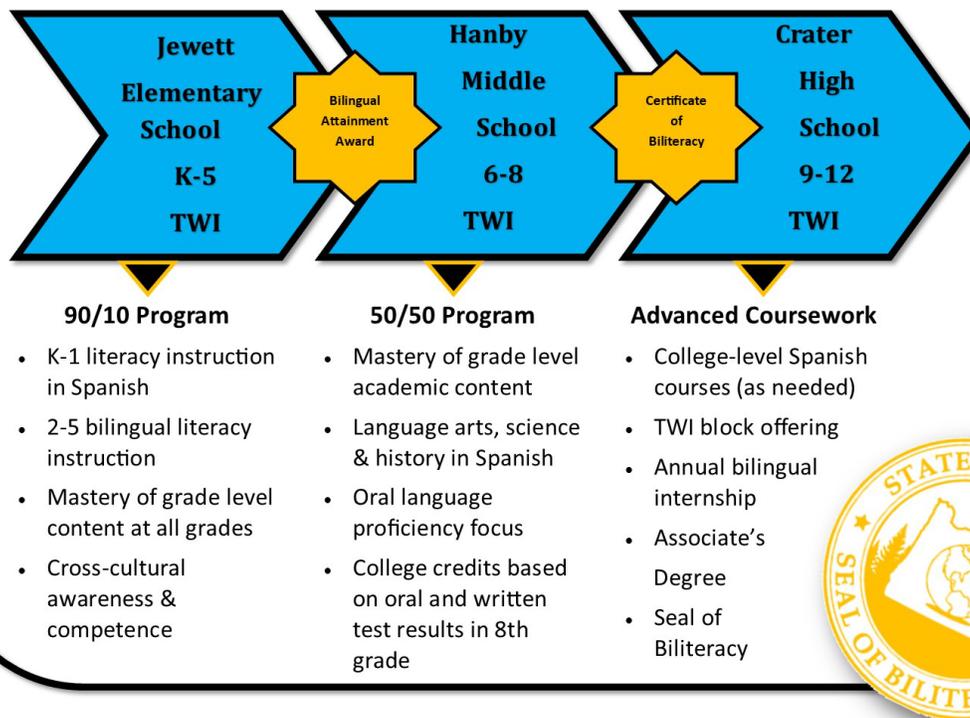
All school staff must create additive bilingual approaches for all students and families. An additive bilingual environment means that students maintain and develop oral and written skills in their first language while they simultaneously acquire those skills in a second language.

### **K-12 Program Articulation**

The Two-Way Spanish Immersion Program is aligned to state and national standards, including the World Language Standards, as established by the American Council on the Teaching of Foreign Languages (ACTFL). Instruction of the Common Core State Standards (CCSS) is divided between both English and the target language with delivery based on language percentage at each grade level.

By using the same proficiency guidelines and scale (ACTFL) at all levels of instruction, the program is articulated naturally into a World Language Proficiency Pathway for Spanish (see graphic below). This pathway builds on students' progress at each stage of their education and ensures proper placement in language courses when transitioning from elementary to middle and from middle to high school. Students are placed in language courses based upon their demonstrated level of proficiency in listening, speaking, reading and writing. The World Language Proficiency pathway for Spanish has mechanisms to track progress toward meeting graduation requirements as well as university proficiency requirements.

Central Point School District 6  
Two-Way Spanish Immersion K-12 Biliteracy Pathway



Both the [Oregon Second Language Standards](#) and the [ACTFL Standards for Foreign Language Learning in the 21<sup>st</sup> Century](#) focus upon five main areas for learning languages:

- **Communication:** Gain proficiency to communicate in Languages Other Than English
- **Cultures:** Gain knowledge and understanding of other cultures
- **Connections & Content:** Connect with other disciplines and acquire information
- **Comparisons & Structures:** Develop insight into the nature of language and culture
- **Communities & Settings:** Participate in multilingual communities at home and around the world

D6 has two entry points for learning Spanish: **Immersion** and **Secondary**. Immersion students who begin language study early (kinder or first grade) and follow an uninterrupted extended sequence will achieve much higher levels of

proficiency (i.e. Advanced ACTFL levels) than Secondary students who will achieve ACTFL proficiency levels of Novice or Intermediate.

<b>K-12 Articulation of D6's Spanish Two-Way Immersion Program</b>	
<b>Elementary</b> Grades K-5	Jewett Elementary School
	<p><b>90/10 Model</b>  <i>By 4<sup>th</sup> grade, students will receive equal amounts of instruction in English and Spanish</i></p> <ul style="list-style-type: none"> <li>• K-2 Spanish literacy and math</li> <li>• K-2 English language arts</li> <li>• 3-5 Spanish language arts and content areas</li> <li>• 3-5 English language arts and content areas</li> </ul> <p style="text-align: right;"><i>***For a more detailed breakdown, see Language of Instruction by Subject Area</i></p>
<b>Middle School</b> Grades 6-8	Hanby Middle School
	<p><b>50/50 Model</b>  <i>half of a student's instructional day taught in Spanish, half in English</i></p> <ul style="list-style-type: none"> <li>• Spanish: Language Arts, Social Science &amp; Science</li> <li>• English: Mathematics, Elective &amp; Elective</li> </ul>
<b>High School</b> Grades 9-12	Crater High School
	<p><b>50/50 Model</b>  <i>half of a student's instructional day taught in Spanish, half in English</i></p> <p>9<sup>th</sup> grade</p> <ul style="list-style-type: none"> <li>• Spanish 4 or AP Spanish Language &amp; Literature (depending on placement test results) <i>*(world language requirement OR language arts requirement)</i></li> <li>• Spanish Science, Math, and/or Spanish Social Studies*</li> <li>• Spanish Elective</li> <li>• Additional world language</li> </ul> <p>10<sup>th</sup> grade</p> <ul style="list-style-type: none"> <li>• Survey of Latin American Literature or AP Spanish Literature <i>*(world language requirement OR language arts requirement)</i></li> <li>• Spanish Science, Math, and/or Spanish Social Studies*</li> <li>• Spanish Elective</li> <li>• Additional world language</li> </ul> <p>11<sup>th</sup> grade</p> <ul style="list-style-type: none"> <li>• Spanish, college level (brick and mortar and online option)</li> <li>• Spanish Science, Math, and/or Spanish Social Studies*</li> <li>• Spanish Internship (requirement)</li> <li>• Additional world language</li> </ul> <p>12<sup>th</sup> grade</p> <ul style="list-style-type: none"> <li>• Spanish, college level (brick and mortar and online option)</li> <li>• Spanish Science, Math, and/or Spanish Social Studies*</li> <li>• Spanish Internship (requirement)</li> <li>• Additional world language</li> </ul> <p style="text-align: right;"><i>* denotes a high school graduation requirement</i></p>

## Elementary Program

The elementary strand of the TWI Program is housed at Jewett Elementary School in Central Point. Jewett is located in the scenic Rogue Valley in Southern Oregon and is one of five elementary schools in Jackson County School District 6. Jewett currently has 614 students enrolled in kinder through fifth grade. In 2021-22, the student body demographic breakdown included 60% White, 31% Hispanic/Latino, 7% Multi-Racial, 1% American Indian, 1% Asian and less than 1% Black/African American. More than 95% of Jewett's student population is considered economically disadvantaged and 14% are students with disabilities. Four languages are spoken at Jewett and 13% of students are considered English Language Learners.

The D6 Elementary TWI Program accommodates students from different language groups and socio-cultural backgrounds. Students are taught the same content standards as other students in the district but receive instruction predominantly in Spanish, with the percentage of English lessons gradually increasing as students progress through the grades. A variety of multicultural lessons, performances, and celebrations – many entirely in Spanish – enrich the students' learning experiences.

For most students, formal English Language Arts instruction begins in second grade.

	<b>Percentage of Instruction in Each Language</b>				
	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4 &amp; 5</b>
<b>Spanish</b>	90	80	70	60	50
<b>English</b>	10	20	30	40	50

## **Instructional Time**

The program's policy of language separation means that teachers and students will stay in one language rather than mixing English and Spanish during a given period of instruction. Since Spanish proficiency is the target language for the program, teachers will deliver specific content in the Spanish language, focusing not only on mastery of content but also on the acquisition of language, including vocabulary and language structure and functions. Studies in second language learning indicate that a clear separation of languages for instruction helps to promote communication skills, build the student's need to use the language, and support metalinguistic transfer. Instruction is designed carefully to integrate language and content, to address second-language learner needs,

and to encourage the transfer of skills, strategies, and knowledge across languages (Howard, Sugarman, Perdomo, and Adger, 2005).

**TWI Language of Instruction by Grade Level**

	K-1	2	3	4	5
<b>Spanish Language Arts</b>	Spanish	Spanish	Spanish	Spanish	Spanish
<b>Mathematics</b>	Spanish	Spanish	Spanish	Spanish	Spanish
<b>Science</b>	Spanish	Spanish	Spanish	English	English
<b>Social Studies</b>	Spanish	English	Spanish	Spanish	English
<b>Eng. Language Arts</b>	English	English	English	English	English

*\*\*\*Courses in 4<sup>th</sup> and 5<sup>th</sup> grades will vary by language based on curricular materials but will always total 50% of the day in each language.*

## Middle School Program & Electives

The middle school strand of the TWI Program is housed at Hanby Middle School in Gold Hill. Hanby is located in the scenic Rogue Valley in Southern Oregon and is one of two middle schools in Jackson County School District 6. Hanby currently has 780 students enrolled in sixth through eighth grades. In 2013-14, the student body demographic breakdown included 79% White, 12% Hispanic, 7% Multi-Racial, 1% American Indian, 1% African American, less than 1% Native Hawaiian, and less than 1% Asian. 56% of Hanby's student population is considered economically disadvantaged and 14% are students with disabilities. Six languages are spoken at Hanby and 7% of students are considered English Language Learners.

Students have the opportunity to continue in Spanish Language Immersion at Hanby Middle School, allowing them to attain higher levels of Spanish proficiency and preparing them for more advanced world-language courses at the senior high school. In Spanish language arts courses designed for our bilingual students, students address formal language structures and real-world applications. The selection of courses is determined by the availability of teacher expertise and material resources.

Hanby Middle School program offerings include Spanish Language Arts and two or more of the following: Spanish Social Science, Spanish Math, Spanish Science,

and/or Spanish electives including service-learning opportunities, teacher assistant for high school Spanish classes, etc. Students will take at least 50% of their yearly coursework in Spanish.

## Secondary Program

The high school strand of the TWI Program is housed at Crater High School in Central Point. Crater is located in the scenic Rogue Valley in Southern Oregon and is divided into three theme based high schools: Crater Academy of Health and Public Service (CAHPS), Crater School of Business, Innovation and Science (BIS), and Crater Renaissance Academy (RA). Crater currently has 447 students enrolled in ninth through twelfth grades. In 2013-14, the student body demographic breakdown included 84% White, 8% Hispanic, 4% Multi-Racial, 2% American Indian, 1% Asian, 1% Native Hawaiian, and less than 1% African American. 51% of Crater BIS's student population is considered economically disadvantaged and 11% are students with disabilities. Four languages are spoken at Crater BIS and less than 5% of students are considered English Language Learners.

Students have the opportunity to continue Spanish Language Immersion at Crater, allowing them to attain higher levels of Spanish proficiency as well as giving them the opportunity to begin using their language skills in the real world. Students will complete at least 50% of their yearly coursework in Spanish. The selection of courses is determined by the availability of teacher expertise and material resources. The TWI pathway coursework includes:

In 9<sup>th</sup> grade, proposed courses include Spanish for Spanish Speakers\* (*world language requirement*), Spanish Science\*, Math\*, and/or Spanish Social Studies\* and a Spanish Elective.

In 10<sup>th</sup> grade, proposed courses include AP Spanish Language & Literature\* (*world language requirement*), Spanish Science\*, Math\*, and/or Spanish Social Studies\* and a Spanish Elective.

In 11<sup>th</sup> grade, proposed courses include Spanish Latin American Art History (*or an equivalent academic course*), Spanish Science\*, Math\*, and/or Spanish Social Studies\*, and a Spanish Internship Elective (*required as part of humanities block*).

In 12<sup>th</sup> grade, proposed courses include Economic Trends in Spanish Speaking Countries (*or an equivalent academic course*)\*, Spanish Science, Math,

and/or Spanish Social Studies, and a Spanish Internship Elective (required as part of humanities block).

To ensure secondary students can continue along a language proficiency pathway, they need an enhanced program of study which might also include:

- Additional service learning opportunities in Spanish
- Cultural exchanges
- Study of a third language
- Spanish for special purposes courses (i.e. translation, interpretation, business or medical)
- Other pre-approved advanced courses available at Rogue Community College, Southern Oregon University or online

### Seal of Biliteracy

The D6 Seal of Biliteracy is a statement to the community that biliteracy is important. It encourages students to pursue biliteracy, and communicates clearly that mastery of two or more languages is an important skill for participation in a diverse 21<sup>st</sup> century world and economy. It is a way to honor the skills TWI students attain, and can be attractive to future employers and college admissions offices. (See Appendix J: Bilingual Awards)

- **Bilingual Award** – granted to qualifying students at the end of **5<sup>th</sup> grade**

These awards are designed to measure attainment of age-appropriate biliteracy for students in the TWI program. Criteria for receiving the awards include:

Bilingual Participation Award	Bilingual Attainment Award
<p>Silver Medal</p> <ul style="list-style-type: none"> <li>✓ At least three years in TWI</li> <li>✓ Oral or written submissions in both languages</li> </ul>	<p>Gold Medal</p> <ul style="list-style-type: none"> <li>✓ Demonstration of proficiency in English (i.e. a score of grade level or better on the spring MAP growth assessment)</li> <li>✓ Demonstration of proficiency in a language other than English (i.e. a score of grade level or better on the spring MAP growth assessment)</li> </ul>

	✓ Score of proficient or above on oral and written submissions in both languages
--	--

Sample prompts for oral or written submissions:

- Why is bilingualism important to your family?
  - Why is bilingualism important to your future career?
  - What important differences are there between the languages you have learned?
  - What features of the languages might make it easier or more difficult than other languages?
  - Describe a memorable experience using your target language in your community.
  - Why has it been valuable to you to go to school with students and families of different languages and cultures?
- **Certificate of Biliteracy** – granted to qualifying students at the end of **8<sup>th</sup> grade**

This award is designed to set a standard for high level biliteracy attainment for students in the TWI Program. Criteria for receiving the award include:

- ✓ Demonstration of proficiency in a language other than English
  - Oral proficiency in a language other than English (i.e. a score of intermediate low or above on the OPI exam administered by CHS instructors)
  - Written proficiency in a language other than English (i.e. a score at intermediate low or above on the SOFLA rubric administered by CHS instructors)
- ✓ Smarter Balanced – ELA portion – score at grade level or above
- ✓ Average grades of “B” or higher in both ELA and SLA courses
- ✓ Written essay on bilingualism (*Part of a Biliteracy Attainment TWI course*) OR oral presentation about five careers where bilingualism is important, and why and how bilingualism is a benefit in those careers (*Part of a Biliteracy Attainment TWI course*)
- ✓ A personal response essay to having attended two cultural events from the second language culture they are studying (*Part of a Biliteracy Attainment TWI course*)

- ✓ In addition, ELLs must meet D6 criteria for reclassification as RFEP
- **Seal of Biliteracy** – Granted to qualifying students at the end of 12<sup>th</sup> grade  
The High School Seal of Biliteracy certifies attainment of a high level of proficiency in two or more languages. Students wishing to receive the Seal of Biliteracy on their high school diploma must submit an application form and meet all existing D6 criteria for this recognition.
  - ✓ English criteria include completion of all English language arts requirements for graduation with an overall grade point average of 2.0 or above and passing the Smarter Balanced assessment in ELA administered in grade 11 at the proficient level or above
  - ✓ Spanish criteria include passing a World Language Advanced Placement examination with a score of 3 or higher, passing a D6 exam which assesses speaking, reading and writing, **OR** passing the SAT II world language examination with a score of 600 or higher **AND** completing the TWI pathway coursework with a grade point average of 2.0 or higher in grades 9-12

## Chapter 5: Curriculum & Instruction

---

### Curriculum

The highest levels of student achievement are realized with a coherent, cohesive, and common instructional framework and assessment model. Criteria for selecting curriculum are based on research and scientific findings of the most effective teaching methods; and, the “instructional expectations” set by state and federal leaders, otherwise known as content standards, as well as accountability measures for student achievement.

The TWI curriculum, aligned to state and national standards as well as district goals, is interdisciplinary and fully articulated for all students. Its instruction, materials, and assessments are to be engaging and relevant for all students by content area in the language of instruction. These materials and assessments are District approved and mandated.

The program shall continue to extend and expand student learning by using district-adopted curriculum that is consistent with program goals and second language acquisition research.

Recommendations:

- District administrators and teachers monitor changing mandates in curriculum and student needs to adapt new curriculum and materials, ensuring they are articulated within and across grade levels. Curricular materials are to be purchased and distributed equitably in English and Spanish with particular attention paid to the language of instruction by grade level.
- Stay current on research and best practices related to the education of language learners and meet regularly with TWI staff to discuss and review relevant research (recommendation is a minimum of once per grading period).
- Convene regular TWI and Professional Learning Community meetings to study student work, articulate curriculum across grade levels, and plan evaluation or professional development activities.

## **Instruction**

Teachers in successful research-based immersion programs have a common system of learning expectations and teaching strategies to articulate curriculum and instruction within and across grade levels. They use proven technological tools and instructional methodology to meet program goals and foster an equitable bilingual and multicultural learning environment.

It is of the utmost importance that teachers share a clear and consistent understanding of TWI guidelines, program curriculum, and instructional practices. In addition, all TWI teachers must understand and design instruction in accordance with state standards, goals and objectives for all content areas including Academic English Language Development (AELD) and Spanish Language Development (SLD). Common understanding, appropriate planning, partner collaboration, and appropriate pacing ensure consistency of curricula, language of instruction and implementation of program goals.

## **Best Practices**

At all TWI Program sites and among all individual teachers, the TWI Program promotes the capability to use the best practices of instruction. Teachers incorporate strategies that **integrate language and content** across disciplines and provide comprehensible and differentiated instruction as needed.

Lessons include both content and language objectives, following the program's policy of **language separation**. Lessons focus on student comprehension, competency, and language proficiency, in addition the development of meta-linguistic awareness and meta-cognitive skills. Language is integrated into content instruction (content-based language instruction) in ways that enrich the learning experience. Immersion instruction is carefully designed, integrating language and content, addressing, second-language learner needs, and encouraging transfer of skills, strategies, and knowledge across languages. This curriculum integration addresses content and World Language Standards.

The Program supports a practice of **interdisciplinary instruction** to motivate students by mirroring the real world. This adds relevance and coherence across disciplines, and shows that reading, writing, speaking, listening, viewing, and the use of numbers are enabling skills within thinking processes. Research shows that interdisciplinary, global education fosters intellectual curiosity, critical thinking, a love of learning, and multicultural understanding within an expanded world view (Gulledge, 2010).

Additionally, the Program also implements and reinforces **responsive teaching** as well as a balance between explicit instruction, Guided Language Acquisition Design (GLAD), Organic World Language (OWL), language modeling, and student-centered teaching. Strategies include active learning, cooperative groups, project and task-based activities, and opportunities for meaningful language use during content instruction. Spanish Language Immersion teachers

differentiate instruction according to student needs, learning styles, and intellectual capabilities. They promote the development of students' academic skills, depth of understanding of content and language and higher order thinking.

### **Technology Integration**

Technology is integrated into the bilingual classroom, with the use of tools to make the Spanish language more accessible. It is used to enrich the curriculum, interact digitally, and gain access to authentic Spanish language resources. Technology is conducive to small group work and differentiation, promotes student engagement in challenging tasks, and supports learning both in and outside of the classroom.

### **Coordination & Oversight**

It is the responsibility of each TWI principal and the TWI Coordinator to promote a consistent delivery of instruction, assess student knowledge, and analyze data. The principals shall ensure that instruction for immersion is fully and effectively taught, that all resources are provided, accessed, and utilized, and that support exists for all students to meet or exceed grade-level standards. The TWI teachers will work closely with the school's support services to coordinate intervention programs for students that demonstrate special needs.

### **Student Assessment & Data Collection**

The TWI Program's success can be demonstrated by student progress towards meeting program goals. Content and proficiency standards define learning expectations, and standards-aligned assessments measure student growth; both can be used to improve planning and teaching and increase program effectiveness overall.

Furthermore, program success is insured by maintaining an infrastructure (personnel, technology, policies, and practices) that supports an accountability process that includes ongoing student assessments in both languages, data collection and monitoring, and program evaluation and reporting. For both accountability and program evaluation purposes, it is important to establish a data management system that tracks students over time (Lindholm-Leary, 2002).

The TWI teachers use the Common Core, partner language, content and proficiency standards, to define learning expectations and standards-aligned

assessments to measure student growth, improve planning and teaching and increase overall program effectiveness.

D6's Accountability System includes assessments that appropriately measure the success of the TWI program. These assessments include both summative and formative measures and measure the progress of students in both languages. Standardized tests, benchmark testing, writing samples, oral language proficiency assessments and curriculum-based assessments make up the multiple measures required for TWI student assessment and data collection. TWI teachers will submit assessment data according to the TWI Assessment Calendar (see appendix B) so that students, teachers, families and the District can receive information about the progress of the TWI students and the program as a whole.

### **Student Monitoring & Support**

D6 uses a multi-tier approach to the early identification and support of students with learning and behavior needs. The process begins with high-quality instruction and universal screening of all children in the general education classroom. TWI students who have a need for interventions in either language will be carefully monitored and assessed by the TWI Student Study Team (SST), consisting of a minimum of an administrator, classroom teacher, special education teacher and English language development teacher.

And then...

# Chapter 6: Enrollment Guidelines

---

## Magnet Program Eligibility

- D6's TWI program is a magnet strand within one elementary school (Jewett Elementary), one middle school (Hanby Middle School), and one high school (Crater High School).
- All students residing in the D6 attendance area may apply to enroll in the TWI program, regardless of language background.
- Students of varying abilities and needs contribute to the diversity of the community. Any student may apply to enter the program in kindergarten.
- Registration takes place at the school site (Jewett, Hanby or Crater) in May and again in August.

## Lottery Procedures & Guidelines

- Our elementary application timeline will be published each spring.
- It will highlight the date the TWI application opens and closes, Parent Information Night(s), and tour scheduling.
- Lottery Details
  - All applications submitted by the due date in May will be considered for admission into the TWI program.
  - Applications will be divided into two groups – native Spanish speakers and native English speakers – with half of the available cohort slots designated for speakers of each language. In 2022, this is 22 kindergarten slots for speakers of each language.
  - Once the TWI program slots are filled through a random lottery drawing, students are then placed upon a waiting list by home language (i.e. Spanish Wait List, student #1, #2, etc. OR English wait list, student #1, student #2, etc.).
- Lottery Procedures
  - Siblings of currently enrolled TWI students will be admitted. Siblings will be defined as sharing one or more parents.
  - After siblings are placed, a random lottery drawing will be held.
  - Of the remaining spaces in each language group, students residing within the Jewett Attendance Area will fill 75% of those spaces.
  - The remaining 25% will be available to any remaining Jewett Attendance Area students as well as other D6 families who have applied.

- Students who have been accepted into District 6 on an interdistrict transfer prior to the lottery date will be considered D6 students in lottery priority.

### **Interdistrict Transfer for non-D6 residents**

*(as currently determined by state and district guidelines – always verify current requirements)*

- Families living outside D6 must visit the district office of their school of residence to apply for an out of district transfer. Most types of transfers must be renewed annually.
- Once admitted to the TWI program in D6, parents will not have to reapply for their child's position in the D6 TWI program.

### **Late Entrance & Transfers**

- Students may be considered for the TWI program after kindergarten until the beginning of first grade with no prior dual language experience.
- Any students new to D6 previously enrolled in a Two-Way Spanish Immersion program, will be placed in a TWI classroom as enrollment numbers allow.
- Provided students can demonstrate language skills and knowledge necessary to be successful at grade level in the TWI program, students will be placed in the program in first through fifth grades as enrollment numbers allow. The Principal or TWI Coordinator will determine placement.

### **Continued Enrollment in the TWI Program**

- Once enrolled in TWI, students remain automatically enrolled unless disenrolled by the parents or the district.
- Disenrollment of a student will be done in consultation with parents, the principal, TWI Coordinator, and other stakeholders.

# Chapter 7: Staffing & Professional Development

---

The TWI Program is a community of educators, scholars, parents and staff who work together to inspire high academic achievement among all students, serve their needs, challenge their minds, and enrich their lives, laying a foundation for success in the world.

## **Highly Qualified & Inspired Educators & Staff**

Student achievement gains are influenced by teacher quality more than by many other factors, such as class size or student demographics (Darling-Hammond, 2002). It is important to have plans and processes to recruit, hire, retain, develop, and support staff who are knowledgeable, skillful, and innovative, and who can inspire and motivate students and each other.

## **Recruitment, Selection & Hiring of Multilingual Staff**

The TWI Program aspires to recruit high-quality immersion language professionals. The TWI staff must be able, as a team, to deliver a rigorous, relevant, and engaging educational program for K-12 students. To this end, our goals include:

- Teachers must be fully credentialed.
  - ✓ A fully credentialed bilingual teacher will teach in every TWI classroom. Teachers will possess the state certifications necessary as well as demonstrate oral and written proficiency similar or equal to that of a native speaker.
  - ✓ Single subject teachers (grades 6-12) will be additionally credentialed in their specific subject.
- Teachers must have a clear understanding of the TWI Program classroom, second language methodology and acquisition issues, and instructional best practices.

To provide our students with fully credentialed and experienced teachers, D6 must actively recruit new hires when positions become open (see Chapter 8: Outreach & Recruitment). This necessitates developing a broad pool of candidates so only highly qualified teachers are selected. The hiring process for TWI teachers will comply with HR process and D6 contracts.

## **Evaluation & Retention**

The district recognizes that TWI teachers and bilingual educational assistants have specialized qualifications and credentials that are in critical need. Retaining quality personnel is a program priority, and personnel are evaluated by professionals knowledgeable with language immersion education. When appropriate, measures will be taken to encourage these bilingual teachers to maintain employment within the Central Point School District.

## **Professional Development**

Professional development is a critical component to a successful TWI program as it increases the likelihood that teachers will preserve the quality and integrity of the program and establishes professional expectations to deliver instruction in a consistent and coherent manner. The sustained implementation of the TWI Master Plan requires initial and ongoing, high-quality professional development for all program personnel and shall offer a coherent, long-term, and intensive plan which supports continuing education, develops skills, and fosters innovation.

One component of professional growth is peer collaboration and the implementation of Professional Learning Communities (PLCs). Additionally, the program supports peer modeling, coaching and teacher leadership. Teachers are encouraged to develop skills which enable them to assist and guide their colleagues towards the achievement of program and district goals. Particular areas of focus are training in standards-based content, program design, Spanish language skills, and instructional strategies consistent with program goals and objectives (i.e. GLAD, OWL, etc.). Teachers and administrators can also receive training in technology as well as more advanced professional development in the Spanish language. The latter shall be aligned to and supportive of their specific teaching assignment.

Supporting the needs of TWI teachers in order to sustain program-wide success is a key role of program and site leaders and shall include:

- Monitoring and supporting program-specific collaborative planning time, technical assistance, coordination of instruction across classrooms, and implementation of new district curriculum and standards
- Teacher participation in professional development of TWI philosophy and pedagogy
- Teacher participation in all professional development that is provided for all D6 teachers
- Opportunities to collaborate with other TWI colleagues as well as grade-level colleagues

- A TWI reference library containing relevant publications and training materials for staff to borrow

## Chapter 8: Outreach & Recruitment

---

## TWI Marketing and Outreach Plan Goals

The goals of the TWI Marketing and Outreach Plan are as follows:

- To create a fully informed parent community and encourage parent participation in the TWI program
- To help the district reach its recruitment and marketing goals and ensure that each incoming class of students is linguistically balanced with native Spanish-speaking, bilingual and English-speaking students
- To bridge the TWI parent and student community with the English Only parent and student community by creating common experiences for all students at each TWI school
- To create advocacy for the TWI Program throughout the school community and district

### District Outreach, Recruitment & Marketing Plan

- Publish a bilingual brochure about our district-wide TWI program including information such as a description of the K-12 D6 program, highlighting current research and student success, describing the pathway to our seal of biliteracy, and highlighting quotes from TWI parents, students, and teachers regarding their experiences with the program.
- Create, in conjunction with school sites, a list of Frequently Asked Questions (FAQ) about the program. FAQ are published on the D6 TWI website.
- Author and maintain a D6 TWI website with both general program information and school-specific details.

### School Site Outreach, Recruitment & Marketing Plan

- Create and maintain a program website which is completely bilingual and includes a description of the program, historical perspective, identifies student success, provides links to current research and frequently asked questions, etc.
- **TWI Coordinator** partners with all D6 schools to identify possible TWI student candidates
  - ✓ Coordinate dissemination of program information at kinder roundup and registration
  - ✓ Coordinate and work with District Office on marketing efforts
  - ✓ Develop and schedule Parent Information Nights in both English and Spanish
  - ✓ Develop and schedule school tours
- **TWI Principals** continue to support on-going TWI activities such as Community Nights, Information Nights, End of the Year Celebrations, La Celebración de la Noche Buena, and other Program related activities.

- **TWI Principals** publish a bilingual brochure about the TWI strand within their school including information specific to that school site's strand such as a description of the strand (grade levels, number of students, language breakdown, etc.), student success stories, sample schedule, and highlighting quotes from TWI parents, students and teachers regarding their experiences with the program.
- **TWI Principals** provide a copy of the brochure in all registration packets and makes the brochure available at school site as well as providing copies to all stakeholders for outreach and recruitment purposes.
- **TWI Coordinator** creates, in conjunction with the District Office, a list of Frequently Asked Questions (FAQ) about the program. Posts FAQ on the website and distributes in written form to the District Office, schools, and stakeholders to support further outreach and recruitment efforts.
- **Jewett Elementary School principal** in conjunction with the **TWI Coordinator** continues its preschool outreach efforts by
  - ✓ Providing each elementary school and the District Office with TWI Info Packets (includes program brochure and other printed program materials, identifies stakeholders who can answer questions, and includes a list of program events) for parents with questions
  - ✓ Mailing a program brochure to all Spanish-speaking families currently enrolled in D6
  - ✓ Outreaching to local preschools, targeting Spanish-speaking preschools
  - ✓ Supporting outreach to local parent organizations such as Mom's Club, Family Facebook Groups, etc.

## Chapter 9: Parent & Community Involvement

---

### Sharing News & Information

The TWI Program is a K-12 learning community that values diversity, cultivates respect, and thrives on collaboration among students, staff, parents and the wider community. The program facilitates ongoing communication and collaboration and encourages the involvement and support of ALL stakeholders.

Parents must understand that

- Becoming bilingual (exhibiting cognitive, academic, and linguistic benefits of immersion) takes approximately seven years in an intense learning environment. It is therefore desirable for students to participate through a minimum of the fifth grade and highly recommended for students to complete the K-12 pathway in order to maximize the benefits of bilingualism and maintain the skills obtained.
- Family involvement is a major factor in student success.

Program participants and their families currently receive information, ideas, and perspectives via:

- Bilingual notices sent home with students & school newsletters
- Back-to-School Night and biannual parent-teacher conferences
- Community Nights (throughout the school year)
- TWI Website (<https://twi.district6.org/>)
- TWI Facebook Site (<https://www.facebook.com/jewettwowayimmersionprogram>)
- Online access to TWI Master Plan and TWI Program Handbook

## **Encouraging Hands-on Involvement**

The active engagement of participants' families is especially critical to the success of the TWI Program. Parents, guardians and/or other family members are encouraged to help their children be successful in school and contribute their time and talents to the program. There are many opportunities for parents from different linguistic and cultural backgrounds to participate in our TWI Program. All parents can benefit from involvement with the school, as they learn how they can better assist in their child's and their own linguistic skills and gain new multicultural perspectives.

## **Possible Opportunities for Involvement at the School & District Levels**

Opportunities for involvement include, but are not limited to, the following:

- Volunteering in the classroom (parent volunteers are expected to support teachers by following the language separation policy and using the appropriate language of instruction whenever possible)
- Serving on committees and councils
- Planning multicultural events
- Working on fund-raising events

- Writing grants
- Translating materials
- Chaperoning field trips
- Organizing parent education events

## **Community Nights**

One of the most important areas of elementary parent involvement is attending or leading one of the Community Nights (CN) at Jewett Elementary each year. At each CN, parents meet and interact with other TWI parents and learn, kinesthetically and experientially, key information about topics essential to a successful immersion experience like second language acquisition, literacy, numeracy, how to help their student if they don't speak the partner language, etc. As students move into 1<sup>st</sup>-5<sup>th</sup> grades, the CN topics morph into grade-level appropriate themes such as homework, assessments, transferable skills, etc. as well as fun community building events like dances, hikes and soccer games.

## **Showcasing Accomplishments & Informing the Community**

In immersion classrooms, teachers frequently organize events celebrating Spanish language and culture. Various program-wide events also demonstrate the ways students are acquiring the language and developing cultural understanding. When parents attend these events, they better understand and appreciate the benefits of the program and become stronger supporters and advocates.

The TWI Program keeps the Central Point community informed of progress and potential of the program. Parents, staff site leaders, students and alumni will share information with families of prospective students, share instructional ideas with staff at other school sites, and inform the general Central Point population about the unique program in our community.

A growing awareness and understanding of the TWI Program attracts new students, generates both tangible support and goodwill, and lays the groundwork for expansion of the TWI program within the district.

# Chapter 10: Leadership, Support & Resources

---

The D6 TWI Program has structures and processes that facilitate communication and collaboration among stakeholders and ensure effective management of

program resources. To ensure effective long and short-term program planning, implementation, evaluation and ongoing improvement, it is essential to have strong leadership at schools housing the TWI Program and at the District Office.

The governance structure for the TWI Program includes individuals and groups with official decision-making authority and those who lead in other capacities – by planning and delivering instruction, serving in an advisory capacity, or providing funding and other support to the program.

The ultimate responsibility lies with the D6 Superintendent, cabinet members and the Board of Education, who determine general goals and priorities for the district, define policies, provide business services, training, personnel services, and academic, financial and operational support. Stakeholders – including students, parents, teachers, staff, administration, community organizations, and concerned community members – serve on governance structures and provide leadership in a variety of ways.

## **Site Leadership**

The site leader must be a strong advocate for the TWI Program and extremely knowledgeable about the program.

Key leaders and teams include:

- Principal of each school including a TWI strand (Jewett Elementary, Hanby Middle, and Crater High)
- TWI Program Coordinator
- School Site Councils – parents and teachers elected to oversee school site plan and budget, monthly meetings
- TWI Advisory Committee – parent from each grade level, principal(s), teacher(s), D6 representative (Director of Education, Superintendent, etc.), and community member(s), September and May meetings
- TWI Principal Team – principals from all three school sites
- TWI School Site Team – all TWI staff from each school site, PLC time

## **District Leadership**

District leadership will monitor, evaluate, and guide the TWI Program and oversee other initiatives related to two-way immersion and learning.

Key leaders and teams include:

- Designated district administration leader for immersion program planning, management, and evaluation

- District administration staff to meet and collaborate with site leaders regarding professional development needs, curriculum needs, etc.

The program will review its governance structures and leadership roles and responsibilities in order to clarify and modify them over time to reflect changing needs and conditions.

## **Fiscal Planning & Management**

The TWI Program needs to have sufficient financial resources to fund high-quality staff, equipment, materials, and other assets that support the mission and goals of the Program. The ongoing costs of running the program at various school sites are commensurate with costs of other programs and sites in the district. D6 budget systems shall enable personnel to plan and monitor how funds are allocated and spent, adapting to current fiscal conditions and available sources of funding. Such systems shall also ensure that financial and other resources are distributed equitably across program sites and within each school site.

In addition to District funding of the TWI program through ADM, the TWI program will also receive funds related to their staffing needs (i.e. if AELD is provided within the classroom, the funds for an ELD teacher could be utilized to pay for a TWI Grant Coordinator), leveraged personnel time, Professional Development monies, and will also seek outside grant sources of funding.

# Chapter 11: Program Evaluation

---

Program participants, teachers, and administrators will analyze and interpret relevant data to inform instruction, improve the program, share the significant findings and trends with the families and stakeholders, and mobilize advocates. Results will be interpreted as outlined by the TWI vision, mission, and goals and shall reflect progress of the students in both language proficiency as well as

academic achievement in both languages. See Appendix D for program evaluation tools.

In addition, TWI leadership will communicate with parents, district administrators, and the community important data about student performance, progress along pathways, and effectiveness of program as a whole. Parents will be able to access data on their individual child/children by attending parent-teacher conferences, meeting with their child's teacher, reviewing their child's progress reports and report cards in addition to our online grading platform (Synergy).

## Appendix A: District & School Data Snapshot

---

(DO personnel updating 9/15)

# Appendix B: Student Assessments

---

## **Jewett Elementary Two-Way Immersion Program Assessment Calendar**

### **September**

- |                             |                                |
|-----------------------------|--------------------------------|
| • School-wide MAP Growth    | Spanish Math, Spanish Literacy |
| • Or Kindergarten Readiness | Reading/Math, English/Spanish  |
| • Woodcock-Muñoz (K only)   | Spanish                        |

## January

- School-wide MAP Growth Spanish Math, Spanish Literacy

## March

- ELPA EL Student Progress

## May

- School-wide MAP Growth Spanish Math, Spanish Literacy

### Description of Included Assessments

- ✓ **MAP Growth:** MAP Growth is the most trusted and innovative assessment for measuring achievement and growth in K–12 math, reading, language usage, and science. It provides teachers with accurate, and actionable evidence to help target instruction for each student or groups of students regardless of how far above or below they are from their grade level. It also connects to the largest set of instructional content providers, giving educators flexibility in curriculum choices.
- ✓ **OR Kindergarten Readiness:** The Oregon Kindergarten Assessment was created to get a clearer picture of early learning experiences across the state, and provide a snapshot for educators of the skills children are coming to kindergarten with. In the fall of each year, educators gather information about the early literacy and early math skills, as well as interpersonal and self-regulation skills, of their students.
- ✓ **Woodcock-Muñoz:** The Woodcock-Muñoz Language Survey is designed to measure language proficiency of English language learners by measuring student academic performance in the critical areas of listening, speaking, reading, and writing. The WMLS measures language skills which are predictive of success in situations characterized by cognitive-academic language proficiency (CALP) requirements.
- ✓ **ELPA:** The ELPA21 assessment measures and reports on students' English language proficiency overall, as well as in reading, writing, speaking, listening, and comprehension. Delivered online, ELPA21 is designed to be interactive and includes questions that reflect real-world scenarios. Its



## Two-Way Immersion Program Assessment Calendar

### September

- School-wide MAP Growth Spanish Literacy

### January

- School-wide MAP Growth Spanish Literacy

### March

- ELPA EL Student Progress

### May

- School-wide MAP Growth Spanish Literacy
- Oral Proficiency...
- Written Proficiency...

### Description of Included Assessments

- ✓ **MAP Growth:** MAP Growth is the most trusted and innovative assessment for measuring achievement and growth in K–12 math, reading, language usage, and science. It provides teachers with accurate, and actionable evidence to help target instruction for each student or groups of students regardless of how far above or below they are from their grade level. It also connects to the largest set of instructional content providers, giving educators flexibility in curriculum choices.
- ✓ **ELPA:** The ELPA21 assessment measures and reports on students' English language proficiency overall, as well as in reading, writing, speaking, listening, and comprehension. Delivered online, ELPA21 is designed to be interactive and includes questions that reflect real-world scenarios. Its main purpose is to qualify students for appropriate language services and help guide schools to best support student needs.

# Appendix C: 2022 Master Schedule

	TWI Title	ELD (K-2)	MAPS	Kindergarten	1st	2nd	3rd	4th	5th	Ross	Bailey	Cervantes	ELD (3-5)
8:00-8:15										Home Rm (8:20)	Home Rm (8:20)	Home Rm (8:20)	
8:15-8:30	1st Grade Maritza (Leedy)	1st Grade (Sanchez)	Instructional Block	Instructional Block	Instructional Block	Instructional Block	Instructional Block	Instructional Block	Instructional Block	Rotation 1 (8:20-9:05)	Rotation 1 (8:20-9:05)	Rotation 1 (8:20-9:05)	MRE
8:30-8:45										Rotation 2	Rotation 2	Rotation 2	
8:45-9:00										Recess (9:05-10:05)	Recess (9:05-10:05)	Recess (9:05-10:05)	
9:00-9:15													Prep
9:15-9:30													
9:30-9:45	1st Grade Maritza (Sanchez)	1st Grade (Leedy)	Instructional Block	Instructional Block	Instructional Block	Instructional Block	Instructional Block	Instructional Block	Instructional Block	Recess (9:05-10:05)	Recess (9:05-10:05)	Recess (9:05-10:05)	
9:45-10:00										Rotation 3 (10:05-10:50)	Rotation 3 (10:05-10:50)	Rotation 3 (10:05-10:50)	K-5 ELD Support
10:00-10:15													
10:15-10:30													
10:30-10:45	2nd Grade (Christinas)	Lunch	Specials (primary)	Intramurals	Instructional Block	Recess	Recess	Recess					
10:45-11:00										Rotation 3 (10:05-10:50)	Rotation 3 (10:05-10:50)	Rotation 3 (10:05-10:50)	
11:00-11:15	2nd Grade (Perez)		Specials (secondary)	Lunch 10:30-10:55	Recess 10:55-11:20	Instructional Block	Instructional Block	Instructional Block	Instructional Block	Recess	Recess	Recess	Lunch
11:15-11:30													
11:30-11:45	Lunch	Kindergarten (Ironside)	Recess 11:30-12:00	Instructional Block	Recess	Recess	Recess						
11:45-12:00										Rotation 3 (10:05-10:50)	Rotation 3 (10:05-10:50)	Rotation 3 (10:05-10:50)	
12:00-12:15	Lunch Sup.	Kindergarten (Durán)	12:00 Lunch	Instructional Block	Recess	Recess	Recess						
12:15-12:30										Rotation 3 (10:05-10:50)	Rotation 3 (10:05-10:50)	Rotation 3 (10:05-10:50)	
12:30-12:45	2nd Grade (Christinas)	2nd Grade (Perez)	Instructional Block	Specials	Instructional Block	Recess	Recess	Recess					
12:45-1:00										Rotation 3 (10:05-10:50)	Rotation 3 (10:05-10:50)	Rotation 3 (10:05-10:50)	
1:00-1:15	2nd Grade (Perez)	2nd Grade (A. Christinas)	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess	
1:15-1:30													
1:30-1:45													
1:45-2:00	Prep	ELD Support 1:1		Instructional Block	Home Rm/ Specials	Home Rm/ Specials	Home Rm/ Specials	Webb (T/Th/F)					
2:00-2:15/2:20													

# Daily Schedule

## Cooper Kindergarten: M/T/Th/F

	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
7:55-8:10 *	Welcome/Choice or Morning Work (Attendance, Meet with Parents, Aide: folders/cubbies)				
8:10-8:30 *	Carpet/Calendar & Introduce Centers/Stations				
8:30-9:40 *	* Centers/Stations (or Whole Group) *Focus: Core Reading & Writing w/curriculum area supplements				
9:40-9:55	RECESS w/Snack				
10:00-10:30 *	Core Math Whole Group or Stations	Core Math	Core Math Whole Group or Stations	Core Math	Core Math Whole Group or Stations
10:35-11:05 *		Computers		Library	
11:10-11:45 *	ELL	ELL	ELL	ELL	ELL
11:45-12:15	LUNCH				
12:15-12:35	INTRAMURALS				
12:35-1:05 *	Quiet Time or Whole Group Instruction: Math, Sciences, Social Sciences/Behavior Instruction, GLAD Strategies, Story Time, Story Response/Journaling/Writing, HWT, Introduce Developmental Play				
1:05-1:30 *	Developmental Play: Integrated Curriculum & Thematic Focus Stations or Whole Group (Lang. Arts/Math/Sciences/Art/Sharing/Journaling/Clean-Up & Pack-Up)				
1:30-2:00 *					
2:00-2:20 *	Daily Review & Dismissal				

# Appendix D: Program Evaluation Tools

---

The Spanish Immersion Master Plan is consistent with current state and federal law and district board policies, and reflects language acquisition research, pedagogy and practice. Our hope is that it will help us sustain and develop the best program possible to meet the needs and aspiration of all learners.

Research shows that for an immersion program to work well, a number of elements must be present (Center for Applied Linguistics, 2005), and our program is built around those key features and goals.

**Program Features:** The D6 Spanish Immersion Program will be reviewed and monitored for effectiveness, based on the following interrelated six features:

**I. Program Design**

The program plan includes a written statement of philosophy, goals, and standards appropriate to the needs and abilities of second language learners and consistent with federal, state and district requirements. Well-defined and coordinated structures, policies and processes are aligned with program vision, mission and goals and are built on a solid philosophical and empirical foundation

**II. Standards, Assessment & Accountability**

The program systematically collects and analyzes data to assess program outcomes, measuring students' academic achievement, second language proficiency, and multicultural understanding. These data are communicated to all stakeholders and used for program planning and improvement

**III. Curriculum & Instruction**

The program has a K-12 plan and process for the selection, development, and implementation of standards-based, articulated curriculum, which is based on general education, bilingual education and second language acquisition research.

**IV. Staffing & Professional Development**

High quality staff members are recruited, trained, assigned, and assisted to ensure the effectiveness and appeal of the program.

V. **Leadership, Support & Resources**

The program cultivates knowledgeable and effective leaders, enables stakeholders to provide support and advocacy, and maintains structures and processes for decision-making and communication. Human, technological, and financial resources are allocated equitably and effectively.

VI. **Family and Community Involvement**

Parents, staff, students, and community members are actively engaged in developing, implementing and evaluating programs.

# Program Evaluation Toolkit

adapted from Guiding Principles for Dual Language Education

<b>I</b>	<p><b>Program Design</b></p> <p>The program plan includes a written statement of philosophy, goals, and standards appropriate to the needs and abilities of second language learners and is consistent with federal, state and District requirements. Clear structures, policies and processes are aligned with program vision, mission, and goals. These are based upon a solid philosophical and empirical foundation.</p>	
<p>a) All aspects of the program work together to achieve the goals of additive bilingualism, biliteracy and cross-cultural competence, in addition to meeting the general education goal of grade-level academic expectations.</p> <p>b) The program ensures equity for all groups.</p> <p>c) The program has used a well-defined, inclusive, and defensible process to select and refine a model design.</p> <p>d) An effective process exists for continuous program planning, implementation and evaluation.</p>		
<b>Evidence Reviewed</b>		
<p><b>Document</b></p> <p><input type="checkbox"/> Spanish Immersion Master Plan</p> <p><input type="checkbox"/> Single Plan for Student Achievement from each Program Site</p> <p><input type="checkbox"/> Identification criteria</p> <p><input type="checkbox"/> Other: _____</p>	<p><b>Interview</b></p> <p><input type="checkbox"/> Spanish Immersion coordinator</p> <p><input type="checkbox"/> District administrators</p> <p><input type="checkbox"/> Site administrators</p> <p><input type="checkbox"/> Teachers</p> <p><input type="checkbox"/> Parents</p> <p><input type="checkbox"/> Others: _____</p>	<p><b>Observation</b></p> <p><input type="checkbox"/> Classrooms</p> <p><input type="checkbox"/> Other: _____</p>
<b>Findings:</b>		
<p>Conclusion: <input type="checkbox"/> Meets requirements   <input type="checkbox"/> Does not meet requirements   Not reviewed</p>		
<b>II</b>	<p><b>Standards, Assessment, and Accountability</b></p> <p>The program systematically collects and analyzes data to ensure compliance, assess program outcomes and measure students' academic achievement, second language proficiency, and multicultural understanding. These data are communicated to all stakeholders and used for program planning and improvement.</p>	
<p>a) Evaluation of the program includes a <i>yearly</i> review of pupil progress and of the administration of the program.</p> <p>b) The program creates and maintains an infrastructure that supports an accountability process.</p> <p>c) Student assessment is aligned with state content and language standards as well as program goals, and is used for evaluation of the program and instruction.</p> <p>d) The program collects a variety of data, using multiple measures that are used for program accountability and evaluation.</p> <p>e) The data are analyzed and interpreted in methodologically appropriate ways for program accountability and improvement.</p> <p>f) Student progress toward state and national achievement objectives and program goals is systematically measured and reported.</p> <p>g) The program communicates with appropriate stakeholders about program outcomes.</p>		

Adapted from the *Guiding Principles of Dual Language Education* by the Center for Applied Linguistics, and the State of California *Instruments for Categorical Program Monitoring for English Learners and Gifted and Talented Education*.

Evidence Reviewed		
<b>Document</b> <input type="checkbox"/> LEA Spanish Immersion Master Plan <input type="checkbox"/> Single Plan for Student Achievement from each Program Site <input type="checkbox"/> Student assessment data <input type="checkbox"/> Staff surveys <input type="checkbox"/> Student surveys <input type="checkbox"/> Parent surveys <input type="checkbox"/> Other: _____	<b>Interview</b> <input type="checkbox"/> Spanish Immersion coordinator <input type="checkbox"/> District administrators <input type="checkbox"/> Site administrators <input type="checkbox"/> Teachers <input type="checkbox"/> Students <input type="checkbox"/> Parents <input type="checkbox"/> Others: _____	
<b>Findings:</b>		
<b>Conclusion</b> <input type="checkbox"/> Meets requirements <input type="checkbox"/> Does not meet requirements <input type="checkbox"/> Not reviewed		

	<p><b>Curriculum and Instruction</b></p> <p>The program has a K-12 plan and process for the selection, development and implementation of standards-based, articulated curriculum and student-centered instruction, which is based on general education, bilingual education and second-language acquisition research. Curriculum and instruction promote academic achievement and cultivate the development of bilingual, biliterate and multicultural competencies for all students.</p> <p>a) The curriculum is standards-based and promotes the development of bilingual, biliterate and multicultural competencies for all students.</p> <p>b) The program has a process of developing and revising a high quality curriculum.</p> <p>c) The curriculum is fully articulated for all students.</p> <p>d) Instructional methods are derived from research-based principles of immersion language education and the development of bilingualism and biliteracy in children.</p> <p>e) Instructional strategies enhance the development of bilingualism, biliteracy and academic achievement.</p> <p>f) Instruction is student-centered, and participants receive program services that meet their assessed needs.</p> <p>g) Teachers create a multilingual and multicultural learning environment.</p>
--	--

Evidence Reviewed		
<b>Document</b> <input type="checkbox"/> Spanish Immersion Master Plan <input type="checkbox"/> Single Plan for Student Achievement from each Program Site <input type="checkbox"/> Instructional materials <input type="checkbox"/> Other: _____	<b>Interview</b> <input type="checkbox"/> Spanish Immersion coordinator <input type="checkbox"/> District administrators <input type="checkbox"/> Site administrators <input type="checkbox"/> Teachers <input type="checkbox"/> Parents <input type="checkbox"/> Students <input type="checkbox"/> Others: _____	<b>Observation</b> <input type="checkbox"/> Classrooms <input type="checkbox"/> Other: _____
<b>Findings:</b>		

Adapted from the *Guiding Principles of Dual Language Education* by the Center for Applied Linguistics, and the State of California *Instruments for Categorical Program Monitoring for English Learners and Gifted and Talented Education*.

<b>Conclusion</b>	<input type="checkbox"/> Meets requirements	<input type="checkbox"/> Does not meet requirements	<input type="checkbox"/> Not reviewed
-------------------	---	---	---------------------------------------

<b>IV</b>	<b>Staffing and Professional Development</b>		
	High quality staff members are recruited, trained, assigned and assisted to ensure the effectiveness and appeal of the program.		
	<ul style="list-style-type: none"> <li>a) The program recruits and retains high quality Spanish immersion language personnel.</li> <li>b) The program has a quality professional development plan based on needs assessment and addresses the requisite competencies of teachers and supervisory personnel.</li> <li>c) The program provides adequate resource support for professional development.</li> <li>d) The program collaborates with other groups and institutions to ensure staff quality.</li> </ul>		
Evidence Reviewed			
<b>Document</b>	<b>Interview</b>		
<input type="checkbox"/> Spanish Immersion Master Plan <input type="checkbox"/> Spanish Immersion teacher/administrator specifications <input type="checkbox"/> Teacher/administrator needs assessments <input type="checkbox"/> Records of professional development <input type="checkbox"/> Other: _____	<input type="checkbox"/> Spanish Immersion coordinator <input type="checkbox"/> District administrators <input type="checkbox"/> Site administrators <input type="checkbox"/> Teachers <input type="checkbox"/> Others: _____		
<b>Findings:</b>			
<b>Conclusion</b>	<input type="checkbox"/> Meets requirements	<input type="checkbox"/> Does not meet requirements	<input type="checkbox"/> Not reviewed

<b>V</b>	<b>Leadership, Support and Resources</b>	
	The program cultivates knowledgeable and effective leaders, enables stakeholders to provide support and advocacy, and maintains structures and processes for decision-making and communication. Human, technological and financial resources are allocated equitably and effectively.	
	<ul style="list-style-type: none"> <li>a) Policies, plans, and administration of the program meet statutory requirements.</li> <li>b) A person is designated who has responsibility for the development of program participation, program implementation, fiscal management, and collection of auditable records for evaluation.</li> <li>c) The program has strong, effective, and knowledgeable leadership.</li> <li>d) The program is supported by all program and school staff.</li> <li>e) The program is supported by families and the community.</li> <li>f) The program is adequately funded and allocation and use of funds meet statutory requirements for allowable expenditures.</li> <li>g) The program advocates for support.</li> <li>h) Resources are distributed equitably within the program, school, and district.</li> </ul>	
Evidence Reviewed		
<b>Document</b>	<b>Interview</b>	<b>Observation</b>
<input type="checkbox"/> Spanish Immersion Master Plan <input type="checkbox"/> Single Plan for Student Achievement from each Program Site	<input type="checkbox"/> Spanish Immersion coordinator <input type="checkbox"/> District administrators <input type="checkbox"/> Site administrators	<input type="checkbox"/> Classrooms <input type="checkbox"/> Other: _____

Adapted from the *Guiding Principles of Dual Language Education* by the Center for Applied Linguistics, and the State of California *Instruments for Categorical Program Monitoring* for English Learners and Gifted and Talented Education.

<input type="checkbox"/> Identification criteria <input type="checkbox"/> LEA fiscal records for EIA-LEP funds <input type="checkbox"/> LEA fiscal records for Title III funds <input type="checkbox"/> Time-accounting records of multi-funded staff <input type="checkbox"/> Other: _____	<input type="checkbox"/> Teachers <input type="checkbox"/> Parents <input type="checkbox"/> Others: _____	
<b>Findings:</b>		
<b>Conclusion:</b> <input type="checkbox"/> Meets requirements <input type="checkbox"/> Does not meet requirements <input type="checkbox"/> Not reviewed		

<b>VI</b>	<b>Family and Community Involvement</b> Parents, staff, students and community members are actively engaged in developing, implementing, and evaluating programs.	
<p>The plan includes procedures for continuous participation of parents of Spanish Immersion students in recommending policy for the planning, evaluation and implementation of the Spanish Immersion program.</p> <p>The program has a responsive infrastructure for positive, active and ongoing relations with students' families and the community.</p> <p>The program has parent education and support services reflective of the bilingual and multicultural goals of the program.</p> <p>The program views and involves parents and community members as strategic partners.</p>		
Evidence Reviewed		
<b>Document</b> <input type="checkbox"/> Spanish Immersion Master Plan <input type="checkbox"/> Single Plan for Student Achievement from each Program Site <input type="checkbox"/> Parent advisory meeting notices, agendas <input type="checkbox"/> Parent surveys <input type="checkbox"/> Other: _____	<b>Interview</b> <input type="checkbox"/> Spanish Immersion coordinator <input type="checkbox"/> District administrators <input type="checkbox"/> Site administrators <input type="checkbox"/> Parents <input type="checkbox"/> Others: _____	<b>Observation</b> <input type="checkbox"/> Spanish Immersion parent meeting <input type="checkbox"/> Other: _____
<b>Findings:</b>		
<b>Conclusion</b> <input type="checkbox"/> Meets requirements <input type="checkbox"/> Does not meet requirements <input type="checkbox"/> Not reviewed		

Adapted from the *Guiding Principles of Dual Language Education* by the Center for Applied Linguistics, and the State of California *Instruments for Categorical Program Monitoring for English Learners and Gifted and Talented Education*.

# Appendix E: Language Arts Domains Division by Language & Transfer

---

Like most content, language arts instruction transfers between languages: much of what is taught about reading or writing in English can be understood and applied in Spanish. As a consequence, teaching language arts in two languages does not necessitate double the time for language arts instruction; instead, in TWI, the language arts block is divided into two smaller Spanish and English blocks.

At the lower grade levels of our 90/10 program, English Language Arts is delivered in a push-in model in a teaching partnership between the classroom teacher and the Academic English Language Development specialist. At the upper grade levels of our 90/10 program, to ensure that students receive the full breadth of language arts instruction in a compact block; teachers systematically divide language arts domains by language on a weekly or biweekly rotating basis. Further, this allows both teamed and self-contained teachers to focus planning time to deliver high-quality instruction.

	Language 1	Language 2
Rotation 1	Oral Language  Word Study <ul style="list-style-type: none"> <li>• Phonics and Morphology*</li> <li>• Vocabulary</li> </ul> Reading <ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Fluency</li> </ul>	Oral Language  Word Study <ul style="list-style-type: none"> <li>• Phonics and Morphology</li> <li>• Vocabulary</li> </ul> Language Arts <ul style="list-style-type: none"> <li>• Writing</li> <li>• Grammar*</li> </ul>
Rotation 2	Oral Language  Word Study <ul style="list-style-type: none"> <li>• Phonics and Morphology</li> <li>• Vocabulary</li> </ul> Language Arts <ul style="list-style-type: none"> <li>• Writing</li> <li>• Grammar*</li> </ul>	Oral Language  Word Study <ul style="list-style-type: none"> <li>• Phonics and Morphology</li> <li>• Vocabulary</li> </ul> Reading <ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Fluency</li> </ul>

*\*Grammar, phonics, morphology, and other elements are taught in both languages in a single rotation when curriculum addresses skills that do not transfer between languages.*

# Appendix F: Blueprint for Marketing & Outreach Plan

---

D6's Two-Way Immersion program's goals for marketing and outreach are as follows:

- ✓ To create advocacy for TWI throughout D6 community
- ✓ To create a fully informed parent community and increase parent participation in TWI
- ✓ To ensure that each incoming class of students is linguistically balanced between native Spanish-speakers and native English-speakers

## **Website**

- ✓ Is completely bilingual
- ✓ Includes a description of the TWI program, history of the program, links to immersion research and information about the Seal of Biliteracy, videos and photographs depicting the program, information about enrollment timeline and deadlines

## **Social Media**

- ✓ Is completely bilingual
- ✓ Contains important reminders for parents regarding upcoming events
- ✓ Showcases what is happening in the TWI program and in individual classrooms
- ✓ Shares important immersion research with families and the larger community

## **Brochures & Flyers**

- ✓ Are completely bilingual
- ✓ Include a description of the TWI program, history of the program, frequently asked questions, research findings regarding the benefits of bilingual/biliterate education, photographs of typical program activities, brief interviews with or quotes from TWI parents, students and teachers regarding their experience with the program
- ✓ Are provided at registration, kinder roundup, all D6 schools and the district office for outreach and recruitment purposes

## **Parent & Community Participation**

- ✓ All TWI parent meetings are completely bilingual
- ✓ Parents are expected to attend and participate in Community Nights where they will learn important skills and walk away with tools to help their children succeed in the TWI program
- ✓ Incoming TWI parents are required to attend an informational meeting where they will learn about Two-Way Immersion, our program, and the commitment required

# Appendix G: Program Application

---

The enrollment process for the TWI program includes the following steps:

1. Attend a parent information night OR watch the [TWI Video Overview](#) and fill out [subsequent questionnaire](#).
2. Complete [online application](#), including parent compact.
3. Complete in-district or out-of-district [transfer](#) as applicable.

# Appendix H: Leadership Roles & Responsibilities

---

Soltero (2004) states that a dual language coordinator provides the structural support needed to effectively implement the program (p. 78). An example of the multiple and vital roles of the coordinator are detailed below. While this need not be a separate hired position, oversight of these tasks by a single coordinator is essential to their successful implementation.

The Program Coordinator:	
<ul style="list-style-type: none"> <li>• Helps develop the dual language schools handbook</li> <li>• Searches for quality instructional materials</li> <li>• Promotes the program in educational forums</li> <li>• Informs the community about the program</li> <li>• Seeks outside funding and grants</li> <li>• Coordinates program evaluation and progress</li> <li>• Oversees the implementation of the program</li> <li>• Becomes a school liaison for visitors and prospective students and parents</li> </ul>	FOR THE PROGRAM
<ul style="list-style-type: none"> <li>• Assists teachers with scheduling</li> <li>• Facilitates other school or classroom visitations</li> <li>• Informs teachers of available staff developments</li> <li>• Provides training on dual language related issues</li> <li>• Presents information on best practices for instruction</li> <li>• Demonstrates appropriate instructional approaches</li> <li>• Organizes monthly dual language teacher meetings</li> <li>• Coordinates initial student assessment and placement</li> <li>• Provides information and recommendations on available quality instructional materials</li> </ul>	FOR THE TEACHERS
<ul style="list-style-type: none"> <li>• Provides instructional support</li> <li>• Helps assess students' progress or needs</li> <li>• Offers tutoring services</li> </ul>	FOR THE STUDENTS
<ul style="list-style-type: none"> <li>• Organizes parent meetings</li> <li>• Provides information and program support</li> <li>• Addresses parent questions and concerns</li> <li>• Coordinates second language parent classes</li> <li>• Offers training for parent volunteers working in the classroom</li> </ul>	FOR THE PARENTS

To be effective, TWI leaders must play multiple roles and be committed to continual improvement of their knowledge and skills. While there are specific roles and responsibilities associated with certain positions of leadership, there are some general requirements including the following:

### **Program planning, management & evaluation**

Generally, leaders' day to day decisions are better when they are informed by a longer term vision, reflect multiple information sources and perspectives, and have the support of stakeholders. When the updated TWI Master Plan is adopted and shared with the TWI community, effective program leaders will increasingly use the program vision, mission, and goals to guide decision making and will reference them regularly in communication

### **Capacity Building**

Effective leaders build leadership capacity in all stakeholders and encourage them to offer ideas, solve problems and provide program support and advocacy. A key role of program and site leaders is to understand and meet the needs of teachers, helping them to achieve and sustain success and satisfaction. This includes supporting and monitoring program specific collaborative planning time, providing technical assistance, coordinating instruction across classrooms and program sites, and guiding implementation of new curriculum adoptions and standards.

### **Advocacy and Cultivation of Support**

Leaders are expected to advocate on behalf of the program and secure vital financial, technological, and human resources. Proactive advocacy can enhance the program's visibility and reputation and generate additional support.

Recommendation:

- ✓ Develop and implement a long term outreach and advocacy plan which may include
  - Outreach and/or public relations activities promoting the TWI program to various audiences
  - Participation in coalitions of similar programs, networking with other schools and organizations, and lobbying for support of dual-language education

- Initiatives that seek tangible support of state, district, school board and local business community
- Ensure that program communications are up to date (website, video, brochure).

### **Fostering access and equity**

Just as the program seeks to generate ongoing support from teachers, families, and community members; it is committed to providing support to students who most need it. Program leaders are responsible for promoting program equity and ensuring that the program provides access and services for special populations, such as English language learners, gifted and talented students, and students with disabilities.

Recommendations:

- ✓ Review policies and practices and improve interventions and support for special populations, including Spanish-speaking, English language learners, third language learners, and Talented and Gifted (TAG) identified students
- ✓ Determine and improve extent to which students at school sites have access to support services in both languages
- ✓ Improve processes for acquisition of Spanish language resources comparable to those in English, including up-to-date content and literacy materials in both languages for immersion classrooms and for school-wide facilities
- ✓ Develop an after-school program for parents to support students

### **Commitment to Learning and Continual Improvement**

To keep the program effective and compelling, leaders need to be knowledgeable about both general education trends and current research and practices regarding dual language immersion. They also need to have the confidence and skills to apply their new knowledge appropriately

Recommendation:

- ✓ Provide opportunities for leaders, including administrators, teachers, staff, families, and community members to expand their knowledge and develop their skills. Examples of activities include professional reading,

participation in conferences and workshops, and coaching and mentoring.

# Appendix I: Acronym Glossary

---

ACTFL	American Council on the Teaching of Foreign Languages
ADM	Average Daily Membership
AELD	Academic English Language Development
BIS	Crater School of Business, Innovation and Science
CAHPS	Crater Academy of Health and Public Service
CALP	Cognitive Academic Language Proficiency
CBI	Content Based Instruction
CBM	Curriculum-Based Measures
CCSS	Common Core State Standards
CN	Community Night
D6	District 6, Central Point School District 6
EDL2	Evaluación del Desarrollo de la Lectura, Segunda Edición
ELA	English Language Arts
ELLs	English Language Learners
FLOSEM	Foreign Language Oral Skills Evaluation Matrix
GLAD	Guided Language Acquisition Design
HR	Human Resources
OPI	Oral Proficiency Interview
OWL	Organic World Language
PLC	Professional Learning Community
RA	Renaissance Academy
RFEP	Reclassified Fluent English Proficient

SLA	Spanish Language Arts
SLD	Spanish Language Development
SST	Student Study Team
TAG	Talented and Gifted
TWBI/DL	Two-Way Bilingual Immersion / Dual Language
TWI	Two-Way Immersion