Dual Language Programming

As a parent, how will I be able to help my child if I don’t know the target language?

- Continue reading to your child in your primary language
- Maintain close communication with your child’s teacher in order for you to be able to help child at home

If Spanish is the home language, how will my child acquire the English language?

The English language is modeled by the teacher as well as the students and reinforced during English Language Development (ELD) through a content area using sheltered instruction methodologies.

PARTICIPATING CAMPUSES

**Elementary Schools**

- Briscoe 713-924-1740
- Daily 281-368-2111
- DeAnda 713-556-9550
- Emerson 713-917-3630
- Helms 713-867-5130
- Herod 713-778-3315
- Herrera 713-696-2800
- Kashmere Gardens 713-671-4160
- Law 713-732-3630
- Northline 713-696-2890
- Sherman 713-226-2634
- Twain 713-295-5230

**Elementary/K-8**

- Billy Reagan K-8 713-556-9575
- Wharton K-8 713-535-3771

**Middle Schools**

- Burbank MS 713-696-2720
- Johnston MS 713-726-3616

**High School**

- Reagan HS 713-865-4400
What are the goals of the program?
- The development of fluency and literacy in English and Spanish for all students
- The integration of native English speakers and English language learners for academic instruction, in accordance with the selected program design and model. Whenever possible, 50% of the students in a program should be dominant English speakers and 50% of the students should be native speakers of Spanish at the beginning of the program
- The promotion of bilingualism, biliteracy, cross-cultural awareness, and high academic achievement

What are the characteristics of the program?
- An additive bilingual environment that has full support of the school administrators, teachers, and parents
- A minimum of a 5-year commitment, ideally Kindergarten-12th grade
- English speakers enter only at kinder and first grade
- Both English and Spanish speakers are instructed together
- Teachers use the language of instruction; separation of the two languages is a key component
- There are no translations or repeated lessons

What are the program standards?
- A minimum of 50% to a maximum of 80% of daily instruction in the non-English language
- Equitable access to students, screening only for language dominance
- Strategic separation of languages on the part of the instructor-no translation
- Kindergarten-5th grade (K-12th grade is encouraged)

Why is this program beneficial for both English and Spanish speakers?
- Two-Way language is an additive model for both groups
- Spanish speakers maintain their first language while learning a second language
- This program presents no risk to the English speakers’ dominate language. They are taught academics in Spanish with second language approaches to ensure their success.

**50/50 Model-percentage is 50% Spanish/50% English from Grades K-5th.**