

MARTIN LUTHER KING JR.
MIDDLE SCHOOL
DRAFT
BILINGUAL PROGRAM
1994-95
Proposed by Stanley A. Lucero
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General Description

MLK will open in September 1995 for the first time. This draft is intended to assist in the development of a bilingual program to meet the needs of the limited English proficient (LEP) students who will be enrolled at MLK. The bilingual program will also provide challenging classes to students who are learning to speak, read, and write Spanish. This draft is intended to meet the expressed needs of the various agencies (OCR, CRLA, State Department of Education) in regards to the federal and state requirements for the education of LEP students.

Ideal Bilingual Program

Every student on campus would have the opportunity to enroll in core curriculum classes in his first language. Every student would have the opportunity to learn a second language. Every student would be involved in cultural activities designed to promote pride in their own language/culture and an awareness and respect for the languages/cultures of others.

Instructional Goals

The Bilingual Office staff will identify all students who come from a home enriched with languages other than English. The course offerings at MLK will be designed to:

1. Provide access to the core curriculum classes to all LEP students through a combination of classes conducted in Spanish and classes conducted through sheltered English approaches.
2. Assist each LEP student to acquire the English language skills of listening, speaking, reading, and writing through English Language Development (ELD) classes utilizing the district adopted Addison Wesley ESL Program (levels A-F).
3. Provide a variety of formal and informal cultural activities to promote positive self-esteem and pride in their own language and culture.

Bilingual Office

The Bilingual Department Chair and staff will provide services in the following areas:

1. Insure that all MLK students are accurately classified as EO (English only), LEP (limited English proficient), or FEP (fluent English proficient).
2. Submit the information for the annual R-30 Language Census Report.
3. Assess the skills of the identified LEP and FEP students:

- a. English language skills: understanding, speaking, reading, and writing.
 - b. Spanish academic levels: reading, writing, and math
4. Maintain records of bilingual testing of students.
 5. Coordinate inservice and staff development to enable the MLK staff to better meet the needs of their LEP and FEP students.
 6. Coordinate staff development for the bilingual staff providing native language instruction, English language development instruction, and cultural activities.
 7. Assist all departments in the selection of textbooks, software, and other instructional materials.
 8. Work with the MLK Bilingual Advisory Council.

Projected Student Data

Total MLK enrollment		938
Total Bilingual Program students		280
LEP students	230	
FEP students	25	
EO-Spanish students	25	
Bilingual classroom enrollment		280
ELD (six levels)	250	
Spanish academic classes	100	
SDAIE academic classes	150	
Bilingual support classes	50	
Electives with bilingual support	50	
7th graders	140	
8th graders	140	
Student Languages		280
Spanish	254	
Mixteco	10	
Hmong	2	
Other languages	2	

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Bilingual Advisory Committee BAC

Each school in California is required to elect BAC committee members when 25 or more LEP students are enrolled. The committee members include LEP parents, staff, and community members. The BAC must be involved in designing the School Site Plan, the Bilingual Program, the R30-LC report, the EIA-LEP budget, determining the needs of the LEP students, etc. The BAC reports directly to the school principal.

An Ad Hoc BAC needs to be organized this year to involve the LEP parents in designing the bilingual program for MLK. Proposed committee composition: one LEP parent from each feeder school
one staff member
Principal
one community member
Include individuals who speak Spanish and/or Mixteco

Student Assessments

Send new students and students with incomplete assessments to the Bilingual Office before scheduling classes. Require that assessments are all complete before scheduling a possible bilingual student. It is extremely difficult to change a student's schedule in midterm.

Assessments to be completed include:

1. Oral Language Proficiency
English oral language proficiency may be determined by the BSM, LAS, IPT, or other state approved tests. Spanish oral language proficiency may be determined by the BSM, LAS, IPT, or other state approved tests. Oral language proficiency in other languages will include a combination of SOLOM, parent interviews, and interpreters.
2. Reading Levels
English reading levels may be determined by the CTBS, LAS, IPT, and other English reading tests. Spanish reading levels may be determined by the SABE, LAS, IPT, and other Spanish reading tests. Reading levels in other languages will include a combination of parent interviews, interpreters, and informal reading assessments.
3. Writing Levels

English writing levels may be determined by the District Language Proficiency test, LAS, IPT, and writing samples scored with a writing rubric.

Spanish writing levels may be determined by the District Language Proficiency test, LAS, IPT, and writing samples scored with a writing rubric. Writing levels in other languages may be determined by writing samples scored with a writing rubric with the help of consultants or interpreters.

4. Math levels

Math levels in English may be determined by the CTBS, Math District Proficiency Test, WRAT, or other Math tests in English. Math levels in Spanish may be determined by the SABE, Spanish Math District Proficiency Test, BEST, or other Math tests in Spanish. Math levels in other languages need to be determined with the help of consultants and interpreters.

LEP student needs

Students who speak a language other than English come to us with a variety of academic skills. Some have completed the sixth grade in their own country and are ready for the seventh grade curriculum in their own language. Others have never been to school and need a program designed to provide them with literacy skills in their own language. Some of them do not speak one word of English and need to begin with our first course in English as a second language. Others speak English fluently and are in the process of acquiring reading and writing skills.

LEP students are in the process of learning English and are not ready for the mainstream English curriculum. FEP (fluent English proficient) students understand, speak, read, and write English at or near grade level and are ready for the mainstream English curriculum. LEP and FEP students need to maintain a positive outlook towards their own language and culture as well as an appreciation of the English language and culture. Both students need to continue progressing academically.

The needs of LEP students must be identified to determine the type of bilingual program classes and support in the three areas of academics (Spanish/SDAIE), ELD, and cultural activities.

1. All bilingual program students must have at least one period with a bilingual adult who is fluent in the student's language.
2. All bilingual program students must have one period of ELD at the appropriate level.
3. All Spanish bilingual program students must have one or more periods of bilingual classes in Spanish with a bilingual teacher.

Beginning LEP-Spanish students will have all of their academic and elective classes in Spanish plus ELD. LEP-Spanish students will gradually proceed from Spanish academic classes to SDAIE academic classes to mainstream academic classes.

Staffing needs

1. Bilingual Secretary (administration office)
2. Bilingual Department Chair or Bilingual Resource Teacher
3. Bilingual Clerk I (for Bilingual Department)
4. Bilingual Teachers (minimum of one per department)
5. Sheltered English Teachers (minimum of one per department)
6. Bilingual Aides (Spanish, Mixteco, etc.)
7. Bilingual Counselor (for all LEP and FEP students)
8. Teachers with LDS credentials
9. Teachers with Bilingual credentials
10. Bilingual special education aides (Bilingual teacher preferred)

At least two bilingual teams will need to meet the needs of the LEP students. The following are one approach:

7th grade Bilingual Team: 2 Bilingual teachers
2 LDS teachers
2 Bilingual aides

8th grade Bilingual Team: 2 Bilingual teachers
2 LDS teachers
2 Bilingual aides

Each teacher could teach four periods of ELD, SDAIE, or Spanish academic classes and one period of an elective designed to provide cultural activities for positive self-esteem.

Tentative List of Bilingual Program Classes

English Language Development (require LDS credential)

ELD A	ELD B	ELD C
ELD D	ELD E	ELD F

Spanish academic classes (require bilingual credential)

7th Span Math	8th Span Math
7th Span Science	8th Span Science
7th Span Soc Sci	8th Span Soc Sci
7th Span Lang Arts	8th Span Lang Arts

SDAIE academic classes (require LDS credential)

7th Shel Math	8th Shel Math
7th Shel Science	8th Shel Science
7th Shel Soc Sci	8th Shel Soc Sci

Bilingual elective classes

Folkloric Dance	Hispanic Music (marimba, mariachi, coro)
Hispanic Art	Hispanic Creative Writing
Mex Cult Awareness	Spanish for Spanish Speakers
Hispanic Literature	History of the Southwest

1st Tier of Bilingual Classes
Beginning Bilingual Class Block

Designed to meet the needs of all beginning LEP-Spanish students.
Could include mainstream students with similar needs.

3 periods in Spanish with a bilingual teacher
1 period elective with a bilingual teacher
1 period ELD
1 period PE

Criteria: BSM English levels 1-3
CTBS English 0-19th percentile
SABE Spanish 0-35th percentile
English writing rubric scores 1-3
Spanish writing rubric scores 1-6

2nd Tier of Bilingual Classes
Intermediate Bilingual Class Block

Designed for LEP-Spanish students who speak and read English at intermediate levels of proficiency. Could include mainstream students with similar needs.

2 periods in Spanish with a bilingual teacher
1 period in SDAIE
1 period in ELD
1 period in elective of choice with L1 support
1 period PE

Criteria: BSM English levels 3-5
CTBS English 0-19th percentile
SABE Spanish 36th+ percentile
English writing rubric scores 2-4
Spanish writing rubric scores 4-6

3rd Tier of Bilingual Classes
Advanced Bilingual Class Block

1 period in Spanish with bilingual teacher
2 periods SDAIE
1 period ELD
1 period elective
1 period PE

Criteria: BSM English levels 5-6
CTBS English 20-35th percentile
SABE Spanish 36th+ percentile
English writing sample rubric scores 4-6
Spanish writing sample rubric scores 4-6

4th Tier of Bilingual Classes

Transition from Bilingual to Mainstream Classes

- 1 period with bilingual teacher
- 1 period SDAIE
- 1 period ESL
- 1 period mainstream
- 1 period elective
- 1 period PE

Criteria: BSM English levels 5-6
CTBS (English) 30-35th percentiles
SABE (Spanish) 36th+ percentiles
English writing rubric scores 4-6
Spanish writing rubric scores 4-6

Individualized Tier of Bilingual Classes

Based on committee recommendations

This tier of classes is for those students who do not speak Spanish but are LEP students. This tier could also benefit mainstream students.

- 1 period ELD
- 2 periods SDAIE
- 1 period with an adult who is fluent in the student's language
- 1 period PE
- 1 period elective

Criteria: BSM English levels 1-6
CTBS English levels 0-35th percentile
English writing rubric scores 1-6

Some of our non-English speaking students speak Punjabi, Arabic, Mixteco, Portuguese, etc. and cannot benefit from the Spanish Bilingual Classes or the mainstream classes taught in English. The scheduling of classes for these LEP students will need to be done on an individual basis by a bilingual committee. The bilingual committee will need to search for alternate ways to provide native language academic instruction (software, workbooks, parents, community resources, etc.). These students will be enrolled in ELD, Sheltered English classes and individualized programs.

Some of our Spanish speaking students have lost or are losing their Spanish but have not developed their English language skills (understanding, speaking, reading, and writing) to a level that permits them to function at grade level. They also require the services of the bilingual program.

Some of our monolingual English speaking students have similar needs as evidenced by their low CTBS scores and could also benefit by this block of bilingual classes.

Bilingual Classes

1. English Language Development classes:

ELD-A, ELD-B, ELD-C, ELD-D, ELD-E, ELD-F.

English language development classes required for all LEP students. Utilize Addison Wesley English As A Second Language Program. The main purpose of these classes is to help students acquire English language skills in understanding, speaking, reading, and writing English.

Non English speaking students are enrolled in ELD-A. All other students to be placed in appropriate class based on oral, reading, and writing English test scores (specific criteria to be developed). Students progress to next level upon a score of 80% or higher on End of Book tests. English speaking students with weak reading and writing skills may be enrolled in the appropriate level.

Supplemental materials can include: IDEA, Creative Ideas, Carousel of Ideas, ESL software, Language Experience Approach activities, Total Physical Response activities, natural language approach activities, etc. All ELD classes will be conducted entirely in English by teachers with the appropriate credentials (LDS, CLAD, etc.).

2. Core Curriculum classes in Spanish

Each department needs to identify classes that all seventh and eighth grade students must complete. These identified classes need to be offered on a regular basis in Spanish for all students able to read the textbooks in Spanish and complete the assignments in Spanish. These classes will be conducted entirely in Spanish by bilingual teachers. The main goal and purpose of these classes is to provide the academic content in the course outline. The textbooks will be parallel versions of the textbooks used in the mainstream classes taught in English. The classes will be required for Spanish speaking LEP students but open to all students at MLK.

3. Core curriculum classes - sheltered English approach

In addition to offering these classes in Spanish with a bilingual teacher, each department needs to offer these same classes as sheltered classes on a regular basis for those students who speak English but are unable to read in textbooks in English. The classes will be conducted entirely in English using sheltered English techniques to cover the academic content of each class. The main goal and purpose of these classes is content, not English. The classes should be taught by teachers with the LDS or CLAD credentials with training in sheltered English.

4. Cultural activities to promote positive self esteem

The school needs to provide a combination of formal and informal activities that reflect and incorporate the languages and cultures of all of their students. Due to the large number of Hispanic students, the school also need to focus on providing cultural activities that promote positive self-esteem for Hispanics.

Formal classes could include:

Folkloric Dance	Marimba Band
Spanish Choir	Hispanic Art
Hispanic Creative Writing	
Mexican American Cultural Arts and History	

Informal activities could include:

- Assemblies in Spanish
- Cultural programs for parents
- Holiday and Community celebrations
- Hispanic business presentations
- PA announcements in Spanish
- Spanish Club, MECHA, etc.
- Cultural units/class projects
- Community cultural presentations
- Bilingual student newspaper

5. Newcomer's class

This class is designed to meet the needs of monolingual Spanish speaking students with little or no prior schooling. The main focuses of the class would include: Spanish literacy and knowledge of United States cultural values and customs. All instruction to be conducted in Spanish under the direction of an experienced bilingual teacher.

6. Spanish for Spanish speakers

Students with the desire to reach higher levels of competency in Spanish may wish to enroll in Spanish Math, Spanish History, Spanish Biology, etc. The classes in Spanish will teach the same course outline requirements and utilize Spanish textbooks identical to the English textbooks. Students who desire to enroll in these classes must be able to speak, read, and write Spanish.

7. Elective mainstream classes

To reflect the languages and cultures of the students enrolled in each elective class, each teacher will need to adapt the curriculum to incorporate the different languages and cultures. Consider activities within each unit of study, bilingual volunteers, community speakers, use of pictures that reflect the different cultures, newspapers and magazines in different languages, etc. Look for student assignments in which the students can meet your expectations within the arena of their own language and culture. Encourage students to express the

contributions of their culture within the units of study of your class.

8. Reflecting the cultural heritage of students in the classrooms.

Integrate LEP, FEP, and EO students as much as possible in all elective and PE classes. Consider the use of bilingual aides and bilingual student TA's on a regular basis.

Every teacher needs to make a conscious effort to ensure that their rooms and curriculum incorporates aspects of the student's cultural heritage.

Suggestions include:

Pictures	posters
cultural activities	cultural contributions
community resources	printed materials

Utilizing the student's cultural heritage on a daily basis will help develop a positive self-esteem for all students as well as an awareness and appreciation of the languages and cultures of other students.

Staff Development

Identify the skills of the staff and match them with the needs of the students. Determine which staff skills need further improvement and develop a staff development schedule of inservices to improve the identified skills. The goal of staff development in bilingual education is to provide the staff with bilingual teaching techniques and strategies to better meet the needs of the LEP students. The staff also needs to have a strong historical perspective of the legal and legislative requirements regarding minority students.

All staff needs to attend workshops, inservices, conferences, etc. to improve their individual skills to work with culturally and linguistically enriched students.

Some topics for staff development inservices could include:

1. English as a second language teaching techniques and strategies
2. Second language acquisition stages of development
3. Sheltered English teaching strategies
4. Legal and legislative requirements for bilingual programs
5. Importance of native language instruction in core curriculum areas
6. Cultural differences and Cultural Shock
7. Bilingual software and CD-ROMs
8. SDAIE techniques (specially designed academic English instruction)
9. Cultural heritage of Hispanic students
10. Bilingual Education
11. Bilingual Special Education
12. Bilingual GATE
13. LEP Compliance items

14. CCR - Consolidated Compliance Review

Conferences of interest to staff working with LEP students:

1. Annual State CABE Conference
2. Annual State AMAE Conference
3. Fresno Madera CABE/CASBE Annual Conference
4. District Bilingual Inservices
5. Regional Bilingual Inservices

Textbooks and Instructional Materials

Textbooks for LEP students are purchased from the district general textbook funds. The textbooks need to be in the language of the students and meet the same requirements as the English textbooks. Whenever possible, parallel versions are purchased by the district. SIP, EIA, LEP, and other State and Federal funds are to be used to supplement (not supplant) the general district funds.

1. Select and purchase bilingual textbooks whenever possible (English and Spanish) for each class.
2. Select and purchase bilingual/multilingual software.
3. Select and purchase ESL/ELD software. Beginning ESL materials need to focus on receptive English skills. Advanced ESL materials need to focus on English reading and writing skills.
4. Select and purchase a wide variety of library materials in Spanish: literature books, dictionaries, encyclopedias, thesaurus, magazines, periodicals, atlases, etc.
5. Select and purchase materials that reflect the different languages and cultures of our student population.