



Connect to Kindergarten

# DUAL LANGUAGE IMMERSION





- School profile
- Life at Atkinson
- DLI program
- Program model, benefits, and outcomes
- How to apply and improve your chances
- Parent involvement
- Meet our staff

## SCHOOL PROFILE

ENROLLMENT 2015-16	433
K-3	287
4-5	146
6-8	--

MEDIAN CLASS SIZE	School	Oregon
Self-Contained	24.5	25.0
Departmentalized	--	--

## IMMUNIZATION RATES

Percent of students with all required vaccines: 89 (Visit [www.healthoregon.org/immdata](http://www.healthoregon.org/immdata) for more information.)

Percent of students without all required vaccines: 11

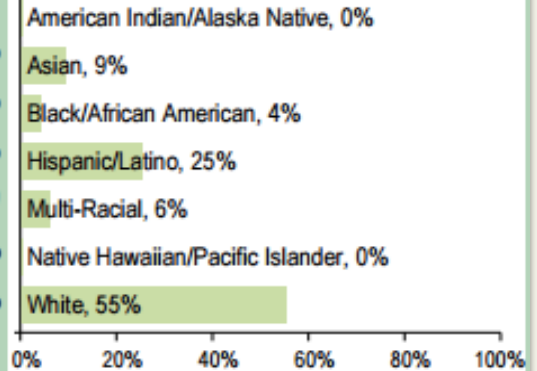
(This value includes students with medical exemptions, nonmedical exemptions, no immunization records, or up-to-date but incomplete immunization records.)

\*; <5, and >95 are displayed when data are unavailable or to protect student confidentiality.

\*\*\* indicates that this school offered lunch at no charge to all students.

## STUDENTS

SELECTED DEMOGRAPHICS	
Economically Disadvantaged	38%
Students with Disabilities	16%
Ever English Learner	17%
Different Languages Spoken	9
Regular Attenders	84.0%
Mobile Students	8.9%



School Profile



- Atkinson contributes to future teachers
- Atkinson values an inclusive environment
- Atkinson practices community dialogue







# Enriching the lives of students – Let's meet our specialists!

Specials and robust programs that educate the whole child

# Handouts

[Sign in sheet](#)

DLI Program Tri-fold

[FAQs about lottery process](#)

[Statement of Understanding](#)



# Department Goal

*The goal of the Department of Dual Language (DL) is to support the district goal through multi-lingual programs. Closing the opportunity gap for historically underserved students is a priority.*

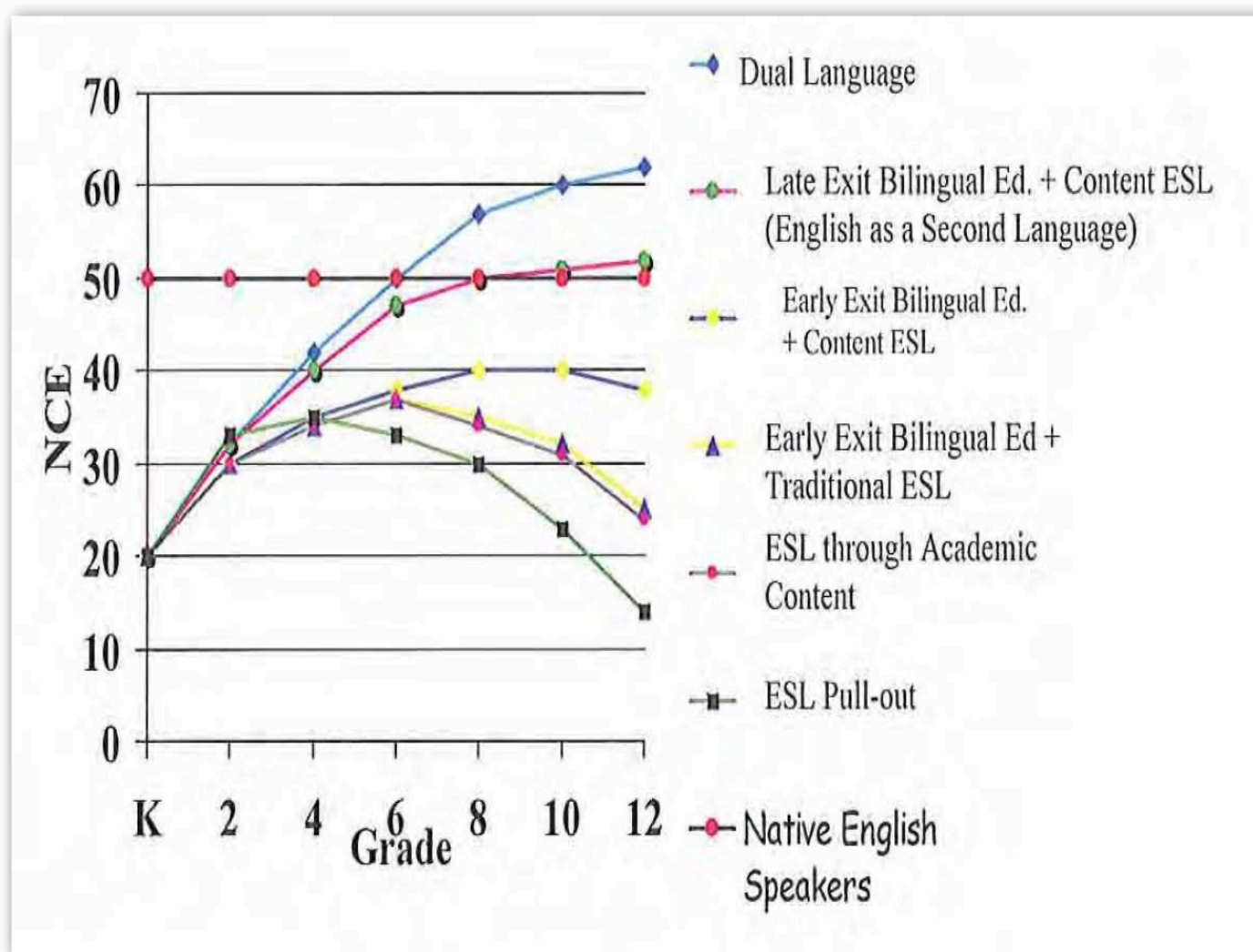
To this end, the department provides multiple pathways and entry points for students to become bilingual and biliterate. A variety of programs are offered to support the diversity of levels of proficiency in the partner languages. Programs for native speakers include native language literacy and dual language immersion. Programs for non-native speakers include world language and dual language immersion. By participating in these programs students may qualify for the Seal of Biliteracy.

# Outcomes

- DLI provides academic and cognitive advantages for ALL students (including students with disabilities)
- DLI is the best instructional model for Emergent Bilinguals (EBs)
  - ELLS have a 14 point higher rate of exiting ESL by 6th grade if they are in a DLI program that matches their native language
- Academic proficiency in the first language is best predictor of success in the second language



# Outcomes for English Language Learners



# Outcomes

For additional information about research on DLI programs. . .

- go to DLI website  
[http://www.pps.k12.or.us/departments/immersion/  
index.htm](http://www.pps.k12.or.us/departments/immersion/index.htm)
- go to Center for Applied Linguistics
- google Collier & Thomas research



# Program Models

- K-12 program
- K-5 at least half the day in partner language
- 6-12 (Immersion Continuation)

***Target:*** Oregon Seal of Biliteracy (Advanced level proficiency in Partner Language AND English)

# Program Models

<b>Two Way</b>		<b>One Way</b>
>½ students are Native Speakers of the Partner Language		most students are Partner Language Learners
<b>Grade</b>	<b>50:50</b> (Vietnamese, Mandarin, Japanese)	<b>90:10</b> (Russian, Spanish)
K-5th	half day in each language	Starts with Kinder at 90% partner language and slowly increases English until it reaches 50/50 at 4th grade
6th-8th	33% in partner language (2nd Language Arts and Social Studies) 67% in English	
High School	20% in partner language (one elective each year)	

# Curriculum

- Same state learning standards
- Same/comparable district adopted curriculum
- Same assessment schedule
- Same instruction goals + bilingual/biliterate

# Assessments

Students take the STAMP at 4th and 8th grade.

Students participate in all other district and state assessments.



# Who should apply?

- Native speakers of the partner language
- Families wishing for their child to be bilingual and biliterate
- Families willing to make the K-12 commitment

# Important Definitions

## For Kindergarten Lottery

Native Speakers are children who have been communicating (both in speaking and listening) primarily in the partner language with at least one parent/guardian since birth.

Partner Language Learners--are children who do not fit the definition of native speaker of the partner language. This includes English Only students (EO) and students who may have gained some partner language proficiency through instruction or exposure from a nonparent/guardian.

# How to Apply

- Decide if your child is a “native speaker of the partner language”
- Sign [Statement of Understanding](#)
- Fill out application online with Enrollment and Transfer Center
- Families will learn outcome of lottery in late April

# What are my chances?

## Neighborhood Only Programs

<b>School</b>	<b>Language</b>	<b>Native Language Apps : Slots</b>	<b>English Language Apps : Slots</b>
James John	Spanish	7:12	19:12
Rigler	Spanish	19:36	27:36
Scott	Spanish	16:24	22:24
Sitton	Spanish	13:24	12:24



School	Language	Native Language Apps : Slots	English Language Apps : Slots
Ainsworth	Spanish	19:16	173:32
Atkinson	Spanish	32:12	123:12
Beach	Spanish	26:24	109:24
Bridger	Spanish	29:24	70:24
Cesar Chavez	Spanish	22:28	40:20
Kelly	Russian	5:24	7:24
King	Mandarin	0:4	67:44
Lent	Spanish	12:12	25:12
Richmond	Japanese	14:15	142:54
Roseway Heights	Vietnamese	8:24	14:24
Woodstock	Mandarin	31:25	62:30

# How to Increase Your Lottery Chances

- Understand the number of slots assigned to your school of preference.
- Apply for Russian at Kelly Elementary and Vietnamese at Roseway Heights.

# Lottery Slots

	Neighborhood	Transfers
Native Spanish Speaker	2	10
Non Native Spanish Speaker	10	4

# What if I don't get in?

## Wait Lists

- Administrative Directive
- Active until 20th day of School
- ELLs may be prioritized



# Questions

Department of Dual Language

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Enrollment and Transfer Center

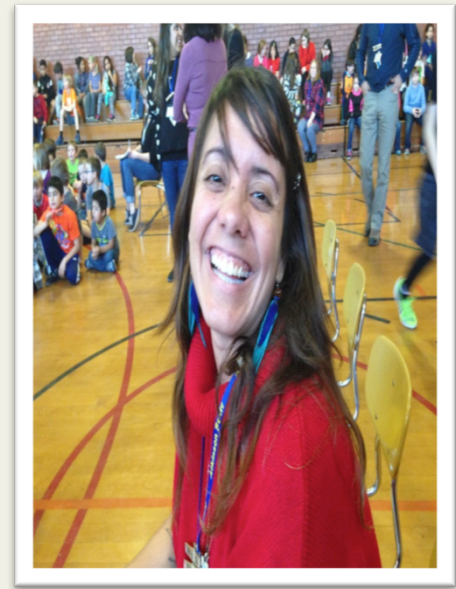
Judy Brennan

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Ms. Mary Beth Bitzer  
Ms. Alisha Chavez  
Ms. Christine Emmanuelli  
Ms. Elizabeth Skorohodov











Everett Barr-Hertel

*~School Counselor*

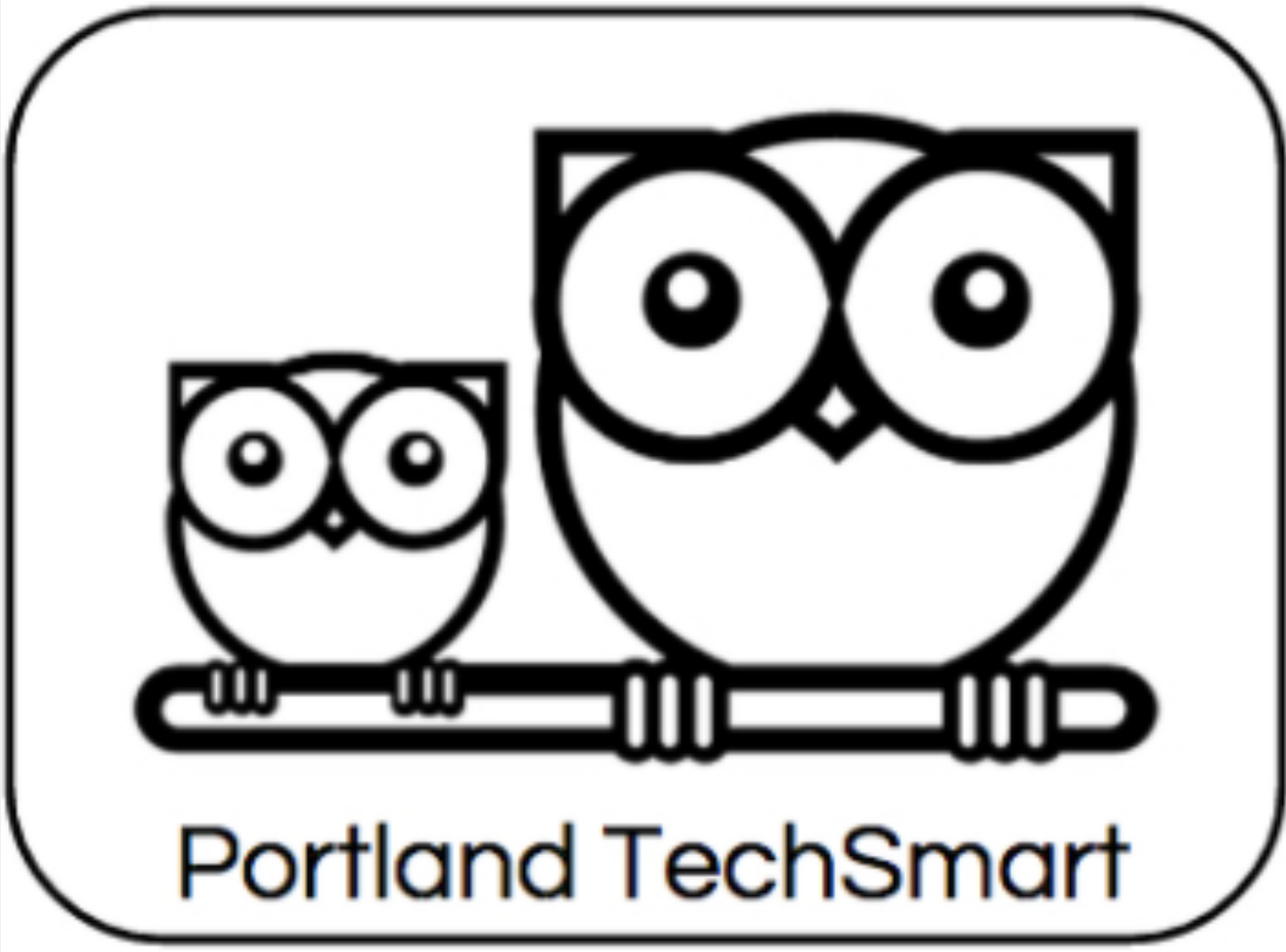


“Atkinson is a welcoming community that celebrates diversity, inspires confidence, and empowers children to thrive”



# History of DLI in PPS

Video You Tube



Cohort II

[TechSmart Grant](#) and [Ready4K](#)