INDIANA DUAL LANGUAGE PROGRAMS


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Dual language Programs in Indiana

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The dual language initiative began at Batesville Community Schools well before the implementation of its dual language program. In fact, a Chinese Global Initiative was started at Batesville Community Schools in 2013 with five sister schools in China providing authentic exchange experiences for Batesville elementary and high school students. Additionally, exchange teachers from China have traveled to teach Chinese language courses at Batesville High School and Batesville faculty have taught in China.

Naturally, the beginning of a dual language program seemed like a next step in fostering dual language curriculum at Batesville. The strong ties to China and Mandarin also help prepare Batesville students for careers and business relationships that will benefit many Batesville companies that have business relationships and ties to China.

In the dual language program at Batesville students spend fifty percent of their day learning Indiana state standards in Mandarin Chinese and the other fifty percent in English. This is achieved using two teachers; one teaches half the students exclusively in Chinese and the other teaches exclusively in English. Halfway through the day the students switch teachers.
Eisenhower Elementary School
Warsaw Community Schools
http://eisenhower.warsaw.k12.in.us/language-immersion

Established: 2016
Location: 1900 County Farm Rd., Warsaw
Principal: Chris Gensinger
Languages: Spanish
Program type: One-way dual language immersion
Grades offered: Kindergarten
Enrollment: 50

The dual language immersion program began at Eisenhower Elementary as a way to help Warsaw students become more competitive in a global economy and to help foster bilingualism, biliteracy and biculturalism in students at an early age. The dual language program is open to all students entering kindergarten even if they are not residents of Warsaw. The program currently works as a one-way dual immersion program in which kindergarten students receive fifty percent of their instruction in Spanish and fifty percent in English. Kindergarten students at Eisenhower Elementary learn from two teachers, one who speaks exclusively in English and and one who teaches in Spanish. Students switch teachers halfway through the school day. Eisenhower elementary plans to continue its dual language program by expanding the program by one grade level each year until it is able to offer dual language immersion classes through all elementary grade levels.

Eisenhower has seen outstanding parent and community support as they have begun their program. They have received out-of-state support from established dual language programs across the country. The professional development and curriculum resources provided through Utah dual language immersion curriculum have been especially helpful in establishing the program at Eisenhower Elementary.

Eisenhower Elementary has also seen increased focus and higher problem solving skills among its immersion students and anticipates many more benefits to come.
Fall Creek Valley Middle School
MSD of Lawrence Township
http://fallcreekvalley.ltschools.org/academics/spanish-immersion

Established: 1999
Location: 9701 E. 63rd St.,
Indianapolis
Principal: Kathryn Luessow
Enrollment: 175
Languages: Spanish
Program type: Two-way dual language immersion
Grades offered: 7-8

Fall Creek Valley Middle School is a continuation of the Spanish dual language immersion program started at Forest Glen Elementary in 1994. When the first class of immersion students were ready to continue their immersion education into the middle school grades the dual language program for Lawrence Township middle schoolers was started in 1999. In seventh and eighth grade students continue learning core academic curriculum in a rigorous 50:50 immersion setting where 50% of their instructional day is spent in Spanish and the other 50% in English.

This program allows students to leave middle school completely bilingual and biliterate in Spanish.

The dual language program at Fall Creek Valley Middle School has had an overwhelmingly positive community response and their program is currently over capacity due to the high numbers of interested parents and students.

Principal Kathryn Luessow has been especially impressed with the diversity that the program has brought to the middle school. She states that, “There is no racial majority in the school. The cultural diversity is rich and powerful for our kids.”

Additionally, the program at Fall Creek Valley has achieved ranking as an International Spanish Academy through the Educational Ministry of Spain. This distinction as well as the overwhelming enrollment in the dual language immersion program speaks volumes about the quality and benefits of the program.
The dual language immersion program at Forest Glen Elementary began in 1994 as a public school option for students interested in dual language immersion. The school also catered to the needs of families at the Fort Harrison Military Base by offering immersion programs in Spanish, French and German in a one-way immersion setting. Later, as the needs of the community and families evolved, Forest Glen changed its language offering to only include Spanish immersion, but in a two-way immersion setting. Because of Forest Glen’s success and established reputation as one of the best dual language elementary schools in Indiana, popularity in this program has been strong. Forest Glen currently offers four kindergarten immersion classes with 75-80 students on their waiting list at any given time. Kindergarten students participate in a total immersion setting of 90% Spanish and 10% English during the instructional day. First graders experience 80% Spanish immersion and 20% English instruction, and second graders receive 70% Spanish and 30% English instruction. Distribution of partner language use continues to decrease until students reach a 50:50 immersion setting for their remaining elementary school years. Spanish classes include art, physical education, dance and drama, and English instruction includes library, music, and English language arts among others.

Forest Glen has continually seen its students test at or above grade level on state standardized tests in Math and English. Their strong academic focus has also earned the school international recognition through the Education Ministry of Spain as an International Spanish Academy.
As the only dual language charter school in Indiana Global Prep Academy is proud to serve Indianapolis students in a two-way Spanish immersion program. The school currently enrolls 250 students in dual language curriculum from kindergarten through second grade and employs native Spanish-speaking teachers that represent 14 different Spanish speaking countries around the world. Additionally, Global Prep Academy is proud of their program that is able to support a student population of 75% free or reduced lunch. Global Prep is proving that dual language education is not an expensive, elite form of education, but rather a very real way to bridge economic and social divides among all student populations. The program at Global Prep Academy, like many other dual language programs across the state, is working to create an environment of cross-cultural understanding of language and cultural diversity.

In this environment students spend half of their instructional day immersed in Spanish and half in English. The curriculum at Global Prep focuses on expeditionary learning where students gain first hand experience in a practical environment to develop teamwork, character and self-reflection all while learning and interacting in a bilingual environment.

Global Prep plans to expand its dual language program to continue through the 6th grade where students are expected to be fully bilingual and biliterate by the time they leave Global Prep Academy.

Nevertheless, learning a second language is a process that will take students many years and the faculty at Global Prep is looking forward to helping its students reach that ultimate goal.
The International School of Indiana is one of the oldest and most well-established dual language immersion programs in Indiana. The private institution currently offers immersion programs in French, Spanish and Mandarin Chinese beginning in the pre-kindergarten level with three year-olds and continuing through grade 12. The International School was established in 1994 in response to the 1991 Indiana Humanities Council report addressing the need for Indiana to actively participate and compete in the world community and world economy by attracting foreign companies and specialist employees.

One way to achieve this goal was to offer world-class dual language immersion education to Indiana students and the potential families of an international workforce. The International School also desired to make Indiana students more competitive internationally by giving them strong dual language skills and an internationally recognized educational experience.

“Students learn much more than another language - they step into another’s shoes and learn to see the world from a different perspective.”

Principal David Garner advocates for immersion education saying, “Students learn much more than another language - they step into another’s shoes and learn to see the world from a different perspective. This aids critical thinking. Bilingual students are fun to work with - the programs with their native speaker teachers create a rich, multicultural diversity.”
Landis Elementary School
Logansport Community Schools
http://logansportles.ss11.sharpschool.com/home

| Established: 2016 |
| Location: 1 Landis Lane, Logansport |
| Principal: Rita McLochlin |
| Languages: Spanish - English |
| Program type: Two-way dual language immersion |
| Grades currently offered: Kindergarten |
| Enrollment: 52 |

Landis Elementary was another recipient of the Dual Language Immersion Pilot Program grant and used it as a way to jump-start their dual language program. The program began its first year with a kindergarten enrollment of 52 students that make up two classes of 26 students each. Each group of 26 students receives half of their instructional day in English with a native English speaking teacher, and half of their instructional day in Spanish with a native Spanish-speaking teacher. In fact, Landis is proud to employ a native Spanish-speaking teacher who is a previous student of Landis elementary and Logansport community schools with over 10 years of kindergarten teaching experience. In only the first year of their program, Landis Elementary has seen great success with its dual language program. Principal Rita McLochlin says, “I am totally amazed at how fast my teacher talks to [the students] and how fast they are picking up the language. They are writing paragraphs in Spanish. It is amazing.” Additionally, it has been rewarding for the school community to not only help foster the use of two languages among their students, but to also give the Hispanic students the opportunity to become language leaders for half of the school day as they become language models during Spanish instructional time. Landis Elementary plans to expand their dual language immersion program by one grade level each year and encourages other schools to jump in and try the dual language program for themselves!

“I am totally amazed at how fast my teacher talks to the students and how fast they are picking up the language. It is amazing.”
Lawrence North High School
MSD of Lawrence Township
http://lawrencenorth.ltschools.org/academics/spanish-immersion

Established: 2002
Location: 7802 Hague Road, Indianapolis
Principal: Brett Crousore
Languages: Spanish
Program type: Two-way dual language immersion
Grades offered: 9-12

Lawrence North High School continues the Spanish immersion program from Fall Creek Valley Middle School. Through a Foreign Language Assistance Program (FLAP) grant, administrators and faculty were able to begin planning the final phase of the Spanish immersion program in Lawrence Township in 2001. At the high school level Spanish immersion students have many opportunities available to them. They may participate in the Spanish National Honor Society, as well as travel abroad to Spanish-speaking countries. Additionally, students at Lawrence North High School participate and volunteer in the community to help bridge language gaps between members of local churches, businesses and at district wide school events.

The Spanish immersion program at Lawrence North High School has also been honored with the distinction as an International Spanish Academy through the Spanish Ministry of Education. Due to their high language ability, students also have the opportunity to take the DELE exam (Diploma de Español como Lengua Extranjera) which certifies their language abilities in Spanish and is internationally recognized by the Ministry of Education in Spain. As a result, students can earn an accreditation of

“Students are now earning top positions in corporations due to being both bilingual and biliterate.”

Principal Brett Crousore has seen many benefits of the program at Lawrence North: “Our students are both bilingual and biliterate by graduation. They assist others in the community and are now earning top positions in corporations due to being both bilingual and biliterate.”
Lindley Elementary School
Fort Wayne Community Schools
https://www.fortwayneschools.org/schools/school_pages.php?school=01%2097&page=2

Established: 1995
Lower School Location: 2201 Ardmore Ave., Fort Wayne
Principal: Mary Kinniry
Enrollment: 379
Languages: Spanish
Program type: Two-way dual language immersion
Grades offered: K-5

Lindley Elementary School began its Spanish dual language immersion program in 1995 and continues to be the district’s only Spanish immersion school. In 2007 Lindley Elementary was proud to become a member of the International Spanish Academies Program which partners with the Ministry of Education and Sciences in Spain to provide high quality instructional resources, teacher exchanges and dual immersion materials around the world.

At Lindley students receive math, science, health and social studies instruction in Spanish which comprises 50% of the students’ instructional day. The other half is spent in English instruction. Students can participate in the Spanish immersion program throughout their entire K-5 elementary school experience.

Lindley also offers a more traditional Spanish Language Program in which students spend a half hour block of time in Spanish instruction and receive the rest of their daily instruction in English. Additionally, native Spanish-speaking students can find English Language Learner programs at Lindley. Lindley Elementary has become an invaluable resource for its community in meeting the varied needs of its students and families.
The dual language program at Parkview Elementary in Valparaiso began as a way to provide a better opportunity for students to become proficient in two languages. Additionally, achievement data was indicating that students at Parkview were under-achieving and dual language education presented a unique opportunity to help challenge all students and create an environment of success.

The growing population of Spanish speaking students at Parkview also helped contribute to the decision to create a Spanish immersion program that would help English-language learners excel.

Community response to the immersion program has been very positive, and many families have already chosen to enroll their children in the program. There are currently 98 students enrolled in the Spanish dual language program in kindergarten and first grade. In the 2017-2018 school year, Parkview anticipates their enrollment to increase by about 30 students, as another class of kindergarteners is enrolled and the program extends to include second graders.

Administrators, teachers and parents have been pleased with the results of the first years of the dual language program. Teacher Kristin Nguyen reports, “We have seen our students think critically more often in both Spanish and English. Our students are constantly switching languages throughout the day and even using the target language at home.”

In kindergarten students receive 50% instruction in Spanish and 50% in English. First graders receive 40% Spanish instruction with additional Spanish reading and writing instruction.
Pleasant Run began as a way to help students gain a global perspective and to better engage the Hispanic population and native Spanish speaking students at the elementary school. Additionally, educators and parents alike hope that a dual language education will help support students throughout their educational career and as they enter the workforce later in life. Community support for the program has been positive and many businesses in the area have supported the program’s initiatives as well.

Students experience a 50:50 distribution of English and Spanish during the instructional day with curriculum resources and inspiration provided by many conferences, professional development and established immersion programs throughout the country.

“Students are engaging with the target language and taking risks. Our school is taking on more of a global perspective and has great leadership to foster those global perspectives.”
Poston Road Elementary School
MSD of Martinsville
http://msdofmartinsville.org/index.php/elementary-schools/poston-road-elementary

Established: 2016
Location: 389 E. Jackson St., Martinsville
Principal: Jill Vlcan
Languages: Spanish
Program type: One-way dual language immersion
Grades offered: K-1
Enrollment: 51

The dual language immersion program at Poston Road Elementary began as a way to incorporate a wider global perspective into the curriculum of elementary students. Modeling the dual language program after those in Utah-based programs and the program at Theodore Potter Elementary in Indianapolis, Poston Road began its immersion program as a recipient of the Dual Language Pilot Program Grant from the Indiana Department of Education. The program began as a one-way immersion program where students of one common language and cultural background learn a second language and culture. However, the elementary school is interested in expanding their program to include more native Spanish-speaking students in an effort to create a two-way immersion setting where native-speaking students of both languages interact and share learning experiences.

“Listening to the students speak Spanish at such a young age has been amazing. I am so excited to see the growth in these students in the next four years.”

The school has experienced an overwhelmingly positive community response to the program and principal Jill Vlcan has been pleased with the programs results saying, “Listening to the students speak at such a young age has been amazing. I am so excited to see the growth in these students in the next four years.”
When Theodore Potter began its dual language immersion program in 2006, there were only three existing dual language programs in the state of Indiana. However, the undeniable benefits of dual language programing, a strong desire of a dedicated group of educators, and the rapid expanse of Spanish language use in the state brought their dual language program to life. School 74 began with a small dual language focus at the kindergarten level that has grown to an enrollment of 290 students who are immersed in dual language education from kindergarten through sixth grade. Even though Theodore Potter has become an outstanding model for dual language education, its journey has not always been easy. A lack of community awareness surrounding the benefits of dual language education led to negative perceptions and doubtful skeptics of the program’s success. Nevertheless, educators and administrators remained focused and persistent in their pursuit of high quality dual language instruction for their students. Hiring native Spanish speakers continues to be a top priority for the school where students receive half of their academic instruction in Spanish (Math, Science and Spanish Language Arts) and half of their instruction in English (English Language Arts, Reading and Social Studies). As a result of the school’s dedication, the faculty and staff at Theodore Potter have experienced a complete reversal of negative attitudes in community perception. The school’s research-based approach built to meet the needs of their community has lead to state, national and international recognition in a program that successfully creates bilingual and biliterate students.
Waterford Elementary School
Goshen Community Schools
https://waterford.goshenschools.org

**Established:** 2016  
**Location:** 65560 State Road 15, Goshen  
**Principal:** Katrina Overton  
**Languages:** Spanish - English  
**Program type:** Two-way dual language immersion  
**Grades:** Kindergarten (beginning 2017-2018)

Waterford Elementary plans to begin its dual language immersion program in the 2017-2018 school year. Drawing valuable resources and experience from Utah-based dual language immersion programs, Waterford plans to hire a native Spanish-speaking partner language instructor to co-teach 50 kindergarten students in Spanish. Fifty percent of the students’ day will be spent in complete Spanish immersion and fifty percent will be spent in English. Waterford plans to implement this program with two kindergarten teachers, one who will teach half of the students in English and the other who will teach the other half in Spanish. Students will switch teachers halfway through the school day. Community support for the program has been excellent and many families and students are eager to begin learning in a dual language environment. Goshen community schools decided to begin a dual language immersion program in part because the district population is approximately 50% Hispanic and 50% native English speakers, making it an ideal situation for a two-way dual language immersion setting. Additionally, positive research results of students enrolled in dual language immersion programs and a higher proficiency in both languages, helped solidify the benefit of a dual language program.
Like many other dual language programs in the state, West Noble Primary School began its program as a recipient of the Dual Language Immersion Pilot Program grant. The program was enacted to help promote biliteracy and positive cross-cultural attitudes within the West Noble school corporation. Students receive instruction in both English and Spanish throughout the school day from two teachers who teach various subject areas and lessons. Students learn in the target language and in their native language through small group instruction and mini-lessons provided by the Spanish speaking and English speaking teachers. Students receive reading instruction in both Spanish and English through targeted lessons with both teachers. Additionally, both teachers work with small groups in each class and are available to the students at all times.

West Noble Primary School plans to expand its dual language program by one grade level each year at least through the 4th grade and hopefully through 6th grade. Because language learning is a process that takes many years, West Noble Primary School plans to support this process by providing multiple years of instruction.