

Bilingual Mission Statement and Goals



Bilingual Department Mission Statement

The Bilingual program in Katy ISD is designed to prepare students to become bilingual and bi-literate in order to maximize their potential in a multicultural, diverse global society.

Bilingual Philosophy and Program Model

Katy ISD has adopted a dual language program model with a philosophy to promote both Spanish and English as languages of equal value.

Dual Language Program Goals

Goal 1: Academic ~ Students in the dual language program will perform at or above grade level in all academic areas in both languages.

Goal 2: Linguistic ~ Students in the dual language program will develop high levels of oral and written proficiency in both English and Spanish.

Goal 3: Cultural ~ Students in the dual language program will demonstrate positive cross-cultural attitudes and behaviors and high-levels of self-esteem.

The Benefits of Bilingualism

The benefits of bilingualism

Throughout the world, knowing more than one language is the norm, not the exception. It is estimated that between half and two thirds of the world's population is bilingual. The child who knows more than one language has advantages which will continue throughout his/her life. Some of the benefits of bilingualism are:



Intellectual: Research shows that knowing more than one language increases a person's thinking abilities and helps develop cognitive flexibility.

Educational: Students learning in Dual Language programs perform equal or above on standardized assessments.

Personal: A child's first language is critical to his or her identity. Continuing to develop this language helps the child value his or her culture and heritage, contributing to a positive self-concept.

Economic: Students who are bilingual, bi-literate and bi-cultural will have increased marketability in a global society.

Social: Students in these programs will develop an awareness, respect, and appreciation for cultural differences.

Katy ISD Program Model

Katy ISD currently has two bilingual program models in place: The One-Way Dual Language Program and the Two-Way Immersion Program.



The One-way Dual Language program is a biliteracy program that serves students identified as limited English proficient. Students acquire academic English and Spanish through listening, speaking, reading, and writing activities within the content areas. Academic subjects are taught to all students in both English and Spanish. In grades PK – 2nd, 50% of the instruction is in English and 50% in Spanish. In grades 3-4, 60% of instruction is provided in English and 40% in Spanish, and in 5th grade, English instruction increases as students are being prepared for the English rigor at the junior high level.

The Two-Way Immersion program integrates native English speakers and Spanish speakers (two populations of students) within a class, whereby instruction is provided equally in both languages (50% English and 50% Spanish). This program is offered at Memorial Parkway and Fielder Elementary schools. Students zoned to all Katy ISD elementary schools can apply for the program. However, space is limited and testing requirements apply.



Katy ISD Bilingual Program Campuses



Campus	Program Model	Principal	
Bear Creek	One-Way Dual Language	Lisa Leethem	281.237.5600
Fielder	Two-Way Immersion One-Way Dual Language	Anita Jacobs	281.237.6450
Franz	One-Way Dual Language	Georgia Bartlett	281.237.8600
Hutsell	One-Way Dual Language	Keiko Davidson	281.237.6500
King	One-Way Dual Language	Tammi Wilhelm	281.237.6850
McRoberts	One-Way Dual Language	Chris Salenga	281.237.2000
Memorial Parkway	Two-Way Immersion One-Way Dual Language	Troy Kemp	281.237.5850
Morton Ranch	One-Way Dual Language	Elisa Farris	281.234.0300
Rhoads	One-Way Dual Language	Cheryl Rankin	281.237.8500
Schmalz	One-Way Dual Language	Karen Ladner	281.237.4500
Stephens	One-Way Dual Language	Stephanie Vaughan	281.234.0200
Sundown	One-Way Dual Language	Steve Pustejovsky	281.237.5400

Commonly Used Acronyms

- ARD Admission, Review, and Dismissal Committee
- AYP Adequate Yearly Progress
- BICS Basic Interpersonal Communication Skills
- CAL Center for Applied Linguistics www.cal.org
- CALP Cognitive Academic Language Proficiency
- CRA Concrete, Representational, Abstract
- DL Dual Language
- ELLs English Language Learners
- ESOL English to Speakers of Other Languages
- ELPS English Language Proficiency Standards
- FES Fluent English Speaker
- FSS Fluent Spanish Speaker
- GLAD Guided Language Acquisition Design
- IEP Individualized Education Plan
- IPT IDEA Proficiency Test
- L1 First language; native language; home language
- L2 Second or additional language
- LAT Linguistically Accommodated Testing
- LEP Limited English Proficiency
- LES Limited English Speaker
- LPAC Language Proficiency Assessment Committee
- LSS Limited Spanish Speaker
- NABE National Association for Bilingual Education
- NES Non-English Speaker
- NSS Non-Spanish Speaker
- NCLB No Child Left Behind
- STAAR State of Texas Assessment of Academic Readiness
- TABE Texas Association for Bilingual Education
- TAKS Texas Assessment of Knowledge and Skills
- TAKS- A Texas Assessment of Knowledge and Skills Accommodated
- TAKS- M Texas Assessment of Knowledge and Skills Modified
- TELPAS Texas English Language Proficiency Assessment System
- TEKS Texas Essential Knowledge and Skills
- TWI Two-Way Immersion

