



Cameron Dual Language Magnet Elementary

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Where students and language are taken to new heights.... Llevando a los estudiantes y el lenguaje a nuevas alturas...

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Background

Cameron is a two-way dual language campus. A dual language program is a research-based enrichment program in which students learn a second language through academic instruction. Cameron Elementary uses the 50/50 dual language model. With this model, students receive English instruction 50% of the time and Spanish instruction the other 50%. By sixth grade or before, students are bilingual, bi-literate, and develop cross-cultural awareness. Students who attend a dual-language program for at least 5 to 7 years are better problem-solvers, more creative, and will be better prepared to contribute to the global economy of the 21st century.

In addition to becoming bilingual and bi-literate in both English and Spanish, students also have the opportunity to study a third language. Students in first grade and up receive 90 to 120 minutes a week of French instruction. Learning takes place through songs, music, theatrical plays, and arts. The purpose of the third language is to expose students to a language and culture of other countries. This experience contributes to students' enrichment of cultural awareness and inspires them to inspect other venues in their future education.

Student Engagement

As a campus we focus on creating engaging lessons and environments where students own their learning. One focus area for student engagement has been our use and integration of technology. In grades 3-6, each student receives a Chromebook to enhance their learning on a daily basis, and we challenge our teachers to develop lessons where technology is integrated. We start with our content first, and then see if we have a way to incorporate a technology piece. We want to incorporate technology in our instruction, but it is not the driving force behind our instruction. Each classroom also comes equipped with a classroom amplification device with microphones for students and the teacher. Being a language school, students must be able to hear and understand the lessons clearly in both English and Spanish. This system is also used to teach students presentation skills, how to ask questions, and show that they are active listeners. Through a grant, we purchased an interactive flat panel for each classroom that is equipped with SMART technologies. Teachers have received multiple trainings on how to incorporate technology throughout all content areas using this flat panel to engage students in the learning.

In our Professional Learning Communities, we discuss and design activities using high yield strategies to ensure we have everyone in the classroom actively engaged in learning. Through various trainings such as: Lead4ward, Kagan, Ron Clark Academy, Sheltered Instruction, etc.; we have become comfortable implementing these strategies on a daily basis. This type of instruction gives students opportunity to talk, work with the content and apply it frequently.

Here at Cameron we utilize a house system to encourage students build a stronger connection to the campus, since we have students who live all over the city and travel here to participate in our program. We want to create a family feel to our campus, where students feel a real connection to the school, teachers, and their fellow students. Students can earn points for putting forth extra effort, being helpful to their fellow students or teachers, and making good choices. We want students to have a healthy sense of competition, build a strong work ethic, and have grit when working towards a goal.

Collaboration

Collaboration is a cornerstone of our values; teachers and students are expected to work together on a daily basis. Working in a team is essential to improving our students both academically and linguistically. Most teachers work with a partner teacher, where they share students. One teacher teaches in English and the other in Spanish, and students transition between teachers to meet the number of instructional minutes in each language. All other teams are departmentalized where each teacher can teach in both English and Spanish. Working in isolation is not an option when working at Cameron Elementary, everyone must be a team player.

Teachers must also design partnerships for their students. The purpose of this is to pair a native English speaker with a native Spanish speaker, allowing students to support each other in the area of language because teachers are not allowed to translate their instruction. Students are encouraged to work with their partner if they have any needs to understand what the teacher is communicating. Sheltered Instruction strategies such as visuals and sentence stems are embedded in our lessons daily, as every student is a second language learner and these strategies are crucial to make content comprehensive.

Overview

Our goal is to provide students meaningful learning experiences while building bilingual and biliterate students. We want Cameron Elementary to become a model campus for dual language two-way instruction in the State of Texas. We plan to accomplish this by always challenging ourselves to try new and innovative ideas, understanding that our work will be ongoing and continuous, and fostering a love of learning through language and culture.

Superintendent Signature and Endorsement:

Signature:  Date: 2-12-2020
Superintendent: Dr. Scott Muri, Ector County ISD (Scott.Muri@ectorcountyyisd.org)

Signature:  Date: 2-12-2020
Principal: Jacob Vargas, Pt Cohort 8 (David.Bargas@ectorcountyyisd.org)