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Mrs. McGowan, Principal

Ms. Koontz, Vice-Principal for Curriculum and Instruction

Mr Guerra, Vice-Principal for Discipline

Mrs. Bracy, Office Manager

Mrs. Slis, Registrar

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## Upcoming Events

1. Family Mass: Feast of Christ the King, Sunday, November 24, 8:30 a.m.

St. Matthew Catholic School Newsletter

# Principal’s News

As we prepare for our family Thanksgiving celebrations, I cannot help but think of the multitude of persons in my life for whom I thank God. Without a doubt the greatest sense of thanksgiving is for my Catholic faith and for my family, but being thankful for St Matthew Catholic School is definitely one of my priorities.

1. For Oscar and Ignacio, without whom we would all work in dirty classrooms and offices and for Ms, Leticia who does so much in the cafeteria.
2. For Mrs. Tomasa Bracy who is the real “brain” behind the school. She will never know the huge contributions that she makes towards my mental health!
3. For Mrs. Slis, our Registrar, who maintains our records to perfection as well as make sure that all students meet state requirements for inoculations as well as for my own husband, Mr. McGowan, who does wonders with our very limited finances!
4. For Mr. Guerra and Ms Koontz who tirelessly ‘have my back’ even when I am driving them crazy!
5. For Father Ray, our pastor and for his staff at the parish office. It is his vision and his leadership that keeps us all afloat. He is a great boss as well as a good friend to boot!
6. For my colleagues here at school and for all who volunteer their time as tutors for our students. Many come every week from far away in order to help our students and there is not away to thank them except to say “THANK YOU!”
7. ***Happy Thanksgiving to the entire St Matthew Catholic School Family,***

 ***Mrs. McGowan***

## Dear Parents

Just a reminder that there is NO Loyola/Study Hall next week, November 25-27. School dismisses at 1:00 p.m. on Wednesday, November 27 in honor of the Thanksgiving holiday. There is NO SCHOOL on Thursday or Friday.

Stewardship

11/20/13: $249.91

Señora Portillo and Ms. Paterka have begun standardized testing in Spanish and English in order to obtain a baseline score that can be tracked throughout your scholar’s career at St Matthew School.

Below please find some information on dual-language instruction that might be of interest to many of you with students in K-4:

Two-way immersion has been referred to as the most effective bilingual program contributing to long-term academic success (Howard et al. 2003, p. 24). Thorough planning and effective implementation are crucial to the success of TWI programs, in addition to ample support from administrators and access to quality resources. In well-implemented programs, ELLs have achieved higher academic success than their peers in other bilingual programs (Dorner, 2011). Effective implementation, for one, lies in the duration of the program. In order to produce academic achievement, students ideally must be enrolled in TWI programs for four to seven years (Howard et al. 2003, p. 24). Students participating in TWI programs for this length of time have been shown to demonstrate higher academic performance than their peers in English-immersion programs (Howard et al. 2003, p. 24). On the contrary, students who receive little to no instruction in their native language, during their elementary years, struggle to attain grade level performance in the target language (Cobb, 2006).

Both Native English Speakers (NES) and ELLs are beneficiaries of the gains made through TWI. The juxtaposed use of the majority and minority language in TWI programs can enable children to transfer skills from the secondary language to their primary language and viceversa (Scanlan, 2009). Research comparing the academic achievement made by native speakers of English and native speakers of Spanish illustrates that while both groups show growth in their native and secondary language, English native speakers are more dominant in their primary language, whereas Spanish native speakers are able to achieve a more balanced form of bilingualism, that is, relatively equal in their ability to communicate orally and in writing in their primary and secondary language (Howard et al. 2003, p. 36)…

In addition to quantitative measures of effectiveness, research has further credited the two-way immersion model as creating more unified communities in public schools amongst parents and caregivers, since speakers of both majority and minority languages are grouped together in an effort to develop literacy skills in both languages and consequently foster cross-cultural relationships in both cultures (Scanlan, 2009). Furthermore, studies have shown that high school students who attended schools with two-way bilingual programs were more motivated and passionate about attaining higher level education (Cobb, 2006).

References:

Howard, E. R., Christian, D., & Genesee, F. (2003). The development of bilingualism and biliteracy from grade 3 to 5: A summary of findings from the CAL/CREDE study of two-way immersion education (Research Report 13). Santa Cruz, CA and Washington, DC: Center for Research on Education, Diversity & Excellence.

Dorner, Lisa M. "Contested Communities in a Debate Over Dual-Language Education: The Import of *Public* Values on Public Policies ." Educational Policy. 25. no. 4 (2011): 577-613.

Cobb, Brian, Diego Vega, and Cindy Kronauge. "Effects of an Elementary Dual Language Immersion School Program on Junior High Achievement." Middle Grades Research Journal. 1. no. 1 (2006): 27-47.

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Scanlan, Martin, and Deborah Palmer. "Race, Power, and (In)equity within Two-Way Immersion Settings." Urban Review: Issues and Ideas in Public Education. 41. no. 5 (2009): 391-415.

## Dual Language Program News

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Grade Level News

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“Students participating in TWI programs for this length of time have been shown to demonstrate higher academic performance than their peers in English-immersion programs (Howard et al. 2003, p. 24)..”

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