BEGINNING A DUAL IMMERSION ELEMENTARY PROGRAM

Ada Lukas, San Diego Unified School District
Success Criteria for today

You will begin to answer three questions for your program:

- **Why** should I begin a dual immersion program?
- **How** will my program work?
- **What** will I do to get started?
Start with WHY

- Think-Write-Pair-Share
- Why did you get in the education field?
- Why do you want to begin a dual immersion program? (or have you already?)

The only way to do great work is to love what you do.
~ Steve Jobs
Success story 8 years in the making

50/50 Dual Language Immersion Program

"Assuring high academic achievement and preparing students for success in our Global Society."
About Sherman

Student Enrollment

- 720 Total Students PreK-5
  - Latino: 93.6
  - African-American: 4.5
  - White: 0.9
  - Other: 0.4

Student Enrollment by Group

- 98% Socioeconomically Disadvantaged (Title I)
- 8% Youth in Transition
- 72% English Learners
- 7% Student with Disabilities
- 26% Non-Resident (CHOICE)
Matthew Sherman School 1870 – 2008

Sherman Heights School, constructed in 1889 on the site of present Sherman School.
2013 Academic Performance Index (API)

- 2009: 627
- 2010: 671
- 2011: 766
- 2012: 781
- 2013: 820

API
2013 English Learner API

API

- 2009
- 2010
- 2011
- 2012
- 2013

Bar chart showing the API counts for each year from 2009 to 2013.
Read the excerpt from Ch. 11 of the ELA/ELD framework

Reading with a focus: Compare to California Prop 227: English Language in Public Schools Statute, approved by voters in June 1998.

- “Requires California public schools to teach LEP (limited English proficient) students in special classes that are nearly all in English. This provision had the effect of eliminating “bilingual” classes in most cases.”
  - Ballotpedia.org
Biliterate Students

In California, biliteracy is valued, and the primary languages that ELs bring to school are considered important resources, valuable in their own right and as a base from which to develop English as an additional language. Also valued are the benefits to native speakers of English that in becoming bilingual and biliterate bring. While developmental bilingual programs provide means for ELs to become biliterate in their native language and English, two-way, or dual, immersion programs allow both ELs and native English speakers to become biliterate in each other’s languages.

ELs who are developing language and literacy in two languages simultaneously in the elementary grades and all students in two-way immersion programs require a curriculum based on carefully-designed scope and sequence that ensures steady progress in both languages. This scope and sequence includes ongoing formative assessment in both languages and careful analysis of assessment results in order to inform instructional decisions. Like all students, those in biliteracy programs should be well-prepared to independently engage with complex grade-level texts in English in the elementary grades and through secondary schooling.
“A vision of student success recognizes that in addition to being academically prepared and fully proficient in English, all students benefit from being proficient in another language.”

Excerpt from Language Learning Policy, Unanimously adopted by SDUSD Board of Education August 4, 2009
These students need to learn English. How can they learn English if Spanish is taught for half of the day?

- ELs and native English speakers in dual immersion programs do as well or better than their peers in other program models (Genesee et al., 2006; Thomas and Collier, 2002)

- Primary language instruction in EL programs promotes higher level of reading in English (Genesee et al., 2006; Thomas and Collier, 2002; Snipes, Soga, & Uro, 2007; August & Shanahan, 2006)

- Instruction in and of the L1 is more effective than English-only and leads to faster academic growth (Snipes, Soga, & Uro, 2007; August & Shanahan, 2006)

- Proficiency in two or more languages enhances educational and cognitive development (Thomas and Collier, 2002; Snipes, Soga, & Uro, 2007; August & Shanahan, 2006)
How do Dual Language Immersion Programs improve education for ALL students, including ELs?

- Dual language programs are additive by nature
- The “playing field” is leveled
- Students required to be more open minded, collaborative, and creative problem solvers
- Classrooms generally reflect a diverse student population
- Highly effective Teachers
- Parents tend to be better informed, committed, and involved in their child’s education
- Language minority parents have a greater level of access and involvement
Benefits of Bilingualism/Biliteracy

- Reflect on the previous slides and the excerpt from chapter 2 of the ELA/ELD framework.
- Independent journal writing: list 2-3 benefits of bilingualism/biliteracy.
Promoting Bilingualism and Biliteracy

In recognition of the value of a biliterate and multiliterate citizenry for the benefit of the state, as well as the individual, in the global world of the 21st century, California’s Seal of Biliteracy is awarded to high school graduates who attain a high level of proficiency in one or more languages in addition to English. The majority of bilingual students in California are ELs whose primary language is a language other than English and who are also learning English as an additional language. However, bilingual students are also native English speakers enrolled in bilingual programs, heritage language programs, or world language programs.

Bilingual students are also students who are deaf or hard of hearing whose primary language is American Sign Language and whose other language is the written language of the hearing community (sometimes more than one language when students are from communities where English is not the dominant language).

Research evidence indicates that bilingual programs, in which biliteracy is the goal and bilingual instruction is sustained, promote literacy in English, as well as in the primary language (August and Shanahan 2006; CDE 2010a; Genesee, Lindholm-Leary, Saunders and Christian 2006; Goldenberg 2008). The enhanced metalinguistic and metacognitive benefits of bilingualism have been demonstrated in multiple studies and include better working memory, abstract reasoning skills, attentional control, and problem solving skills (Adesope, Lavin, Thompson, and Ungerleider 2010). An additional benefit of bilingualism is the delay of age-related cognitive decline (Bialystok, Craik, and Freedman 2007).

For all students, bilingualism is a cognitive and linguistic asset. Developing the language used by parents, grandparents, or other relatives also promotes healthy self-image, pride in one’s heritage, and greater connection with one’s community. This cultural awareness and appreciation for diversity is, in fact, critical for all students to develop as global-minded individuals.
From the WHY to the HOW
The goal for all students is to become bilingual, biliterate, have multicultural competence and meet appropriate academic achievement standards for grade promotion and graduation.
21st Century Skills Framework
What is an immersion program?

- The goal is to develop complete academic literacy in content areas in both languages.

- Native English speakers acquire a second language and while ELs acquire English.

- The program fosters bilingualism and academic literacy in content areas in both languages for both groups of students.

- There are two “typical” immersion models: 90/10 and 50/50.
50/50 Dual Immersion Instructional Organization
Pre-K – 5th

Team Teaching
1 *English Teacher & 1 Spanish Teacher

Classroom 1
English
50% of Instruction
• English Language Arts
• Math
• Health

Classroom 2
Spanish
50% of Instruction
• Spanish Language Arts
• Science
• Social Studies/History

*English Teacher does not need to be bilingual
Instructional Leadership Team

- **Team:**
  - Grade Level Reps.
  - Resource Teachers
  - Special Education Rep.
  - Principal

- **Focus:**
  - Instruction through Shared Leadership

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**Definition**
ILT is a leadership team that works collaboratively to lead and support teachers in improving their instructional practices in order to raise student achievement and success in both English and Spanish.

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**Characteristics**
- Goal-driven
- Engaged, reflective, involved in own learning as it pertains to the learning community
- Ever-evolving
- Decisions made in interest of all students and supported by data
- Provides clear and manageable goals for themselves and teachers
- Willingness to learn, grow and face tough issues
- Professional learning community is represented
- Continually involves communication and feedback
- Belief that all students can achieve

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**Sherman ILT**

**Examples**
- Visionary and innovative
- Knowledge base
- Open risk-taker
- Committed
- Disciplined
- Reflective
- Flexible and collaborative
- Shared leadership
- Peer support

**Non-Examples**
- Elitist
- Tracking
- Administration/Evaluation
- Operational committee
- Dominated by one person
Shared Leadership Model

Instructional Leadership Team

- Set Standards & Expectations for Professional Learning Communities
- Provide Research-Based & Effective Instruction in Support of State and District Standards
- Support Instruction in the Classroom
- Supervision & Monitoring of Instruction
- Use Data for Planning & Accounting
- Engage Families & Community

Use data for planning & accounting, engage families & community, set standards & expectations for professional learning communities, provide research-based & effective instruction in support of state and district standards, support instruction in the classroom, supervision & monitoring of instruction.
Professional Learning Communities

- **Common Core Grade Level Planning Days**
  - SDUSD CCSS Units of Study
  - Lesson Study

- **Monthly Grade Level Meetings**
  - Yearly Scope & Sequence

- **Weekly Preparation & Collaborative Planning**
  - Structure
  - Weekly & Daily Plans
Common Core Grade Level Planning

- CCSS Planning Day
  - Debrief Previous Unit
  - Backwards Planning Design
    - Update Scope & Sequence
    - Weekly Plans
    - Re-Teach/Enrichment Days
    - Daily Lesson Plans
  - Lesson Study
### Yearly Scope & Sequence

**Grado 3**

#### 1° Periodo de Informe
**September 7 – November 5**

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Standards:</td>
<td>RC 2.0, 2.5 – 2.7, RL 3.4</td>
<td></td>
</tr>
<tr>
<td>Assessments:</td>
<td>Exit slips</td>
<td></td>
</tr>
<tr>
<td>LECTURA</td>
<td>Genro: Informativo</td>
<td>Enfoque: Conocer el libro de texto, Procedimientos, Comparar ideas a lo largo del texto</td>
</tr>
<tr>
<td>Estándares:</td>
<td>RC 2.0, 2.5 – 2.7, RL 3.4</td>
<td></td>
</tr>
<tr>
<td>Examen:</td>
<td>Examen de Salida</td>
<td></td>
</tr>
</tbody>
</table>

#### 2° Periodo de Informe
**November 8 – March 4**

<table>
<thead>
<tr>
<th>Genro: Fiction</th>
<th>Focus Lessons: Story Elements, Poetry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards:</td>
<td>RL 3.0, 3.4, 3.6, 3.2, 3.1, 3.5</td>
</tr>
<tr>
<td>Assessments:</td>
<td>Benchmark 1, Exit Slips, Student Writing</td>
</tr>
<tr>
<td>Genro: Informativo</td>
<td>Enfoque: Determinar la idea principal y los detalles, Elementos del texto informativo, Estructura del texto informativo</td>
</tr>
<tr>
<td>Estándares:</td>
<td>RL 3.0, 3.3, 3.4, 3.6</td>
</tr>
<tr>
<td>Examen:</td>
<td>Prueba de Nivel 2, Examen de Salida, Escritura</td>
</tr>
</tbody>
</table>

#### 3° Periodo de Informe
**March 7 – June 13**

<table>
<thead>
<tr>
<th>Genro: Fiction, BEVERLY CLEARY AUTHOR STUDY</th>
<th>Focus Lessons: Summarizing Important Events, Character Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards:</td>
<td>RL 3.0, 3.3, 3.4, 3.6, RC 2.0, 2.2, 2.3, 2.5, 2.6</td>
</tr>
<tr>
<td>Assessments:</td>
<td>Exit Slips, Student Writing</td>
</tr>
<tr>
<td>Genro: Informativo</td>
<td>Enfoque: Analizar el punto de vista y la perspectiva</td>
</tr>
<tr>
<td>Estándares:</td>
<td>RL 3.0, 3.3, 3.4, 3.6, RC 2.0, 2.2, 2.3, 2.5, 2.6</td>
</tr>
<tr>
<td>Examen:</td>
<td>Examen de Salida, Escritura</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Genro: U6 – Fiction, U7 – Non Fiction</th>
<th>Focus Lessons: Caracteristicas de traditional tales (U6), Using multiple sources to research (U7)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards:</td>
<td>RL 3.0 – 3.4, 3.6, RC 2.0 – 2.6</td>
</tr>
<tr>
<td>Assessments:</td>
<td>Benchmark 3, Exit Slips, Student Writing</td>
</tr>
</tbody>
</table>

**Sherman Academy Annual Plan/Plan Anual de Sherman Academy**

<table>
<thead>
<tr>
<th>Grade</th>
<th>1st Reporting Period</th>
<th>2nd Reporting Period</th>
<th>3rd Reporting Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>September 7 – November 5</td>
<td>November 8 – March 4</td>
<td>March 7 – June 13</td>
</tr>
</tbody>
</table>

**1st Reporting Period**

- **Unit 1**: 5 Wks of Instruction
- **Unit 2**: 5 Wks of Instruction
- **Unit 3**: 5 Wks of Instruction
- **Unit 4**: 5 Wks of Instruction

**2nd Reporting Period**

- **Unit 5**: 5 Wks of Instruction
- **Unit 6/Unit 7**: 10 Wks of Instruction

**3rd Reporting Period**

- **Unit 5**: 5 Wks of Instruction
- **Unit 6/Unit 7**: 10 Wks of Instruction
Monthly Grade Level Meetings

- Common Planning Time
  - Vertical & Horizontal Alignment
  - Transfer of Knowledge
  - Sharing Best Practices
  - Backwards Planning

<table>
<thead>
<tr>
<th>Agenda Item</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:30-2:00 District Strategic Process for Quality Neighborhood Schools</td>
<td><strong>Materials:</strong> Yolanda will provide them</td>
</tr>
<tr>
<td>(From ILT Meeting)</td>
<td><strong>Notes:</strong></td>
</tr>
<tr>
<td>2:00-2:30 Writing Project</td>
<td><strong>Materials:</strong> Share writing samples (English and Spanish)</td>
</tr>
<tr>
<td>• How does the transfer look?</td>
<td><strong>Notes:</strong></td>
</tr>
<tr>
<td>• What's next?</td>
<td></td>
</tr>
<tr>
<td>2:30-3:00 Small Group Instruction</td>
<td><strong>Materials:</strong> Share plans (English and Spanish)</td>
</tr>
<tr>
<td>• How do we plan for the particular group we selected as a team?</td>
<td><strong>Notes:</strong></td>
</tr>
<tr>
<td>3:00-3:15 Transfer of Knowledge Academic Language</td>
<td><strong>Materials:</strong> Content manuals – English/Math, Spanish/Social Studies, Science – Grade level Standards</td>
</tr>
<tr>
<td>• Science-Social Studies (Spanish)</td>
<td><strong>Notes:</strong></td>
</tr>
<tr>
<td>• Math (English)</td>
<td></td>
</tr>
<tr>
<td>3:15-3:30 English Language Development/ Spanish Language Development Unit 4</td>
<td><strong>Materials:</strong> ELD Unit 4 Guide</td>
</tr>
<tr>
<td></td>
<td><strong>Notes:</strong></td>
</tr>
</tbody>
</table>
Preparation & Collaboration Structure

Visual and Performing Arts

Kinder Rm 5 (English)

Literacy through Technology

Kinder Rm 7 (English)

Kinder Rm 9 (English)
Weekly Prep & Collaboration

- **45 min** Contractual Prep Time
- **75 min** Collaborative Planning
  - 5-10 ILT info, support staff feedback, operational issues
  - 15-20 Identifying student strengths & needs relative to current unit of study
  - 45-55 Planning next steps and transfer of knowledge
## Weekly Plans

<table>
<thead>
<tr>
<th>Date</th>
<th>Standards</th>
<th>Routines/Activities</th>
<th>Centers</th>
</tr>
</thead>
</table>
| September 19-23 (WEEK 3) | R.C Reading/Writing/Listening/Speaking Outcomes:  
1. main idea/supporting details  
2. text features: titles, subtitles, photos, captions, bullets, diagrams, maps, etc.  
2. text structures: sequential, descriptive, and cause & effect  
2.5 4. variety of nonfiction genre texts: how to’s, letters, articles, & books  
2.7 1. Students will analyze the author’s purpose.  
2. Sound pictures/rhymes; long/short vowels; blends; antonyms & compound words.  
L.S 3. Intonation with volume and tone of voice; appropriate expression; accountable partner talk.  
1.0 1.5 Writing Big Ideas: Students will learn that letter writing is a form of communication.  
1.6 Writing Outcomes:  
1. Students will use the letter format: date, greeting, body, closing & signature to write personal letters.  
RW 2. Students will use their *Words I Use to Write* journals to edit their letters.  
1.1 Vocabulary: nouns, & adjectives  
1.2 ELD Objective: Interpersonal Communication  
ELD Outcomes: Express Feelings & Preferences/Express Appreciation & give compliments  
1.0 Language Frames:  
1.1 B: How do you feel? I feel/am _____.  
E1: How do you feel? Why? I feel _____.  
W.S 1. What do you enjoy doing? I enjoy ____.  
1.0 EA/A: You have always been ____to me.  
1.1 GLAD/SDAIE Strategies/Differentiated Instruction/Scaffolding:  
1.2 *charts/poems, color-coded charts & sentence frames, pictures | Classroom Routine:  
Activity:  
1. Back to School Cheer (song)  
2. Sound Picture Poems (long/short “o”)  
“Grandpa’s clock” & What Do You Need?”  
“Little Squirrel” & “Winter Show” | *Independent Reading Book Box  
*Chants, Poems, Songs & Rhymes book | Body of Evidence/End product:  
Anecdotal observation (L/S Rubric)  
Writer’s journal  
Published Letters  
Exit Slip |
### Daily Plans

#### Semana del 7 al 10 de noviembre, 2011

<table>
<thead>
<tr>
<th>Materias</th>
<th>Objetivo</th>
<th>Lunes</th>
<th>Martes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectura en voz alta</td>
<td>Estamos aprendiendo a descubrir ideas y mensaje del autor explorando y analizando textos de ficción.</td>
<td>Texto para lectura en voz alta (Día 6 U. de Investigación)</td>
<td>Texto para lectura en voz alta (Día 7 U. de Investigación)</td>
</tr>
<tr>
<td>Lectura compartida, lenguaje, fonética, gramática</td>
<td>Estamos aprendiendo a unir sílabas para leer y escribir palabras y oraciones.</td>
<td>Lecturas con Ca - co - cu - que - qui Ce - ci</td>
<td>Lecturas con Ca - co - cu - que - qui Ce - ci</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Práctica</td>
<td>Práctica</td>
</tr>
<tr>
<td>Instrucción en grupos pequeños SLD/Centros</td>
<td>Estamos aprendiendo estrategias de decodificación y comprensión junto con el estudio de palabras y la escritura.</td>
<td>Grupos</td>
<td>Grupos</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- SLL los artículos: El, los, las, la</td>
<td>- SLL los artículos: El, los, las, la</td>
</tr>
<tr>
<td>Escritura</td>
<td>Estamos aprendiendo a describir breves narraciones personales</td>
<td>Conocimiento previo (estudiantes-mapa circular)</td>
<td>Conocimiento previo (estudiantes-mapa circular)</td>
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<tr>
<td></td>
<td></td>
<td>Lectura de un texto</td>
<td>Lectura de un texto</td>
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<td></td>
<td></td>
<td>Agrupación en mapa de árbol</td>
<td>Agrupación en mapa de árbol</td>
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<td></td>
<td></td>
<td>Personas - eventos</td>
<td>Personas - eventos</td>
</tr>
<tr>
<td></td>
<td></td>
<td>¿Qué más podemos decir?</td>
<td>¿Qué más podemos decir?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Adjetivos relativos a otras características del evento</td>
<td>Adjetivos relativos a otras características del evento</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Descripción de eventos y personas</td>
<td>Descripción de eventos y personas</td>
</tr>
<tr>
<td>Estudios y Estudios Sociales</td>
<td>Estamos repasando lo que estudiamos para analizar lo que aún nos falta reforzar</td>
<td>El clima: Repaso</td>
<td>Ciencias: Evaluación (ver hoja adjunta)</td>
</tr>
<tr>
<td>Ciencias</td>
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<td></td>
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<tr>
<td>Ciencias</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Vocabulario matemático</td>
<td>Estamos aprendiendo el uso del vocabulario matemático relacionado con la suma y la resta</td>
<td>Suma/resta</td>
<td>Oración numérica</td>
</tr>
<tr>
<td>11:35-11:50</td>
<td></td>
<td></td>
<td>más /menos</td>
</tr>
<tr>
<td>3:20-3:35</td>
<td></td>
<td></td>
<td>unión/separación de números</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>adición/sustracción</td>
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</tbody>
</table>

### Meet Tues., 4:00

**Lesson Plans for the week of:**
Mon. 10/31 - Fri. 11/4, 2011

**MONDAY**

<table>
<thead>
<tr>
<th>BLOCK A:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MAIN ROUTINES</strong></td>
</tr>
<tr>
<td>- Model Story Problems - What equation?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Small Group &amp; Cooperative Learning/ELD</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:45-10:45</td>
</tr>
<tr>
<td>1:30-2:30</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>ELD Objective:</strong> Neighborhood (Unit 2, Cycle 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Objective:</strong></td>
</tr>
<tr>
<td>DRA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Activities:</th>
</tr>
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<tbody>
<tr>
<td>IR</td>
</tr>
<tr>
<td>Spelling - Make copies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading/ELA Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:05-10:35</td>
</tr>
<tr>
<td>Materials Needed:</td>
</tr>
</tbody>
</table>

| **Academic Objective:** We will understand how story elements create an exciting theme. |
| **Language Objective:** Small group story elements Text: Hand Me Down Crosses |

<table>
<thead>
<tr>
<th>Writing &amp; Word Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:35-11:00</td>
</tr>
</tbody>
</table>

| **Academic Objective:** We will begin brainstorming possible topics for a personal narrative. |
| **Language Objective:** Chart notings Model Brainstorming Topics Map |

<table>
<thead>
<tr>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:00-12:00</td>
</tr>
<tr>
<td>Materials Needed:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Review x x = Using word problems.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language Objective:</strong></td>
</tr>
<tr>
<td>3.1a Multiplication Review</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HW WKBK p. 66-67</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Make cards</th>
</tr>
</thead>
<tbody>
<tr>
<td>2, 3, 4, 5, 10</td>
</tr>
<tr>
<td>Multiplication * charts</td>
</tr>
</tbody>
</table>
Content Objectives

Today's Schedule

Mrs. Menestrino
PreK

Reading
- We will analyze what the characters say, do, and think in trickster tales to understand what these characters are like.

Writing
- We will write paragraphs analyzing a character to show our understanding of his/her traits.

Word Study
- We will explore long o patterns to help us understand them in our reading and writing.

Math
- We will investigate fractions to see how they are part of a whole.

ELP
- We will be able to explain cause and effect relationships in our speaking and writing.

Weekly Objectives

February 19, 2014

We are learning about key details to help us find the main idea.
How are students supported academically?

- Daily designated ELD
- Integrated ELD Instruction
- Primary language support/transfer of concepts
- Weekly Formative & Quarterly Summative Assessments
- Support Teachers (English and Spanish Literacy)
- Early literacy support (Retired Teachers)
- Extended day support
Special Education Inclusion

- All students have the right to a “Free and Appropriate Public Education” at their neighborhood school in the least restrictive environment
  - Special Education resources are allocated to the school
  - Service levels are determined by student’s needs
Observations & Feedback

- Daily Informal Observations
- Formal Evaluations
- Resource Teacher Support
- Feedback via:
  - Email
  - PLC
  - 1 on 1
Moving from HOW to WHAT
Support Staff/Resources

- Spanish Language Coordinator
- English Learner Support Teacher
- Project Literacy Resource Teacher
- Bi-literacy Push-in Support Teacher
- Over-formula Classroom Teacher
- VAPA & Lit. Technology Teachers
- HTH, City College & SDSU Student Support
Sherman’s Policy for Success

- Parents and students commit to the program PreK-5th grade
- Students are at school on time, every day
- Students wear the required uniform everyday
- Parents attend parent-teacher conferences and communicate regularly with both teachers
- Parents volunteer at the school
- Parents attend 4 school events throughout the year (2 academic, 2 social)
Professional Development

Before school starts:

Spanish teachers only:
- Early literacy in Spanish professional development

All teachers
- Program model/implications of biliteracy
- Transferability of English/Spanish
Professional Development Cont’d

- Designated ELD/SLD
- Integrated ELD/SLD
- Assessment of the needs of your staff to fulfill the vision
  - Observations/walkthroughs
  - ILT
  - Teacher surveys/feedback
- How to integrate the district’s requirements into your vision of success for your school
Quality Resources in Spanish

- **Teacher created materials**
- **Published resources:**
  - Cartilla de Gretel,
  - Cartilla de Santillana
  - Libro Mágico,
  - Editorial Trillas
  - Scholastic - Libritos fonéticos
  - Santillana - Mis primeras letras
  - Sueños y Palabras (K a 12.º)
  - Pipo (tecnología)
Thank you!

For more information, please contact me:
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