

WELCOME ¡BIENVENIDOS!

WILLIAM C. LEWIS DUAL LANGUAGE ELEMENTARY SCHOOL

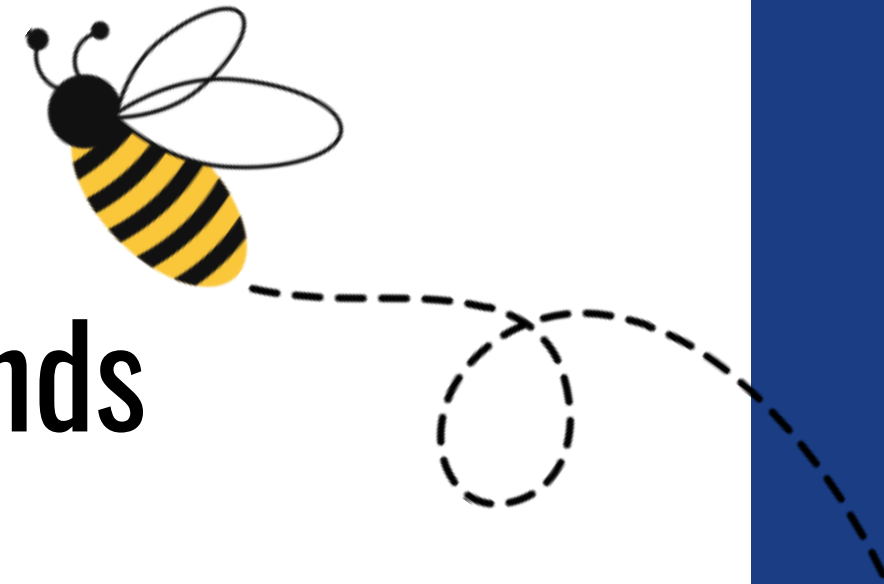
Spanish translations will be provided during the presentation.



Introductions

Christopher Romano

- Principal
- 22 Years of Experience
- 12 Years as An Administrator
- Enjoys spending time with family and friends and playing sports



Introductions

Dr. Heather “NeFare” Townsend

- Assistant Principal
- 30 Years as An Educator
- Devoted Mother & Daughter
- Author & Artist
- Avid Traveller





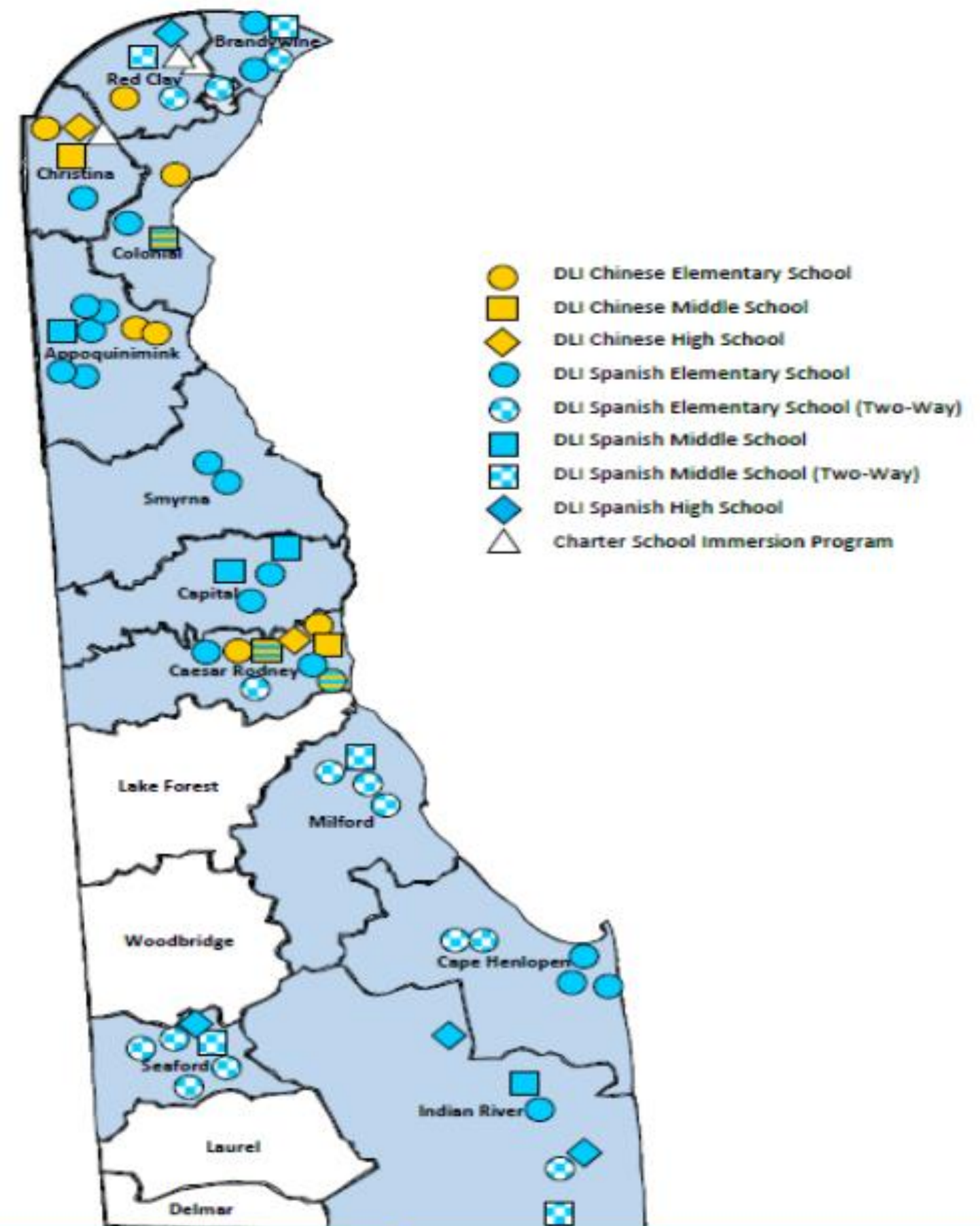
Learn About Our Exciting Program

<https://youtu.be/P-m8hmKVDyQ>

Delaware Dual Language Immersion State Initiative Launched in 2011



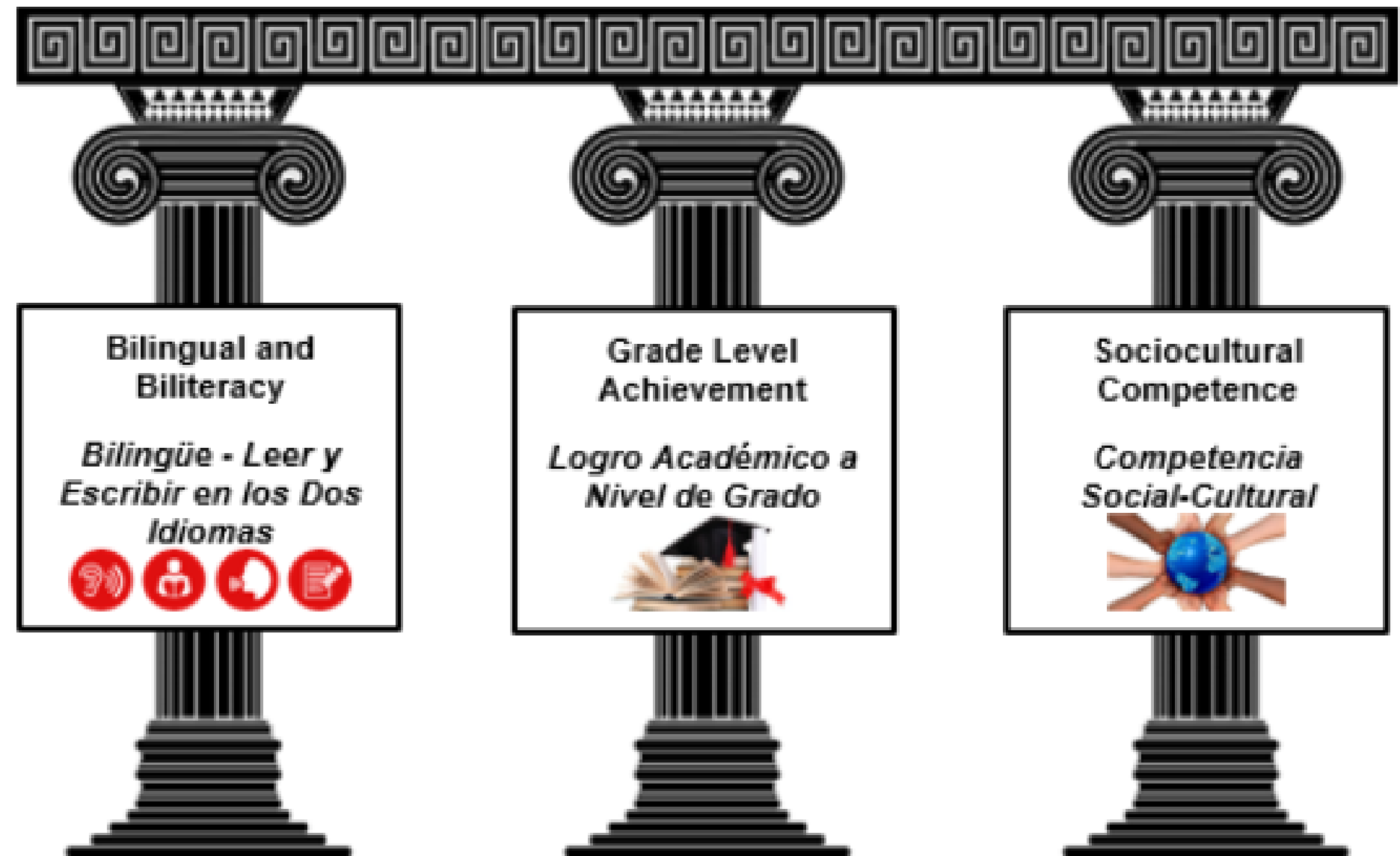
The Lewis Spanish Immersion program boasts a nearly 22-year history as the only public full Immersion program in Delaware!



Goals of Dual Language Immersion Education



Three Pillars of Dual Language Education
Tres Pilares de Educación de Lenguaje Dual

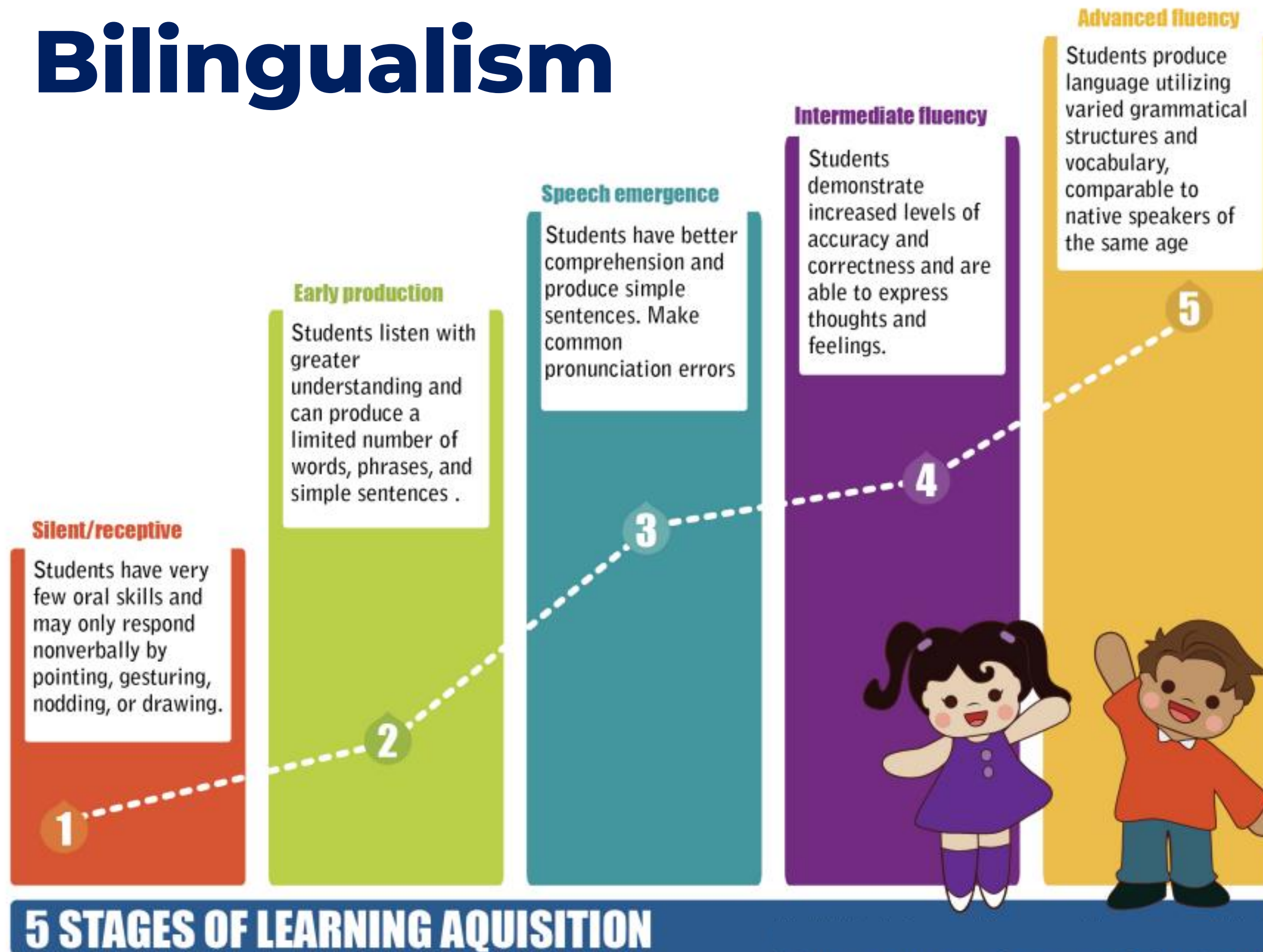


What Is Bilingualism?

Being able to
understand and
speak in both
languages



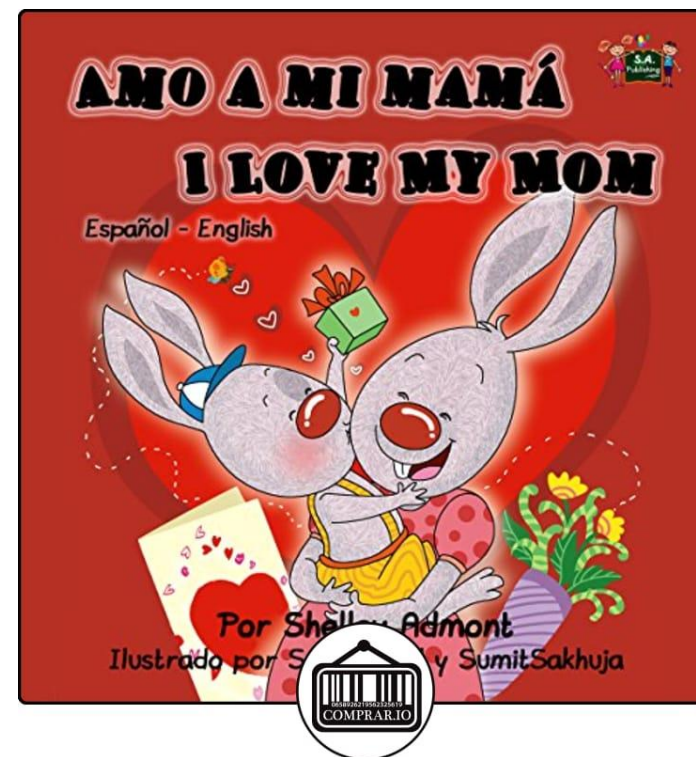
Bilingualism



- Formal education
- Family background
- Opportunities to use the language
- Connections between the two languages being learned

What Is Biliteracy?

The ability to read and write in two languages.



Academic Achievement

In general, by middle school, both English home language and Spanish home language/bilingual students do as well as or better on standardized tests given in English (math, reading, language arts) than their peers in English-only classrooms.

Thomas and Collier, 2002.-



Cultural Competence



In the DLI classroom, partner language and culture are intertwined and are both highly valued.

Students learn to understand, communicate with, and effectively interact with people both in English and in the partner language.



Research Around Dual Language Immersion Education

There is a considerable body of research that outlines the benefits of dual language/immersion (DL/I) programs for students, including:

- Higher academic performance,
- Greater cognitive development in mental flexibility, creativity, and divergent thinking,
- High levels of proficiency in the DL/I program language and in English,
- Positive cross-cultural attitudes and behaviors, and
- Enhanced career opportunities. (Delaware Certificate of Multiliteracy)

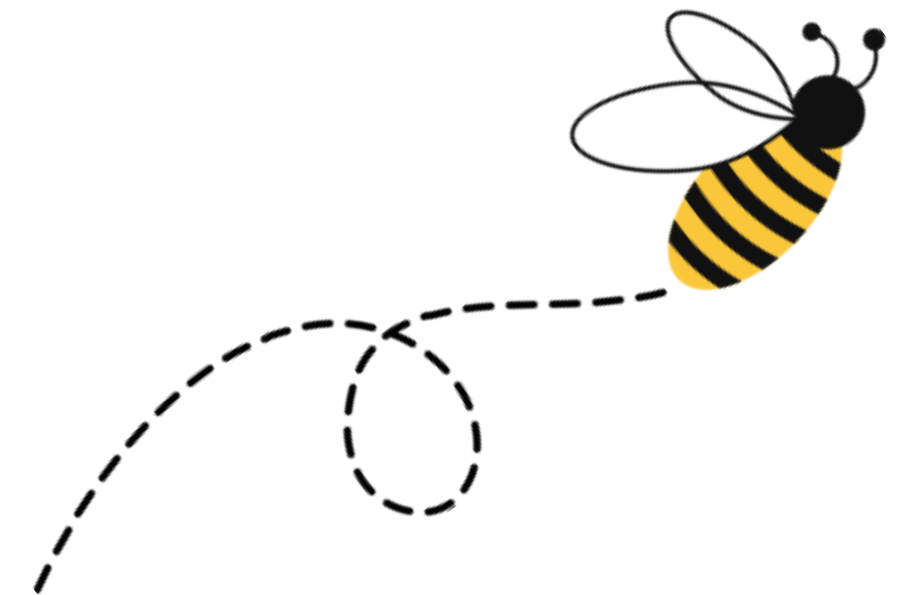
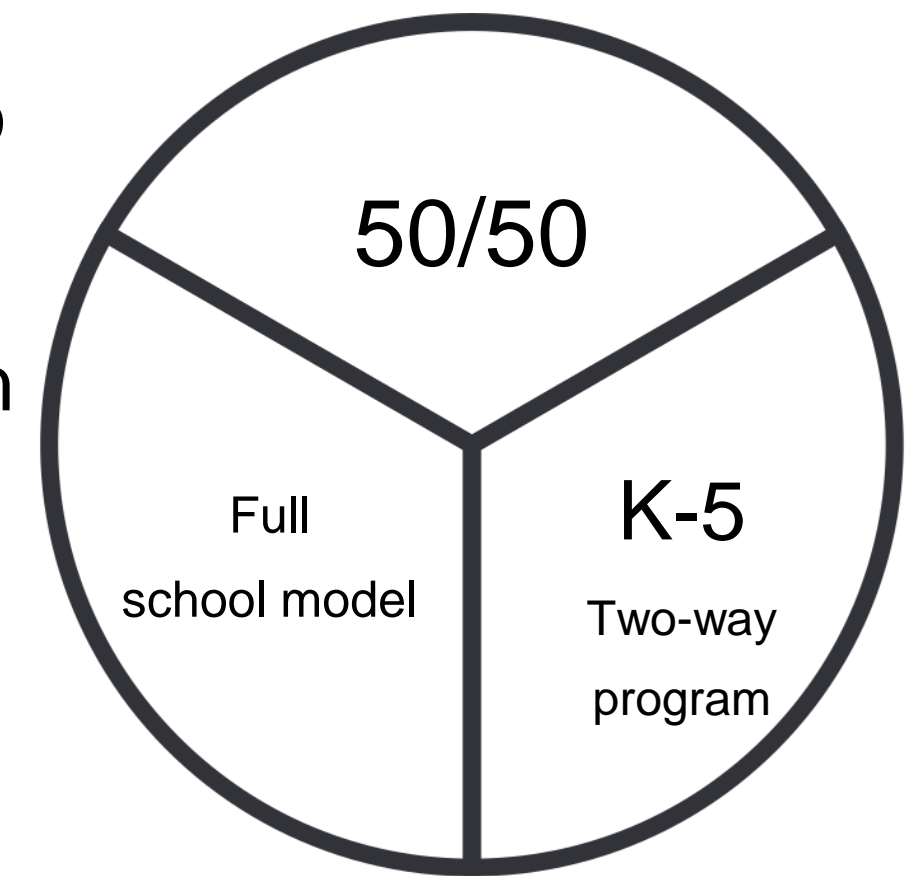


Key Features of Lewis's Dual Language Spanish Immersion Program



Program Model at Lewis

- 50/50 model: the instructional day is divided between two classrooms, each for 50% of the time. Students spend half of their day in the Spanish class, and the other half in the English class.
- Lewis is the only full immersion school in the state of Delaware. All students at Lewis learn in two languages.
- Two-way: a dual language program in which both the English language students participate with students that are Spanish heritage speakers.



Instruction is Divided Into Two Creative Classrooms

Students Have Two Teachers:

- The English-speaking teacher uses half of the instructional day to teach English Language Arts, Social Studies, and a period to reinforce math and academic vocabulary learned in Spanish.
- The Spanish-speaking teacher uses half of the instructional day to teach Science, Math, and Spanish Literacy.

All students at Lewis also participate in related arts experiences.



Key Features of Lewis Spanish Immersion Experience

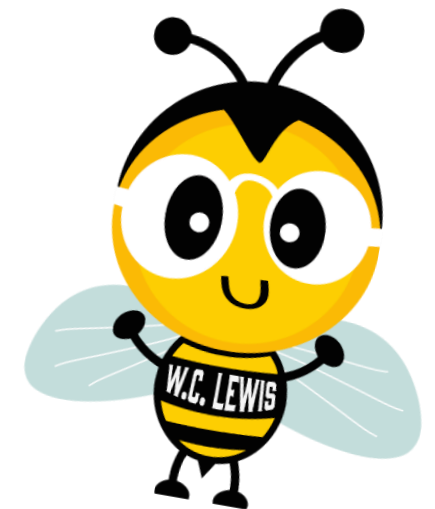
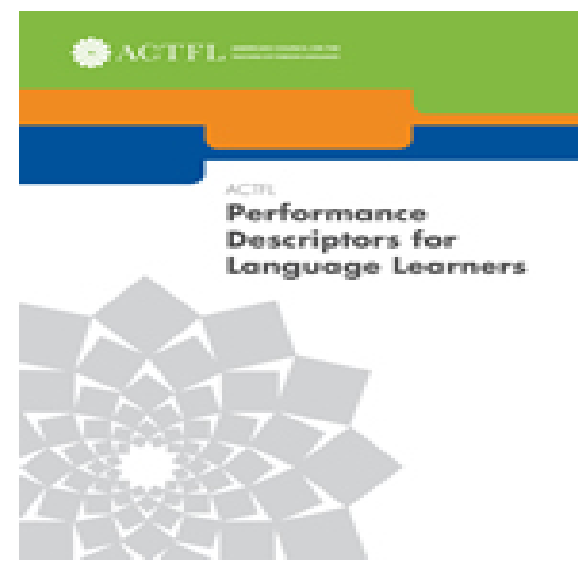
The Spanish immersion teachers maximize the use of Spanish during instructional time in Spanish.

- In class, the Immersion-language teacher speaks only in that language and communicates using a wide range of engaging strategies including pictures, songs, games, body language, expressions, pantomime, drama, etc.



What Is Language Proficiency?

The [ACTFL Proficiency Guidelines](#) are a description of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context.



Language Proficiency

- What students can DO with the language.
- In real-world situations
- Spontaneous & non-rehearsed

Why?

- Effective communication
- Prepare students for real-world language use
- Motivates learners with success



Delaware Proficiency Targets



SPANISH

<i>Grade Level</i>	<i>Listening</i>	<i>Speaking</i>	<i>Reading</i>	<i>Writing</i>
K	Novice High	Novice Mid	Novice Mid	Novice Mid
1	Intermediate Low	Novice High	Novice Mid	Novice High
2	Intermediate Low	Novice High	Novice High	Novice High
3	Intermediate Mid	Intermediate Low	Intermediate Low	Intermediate Low
4	Intermediate Mid	Intermediate Low	Intermediate Mid	Intermediate Low
5	Intermediate High	Intermediate Mid	Intermediate Mid	Intermediate Mid
6	Intermediate High	Intermediate Mid	Intermediate High	Intermediate Mid
7	Advanced Low	Intermediate High	Intermediate High	Intermediate High
8	Advanced Low	Intermediate High	Advanced Low	Intermediate High
9	Advanced Mid	Advanced Low	Advanced Low	Advanced Low
10	Advanced Mid	Advanced Low	Advanced Mid	Advanced Low
11	Advanced High	Advanced Mid	Advanced Mid	Advanced Mid
12	Advanced High	Advanced Mid	Advanced High	Advanced Mid

Starting in 3rd. grade students take a proficiency test in February of each year.

Delaware Proficiency Report

1st Grade Student Proficiency Report: SPANISH Delaware World Language Immersion Program



Student Name	Language	Teacher
School	District	Date

Listening Ability- Your child's listening ability in the immersion language is best described as . . .

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NOVICE MID <ul style="list-style-type: none">- Understands predictable questions, statements, and commands in familiar topic areas (with strong contextual without prompting support).- Requires slower than normal rate of speech and/or with repetitions.	NOVICE HIGH <ul style="list-style-type: none">- Understands simple questions, statements and commands on familiar topics and some sentences in new topics with strong contextual support.- May require repetition, slower speech, or rephrasing.	INTERMEDIATE LOW <ul style="list-style-type: none">- Understands familiar questions, commands and statements in a limited number of content areas- Understands questions and statements in new content areas with strong contextual support.- Follows information that is being given at a fairly normal rate. TARGET	INTERMEDIATE MID <ul style="list-style-type: none">- Understands most sentence-level speech in new contexts at a normal rate of speech although slow-downs may be necessary for unfamiliar topics.- Carries out commands.	INTERMEDIATE HIGH <ul style="list-style-type: none">- Understands longer stretches of connected speech on a number of topics at a normal rate of speech.- Seldom has problems comprehending topics related to everyday life and familiar subject area content- (Can request clarification verbally.)

Speaking Ability- Your child's speaking ability in the immersion language is best described as . . .

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NOVICE LOW <ul style="list-style-type: none">- Uses isolated words (i.e., single words) to respond to questions.- Responses pertain to very specific topic areas in predictable contexts.- May use greetings and polite expressions such as <i>Good Morning</i> and <i>Thank you</i>.	NOVICE MID <ul style="list-style-type: none">- Uses single words, multiple words, short phrases, greetings, polite expressions, and other memorized expressions on a limited number of topics.- Frequent searching for words is common.- May use native language or gestures when attempting to create with language beyond what is known.- Memorized expressions with verbs and other short phrases are usually accurate, but inaccuracies occur when trying to produce language beyond the scope of memorized material.	NOVICE HIGH <p><i>Partial</i> ability to</p> <ul style="list-style-type: none">- create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences- ask and answer questions- handle a simple survival situation (daily needs) in the language <p>Uses vocabulary from everyday topics and subject area content to provide basic information.</p> <ul style="list-style-type: none">- Uses memorized expressions with ease and accuracy.- Can respond in intelligible sentences most of the time but does not sustain sentence-level speech- Sentences may not always contain the proper verb formations, and other grammatical inaccuracies may be present.- May revert to the use of English when foreign language words cannot be retrieved or when dealing with unfamiliar topics. TARGET	INTERMEDIATE LOW <p><i>Sustained but minimal</i> ability to</p> <ul style="list-style-type: none">- create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences- ask and answer questions- handle a simple survival situation (daily needs) in the language <p>Has basic vocabulary for making statements and asking questions to satisfy basic social and academic needs, but not for explaining or elaborating on them.</p> <ul style="list-style-type: none">- Can maintain simple conversations at the sentence level by creating with the language, although in a restrictive and reactive manner.- Handles a limited number of everyday social and subject content interactions.- Uses a variety of common verbs in present tense (formations may be inaccurate)- Other verb tenses/forms may appear but are not frequent.- The listener may be confused by this speech due to the many grammatical inaccuracies.	INTERMEDIATE MID <p><i>Confident</i> ability to</p> <ul style="list-style-type: none">- create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences- ask and answer questions- handle a simple survival situation (daily needs) in the language <p>Has basic vocabulary to permit discussions of a personal nature and subject area topics.</p> <ul style="list-style-type: none">- May attempt circumlocution when appropriate vocabulary is missing.- Maintains simple sentence-level conversations.- May initiate talk spontaneously without relying on questions or prompts.- May attempt longer, more complex sentences, including the use of basic sentence connectors (e.g., and, but, however)- Uses an increasing number and variety of verbs.- Verbs are mostly in present tense although awareness of other verb tenses (future/past) and forms may be evident.- Meaning is generally clear in spite of some grammatical inaccuracies.

Unique Events, Programming, Etc. What Makes Lewis . . . Lewis?

- Proud Leader in Me School
- The only fully immersed bilingual school in the State of Delaware
- Largest Hispanic Heritage Month celebration in the Red Clay School District
- First school in the State of Delaware to host a Spanish Spelling Bee and send a finalist to the National Bee.
- Diverse staff and student population
- Culturally relevant, sensitive, responsive and sustaining
- Located in the beautiful Cool Spring section of the city



Lewis is Proud to Be An International Spanish Academy (ISA)



The International Spanish Academy (ISA) program is an educational outreach initiative of the Ministry of Education of Spain where high performing schools in the United States and Canada implement a Spanish-English dual language immersion curriculum with the support, and recognition of the Ministry.

Lewis is also hosting Visiting Teachers from Spain through a teacher exchange program managed by the Delaware Department of Education. We so appreciate our international teachers!

**Dual
Language
Immersion**

**Super
Parents!**



Parental Support for The Program

- Commit to long-term participation in the immersion program in order for the benefits of the program to be fully realized.
- Develop an understanding of immersion education and attend school immersion events.
- Read with your child in English 20-30 minutes daily or in whatever language is spoken in the home.
- Seek out opportunities for your child to use the immersion language outside of school.
- Recognize and work through the challenges and celebrate the results!





*“One language sets you in a corridor for life.
Two languages open every door along the
way.” - Frank Smith*



How to Apply



www.redclayschools.com/choice

The choice window closes on January 10, 2024

The Lewis Main Office also has printed forms in English and Spanish that you can complete to apply to the choice program.



Immersion Information: Parking Lot

■ **Questions, Comments, Concerns,**

Additional Information to Consider:



<https://forms.gle/wo1RL1px728ARM8c9>



Q&A



