



# Spanish Immersion Program

Parent Information Meeting

Spring 2019

# Introductions

- Assistant Superintendent of Curriculum and Academics - Kerry Gain
- Director of Bilingual & Federal Programs – Sarah Permenter
- Program Principals:
  - Leslie Durst, HLES
  - Suzie Seabolt, JRES
  - Stacy Wilkie, OCES
  - Amy Malone, RBES



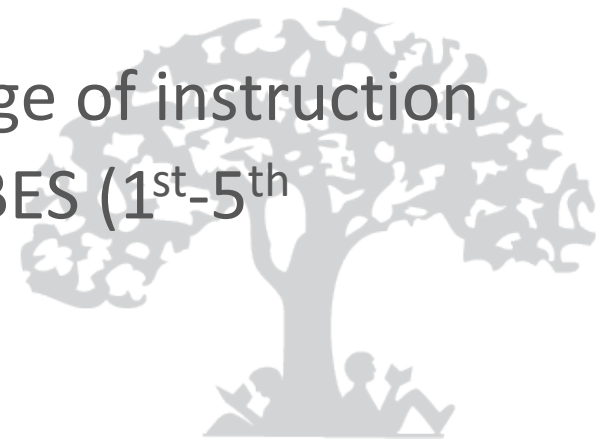
# Spanish Immersion Vision Statement

*The **VISION** of Spanish Immersion is to develop children into bilingual, biliterate, and bicultural students who love learning and think critically.*



# Immersion Program

- We are beginning our 10<sup>th</sup> year of the program
- Spanish Immersion is a method of instruction in which the regular school curriculum is taught in another language
- The program is offered as an enrichment option for students
- Students attend regular specials classes taught in English
- Textbooks are provided in the language of instruction
- Offered at HLES, JRES\*, OCES\* and RBES (1<sup>st</sup>-5<sup>th</sup> grade)



# Basic Information

- Spanish Immersion Guidelines (provided)
- Spanish Immersion vs. Dual Language
- STAAR assessments in 3-5 grade will be given in English
- Students are tested in both English and Spanish throughout the program (EDL/DRA)
- GT/SAGE classes provided in English for students that qualify



# Advantages of Total Immersion

Total immersion is the most effective way of developing foreign language proficiency. The intensity of the immersion experience coupled with the amount of exposure to the foreign language ensures that students have the necessary language skills to deal with the curriculum as they proceed through the elementary grades. (Center for Applied Linguistics)



# Brain Research

Second Language acquisition has an open window for brain connection from birth to age ten; therefore, introducing a second language at an early grade level would appear the most recommended practice.



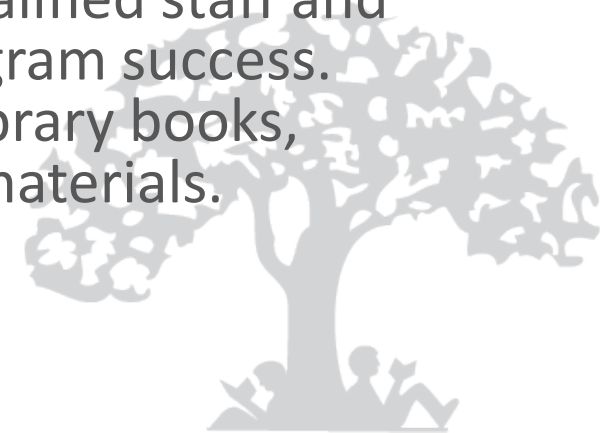
Texas Education Agency in  
collaboration with Kolak, Inc.

Prepared by the Bilingual, Curriculum and  
Instruction Team



# Goals of Spanish Immersion

- Students will acquire the Spanish language.
- Students will demonstrate academic achievement at or above grade level as measured by formal and informal assessments. Assessments in English will also be conducted to ensure progress.
- Teachers will ensure student success in content knowledge and fluency in Spanish.
- A partnership between parents, teachers, and administration will create bilingual, biliterate, and bicultural students.
- The District will recruit and retain highly qualified staff and provide sufficient resources to support program success. Resources include, but are not limited to, library books, literacy library, technology, and classroom materials.





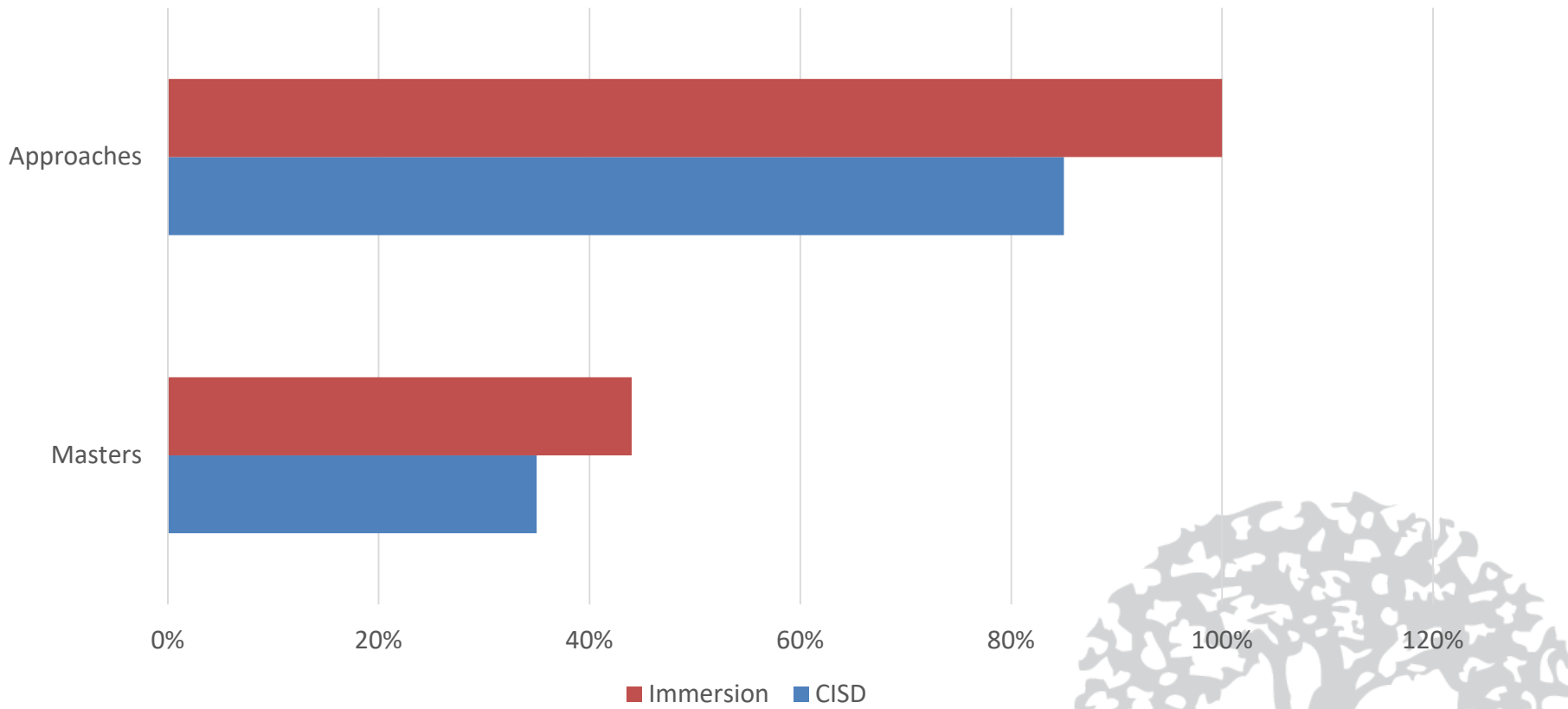
# Program Design

The Spanish Immersion program is designed for English-speaking students who wish to become fluent in Spanish. Students enter the program in first grade. Comal ISD employs a 90/10 Spanish immersion model. In 1st grade, 90% of the instruction is delivered in Spanish. English is gradually added from grade level to grade level until students are instructed 50% in Spanish and 50% in English by the 5th grade. Students are expected to continue in the program through fifth grade.



# 2018 STAAR Reading 3<sup>rd</sup> Grade

Chart Title

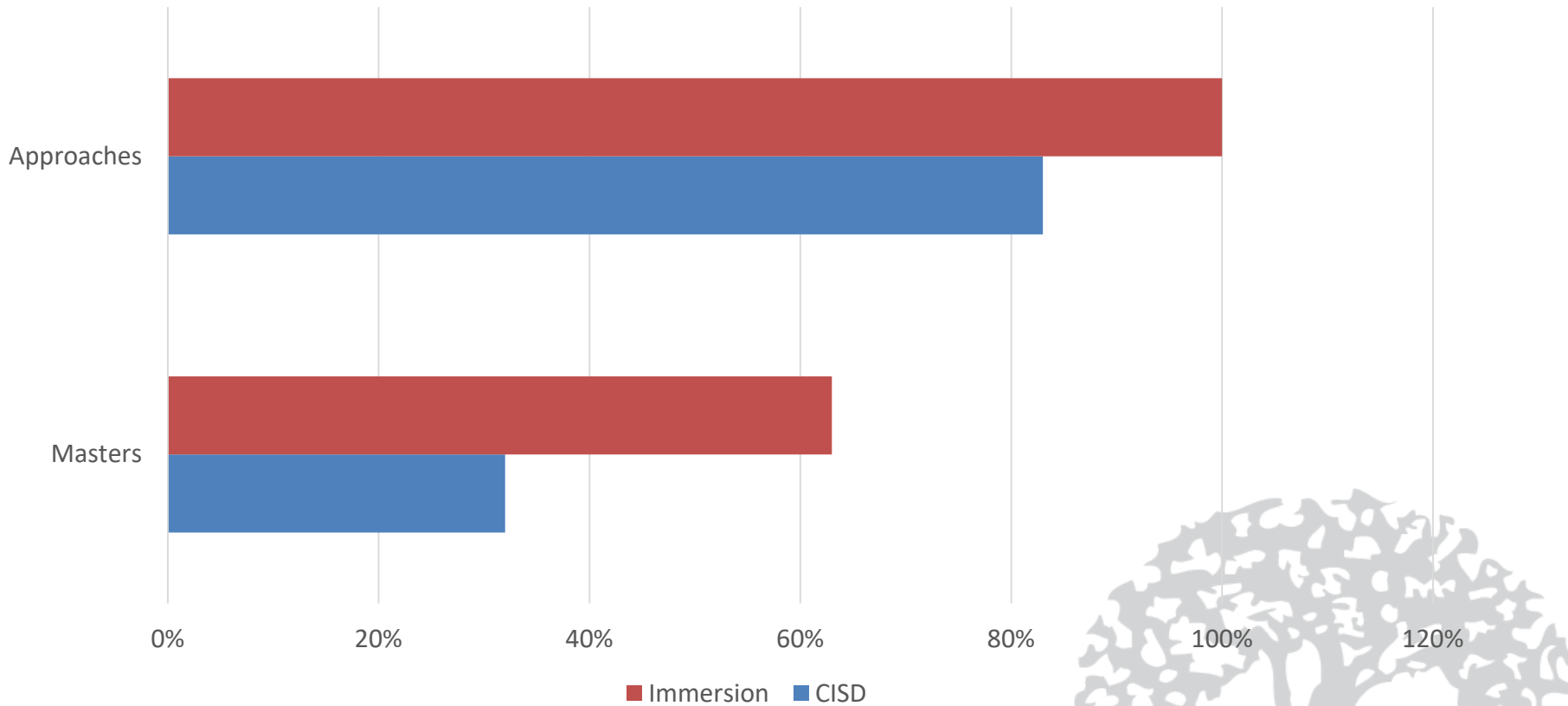


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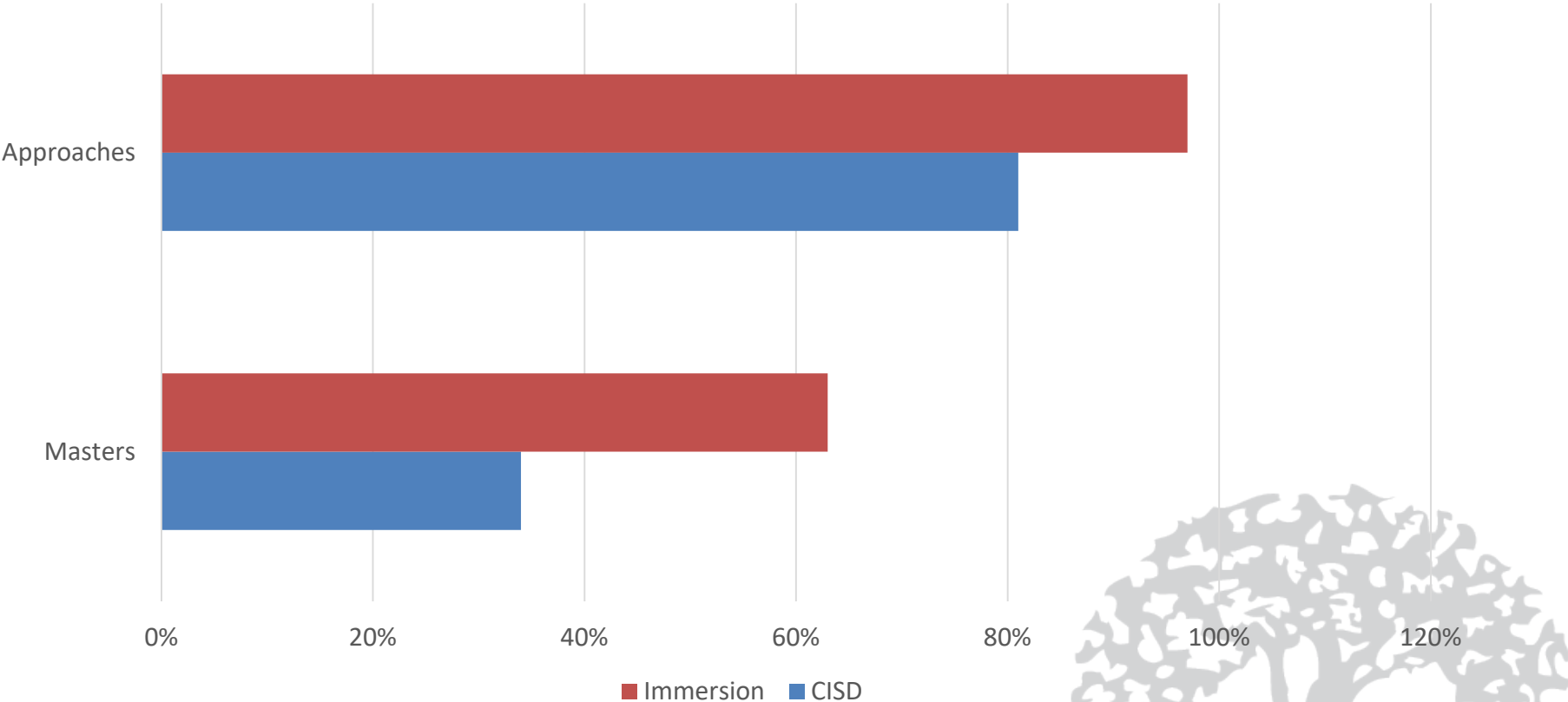
# 2018 STAAR Math 3<sup>rd</sup> Grade

Chart Title



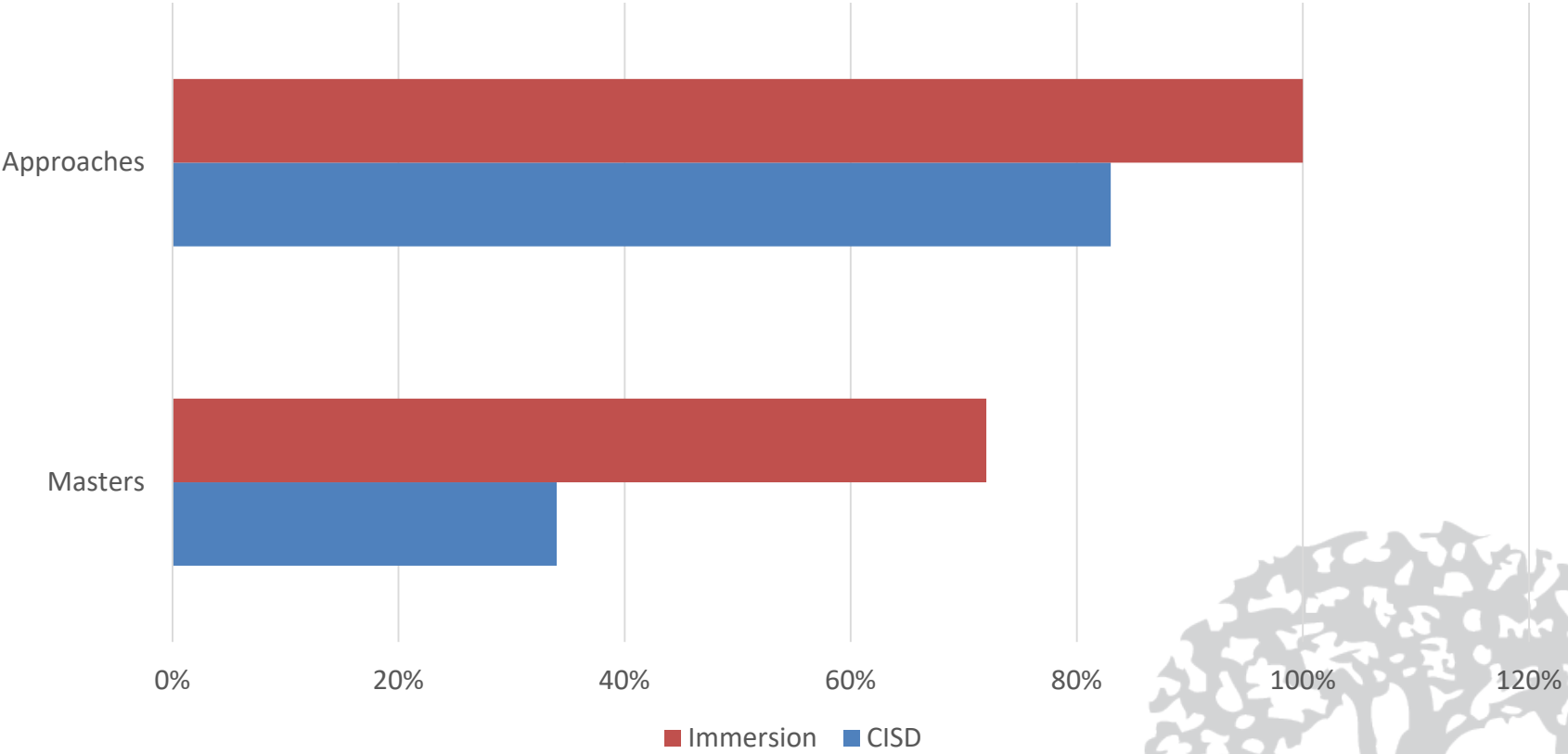
# 2018 STAAR Reading 4th Grade

Chart Title



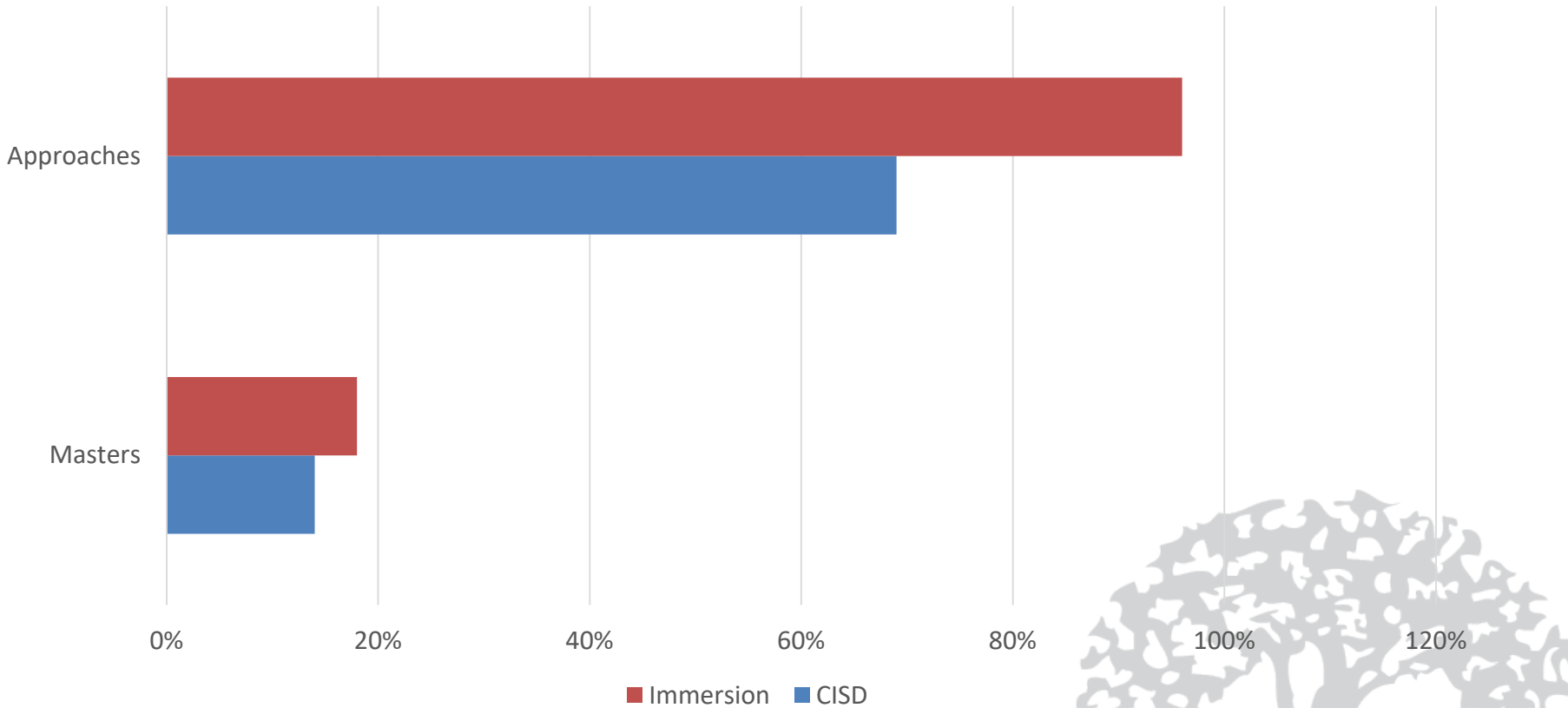
# 2018 STAAR Math 4<sup>th</sup> Grade

Chart Title



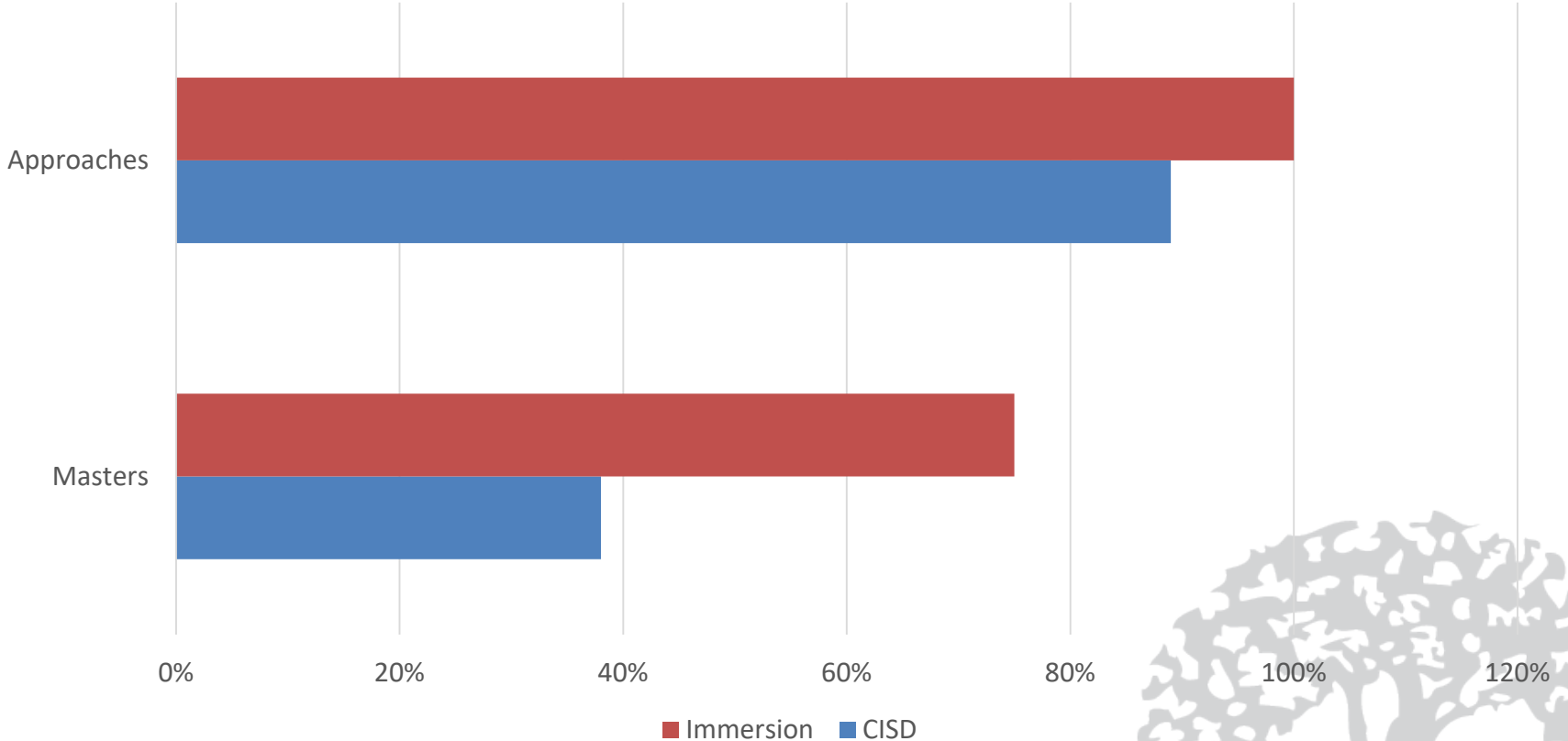
# 2018 STAAR Writing 4<sup>th</sup> Grade

Chart Title



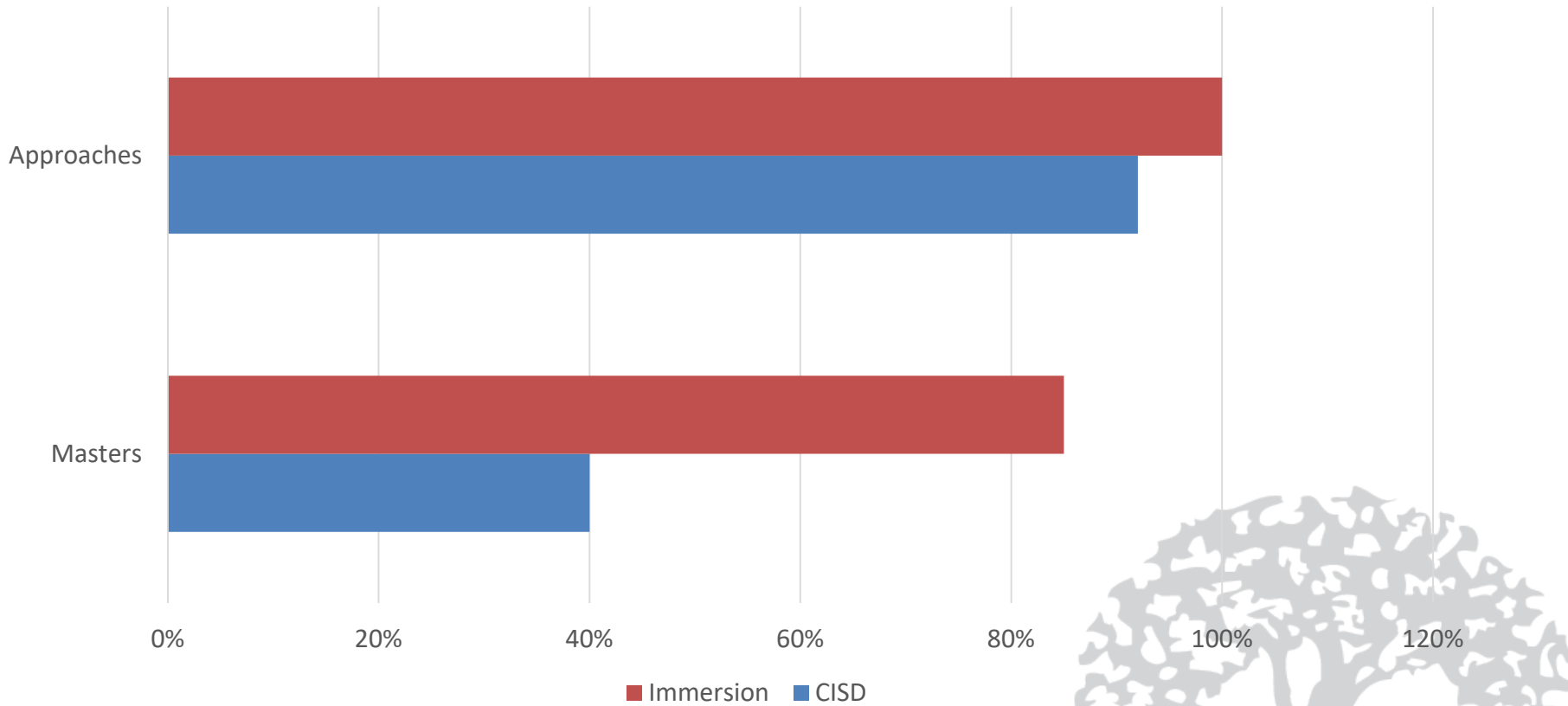
# 2018 STAAR Reading 5<sup>th</sup> Grade

Chart Title



# 2018 STAAR Math 5<sup>th</sup> Grade

Chart Title



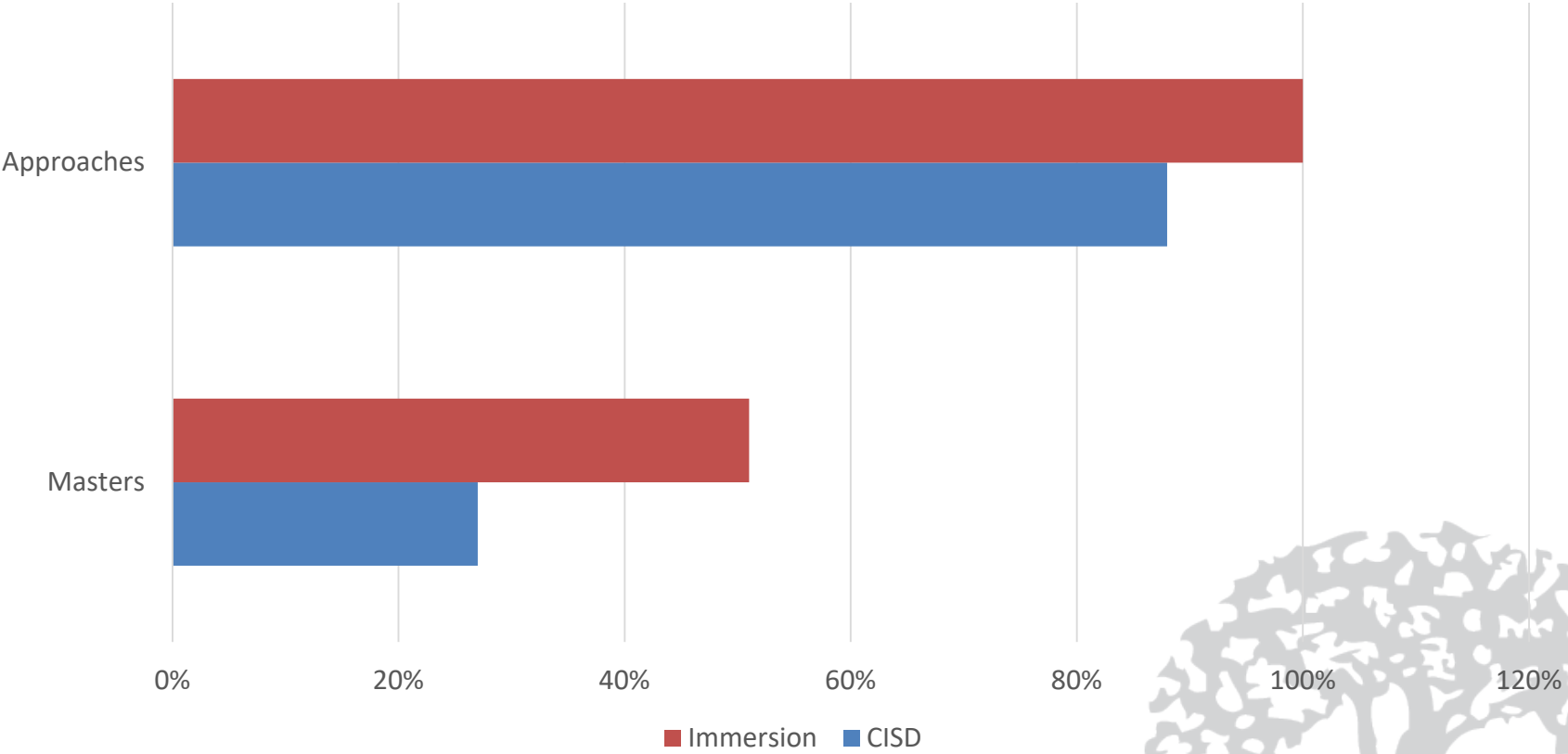
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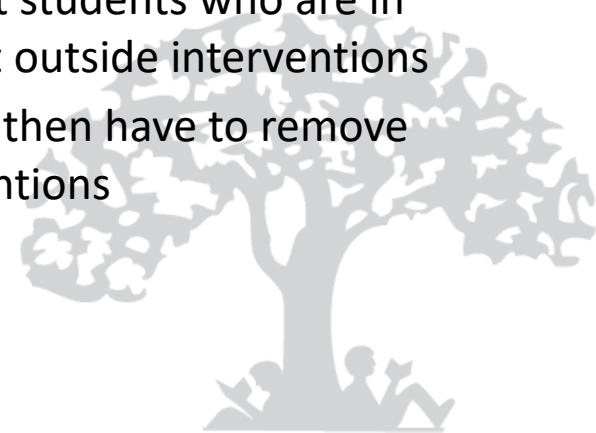
# 2018 STAAR Science 5<sup>th</sup> Grade

Chart Title



# Is Spanish Immersion for all?

- Students with academic challenges – those who have not mastered kindergarten skills and/or have poor listening skills
- Behavior concerns should be considered by parent
- Students with poor attendance and tardies
- Students with language impairment and/or auditory processing issues
- Students who score below a Reading DRA Independent 6 or below a score of 177 on the MAP Screener
  - This is a basic level that was established to ensure that students who are in the program are able to develop reading skills without outside interventions
  - We do not want to place students in the program and then have to remove them if we find they need out of class reading interventions
- Please discuss with kindergarten teachers



# Important Factors

- There is a 5-year commitment to the program
- Spanish Immersion continues on to the middle school as Comal Advanced Languages Program (CALP) and is offered at CHMS and SBMS
- Supporting your child at home in English is vital
- If more applicants are received than there are positions available, there will be a lottery to determine actual participants



# Commitments

- Students will continue the program through fifth grade.
- Parents of students not living in the SIP attendance zone are responsible for transportation to and from school.
- Academic support programs may not be available until third grade. Exceptions include special education, Section 504 and gifted programs.
- There will be up to 25 students in the first grade Spanish Immersion class.
- Parents are asked to not visit the Spanish Immersion classroom for the first six weeks.



# Support at Home

- Students should be read to every night in English.
- Once they begin reading, students should be encouraged to read to others in Spanish.
- ***Encouraging words and verbal support of the program are both important when your child is frustrated.***
- It is helpful to supply books, videos, computer programs, apps, etc. in Spanish for your child to use at home.



# First Grade Student Video

Prepared by the Bilingual, Curriculum and  
Instruction Team



# Second Grade Student Video

Prepared by the Bilingual, Curriculum and  
Instruction Team



# Selection of Students

- Younger siblings are automatically admitted to the program if they meet the minimum Reading DRA Independent 6 or the MAP Screener RIT 177 score
  - Sibling – a kindergarten student who either has a sibling currently participating in the SIP or a sibling who completed through 5th grade at RBES or HLES
  - **Please look at each child individually before you make a decision**
- Student attends kindergarten in Comal ISD.
- A parent, guardian, or family member **MUST** attend one informational meeting.





# Recommended Feeder Pattern for Spanish Immersion Programs

## Hoffmann Lane Elementary

Goodwin Frazier Elementary

Mountain Valley Elementary \*

Rebecca Creek Elementary \*

## Oak Creek Elementary School

Clear Springs Elementary

Freiheit Elementary

Garden Ridge Elementary

Morningside Elementary

\*Canyon Lake High School feeder pattern schools may apply at the SIP of their choice.

## Johnson Ranch Elementary

Bill Brown Elementary

Indian Springs Elementary

Specht Elementary

Startzville Elementary\*

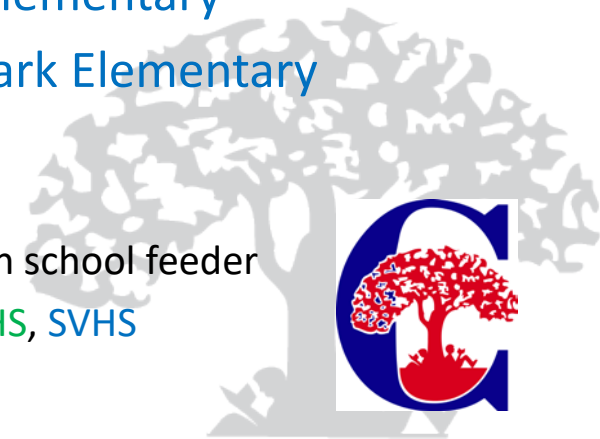
## Rahe Bulverde Elementary

Arlon Seay Elementary

Kinder Ranch Elementary

Timberwood Park Elementary

Colors indicate high school feeder patterns: CHS, CLHS, SVHS



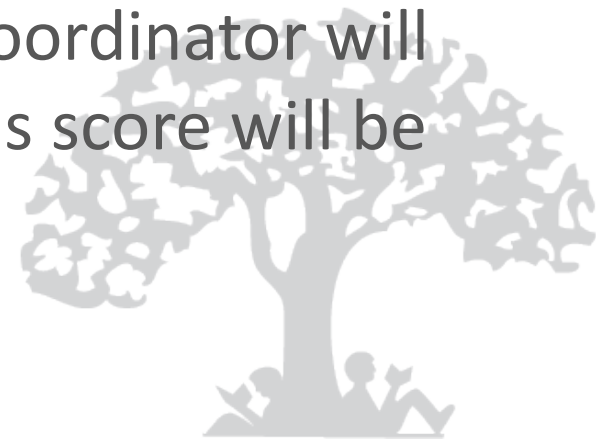
# Timeline

1. Applications accepted at SIP campus you are applying to April 18 through April 25, 2019. Applications must be hand-delivered between 7:15 AM and 3:15 PM. A copy will be made for your records. (Applications will be handed out tonight.)



# Timeline

2. DRA completed by kindergarten teachers by May 3, 2019.
  - If a child receives an Independent DRA 4 or 6 by their classroom teacher, the Campus Instructional Coach will test them a second time. If both testing administrators get the same score, then the score will be recorded. If the scores do not match, then a CISD Bilingual/ESL Coordinator will conduct a third assessment and this score will be recorded.



# Timeline

3. MAP Screener completed by May 10, 2019.
4. Letters sent home to parents for students who did not meet SIP program qualifications on May 13, 2019.
5. If needed, a lottery will take place at Support Services on May 16, 2019.



# Lottery Information

- All decisions from the lottery are final
- 25 seats in the first grade classroom
  - 19 (or 75%) of them will be filled by students zoned to the SIP campus
  - 6 seats (25%) will be filled by students in neighboring elementary schools



# Timeline

6. Application for admission and denial letters mailed on May 20, 2019. (Please do not call the campuses to find out status.)
7. Admission letters due to SIP campuses by May 24, 2019.



# Contact Information

Sarah Permenter, Director of Bilingual & Federal Programs

[sarah.permenter@comalisd.org](mailto:sarah.permenter@comalisd.org)

830-221-2154 or 830-221-2019





# Questions

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Instruction Team