

Dual Language Immersion Magnet Open House at Terwilliger Elementary

El programa de inmersión de dos
idiomas (DLI)



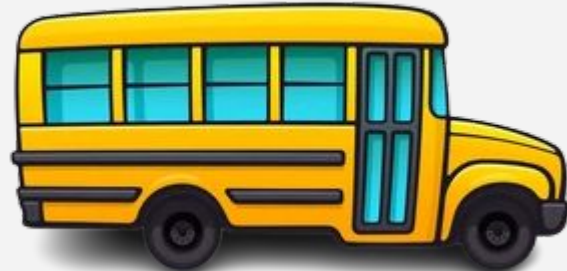


Magnet Enrollment :

- Began with Kindergarten 2022-2023 school year.
- Kindergarten, 1st Grade, 2nd Grade, and 3rd grade 2025-2026.
- Plans are to add a new grade level annually.

Transportation

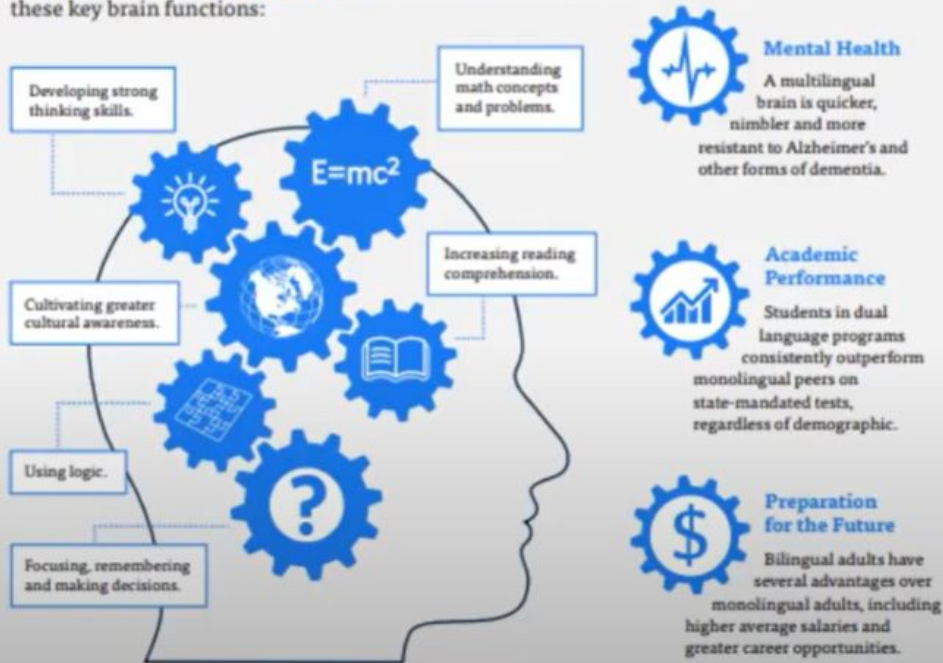
- **School buses** revised 'hub' stops are available for magnet students who ride a bus. This may require students to travel further from home to get to their hub stop, but should also limit their time on the bus.
- For more information about magnet transportation, please go to www.sbac.edu/transportation and click on the Magnet Busing heading in the menu options on the left of the page.



Bilingual Brain

Dual language immersion programs provide a unique and powerful opportunity to strengthen children's highest cognitive brain potentials through deliberate literacy development in two languages and authentic exposure to rich language experiences.

Research shows that bilingual people have an easier time with these key brain functions:



How will Dual Language Immersion benefit my child?

- Here is a video about the Benefits to being part of a Dual Language Immersion Program.
- Vamos a ver un video que nos habla sobre los beneficios de estar en un programa de inmersión de dos idiomas.

Video Link :

https://www.youtube.com/watch?v=8g_xYdpjN9w

Why Dual Language Immersion Matters?

Global Competence

“The world that students are going to live in is going to require a large number of **individuals who are able to navigate linguistic and cultural borders.**” - Dr. Jon Valentine, Gwinnett County PS Director of Foreign Languages

Bilingualism

EL's and ES's are an asset to each other. Embracing the languages and cultures of our students **improves appreciation** of our diverse community.

Equity

K-12 English learners and English speakers increase language, academic, **communication, empathy, and cultural awareness,** alongside one another.



¿Por qué la inmersión en dos idiomas? (DLI)

Competencia Global

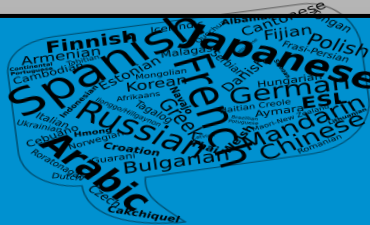
“El mundo en el que vivirán los estudiantes va a requerir una gran cantidad de personas que puedan navegar las fronteras lingüísticas y culturales”. -Dr. Jon Valentine, Director de Idiomas Extranjeros de PS de Condado de Gwinnett

Bilingüismo

Los estudiantes de K-12 que estudian el inglés (EL) y los estudiantes que tienen inglés como su primer idioma (ES) se benefician mutuamente. Adaptar los idiomas y las culturas de nuestros estudiantes mejora la apreciación de nuestra diversa comunidad.

La Equidad

Los estudiantes de K-12 que estudian el inglés y los estudiantes que tienen inglés como su primer idioma suben su conocimiento de lenguaje, academia, comunicación, empatía y conciencia cultural, juntos uno al lado del otro.



Bridging Instruction to Reach Biliteracy

- **In order to reach Biliteracy** in a DLI program, instruction must include: meta-bilingual strategies, cross-linguistic connections, and teaching for transfer throughout the day.
- **Metalinguistic awareness**
- **Cross-Linguistic strategies**
- **Translanguaging**

Dual Language Immersion Magnet

Terwilliger Elementary School is the first school in Alachua County Public Schools to offer Dual Language Immersion (DLI). Some of the benefits of learning in a DLI model include increased cognitive dexterity and problem-solving skills, embracing cultural awareness and diversity, and enhanced communication skills in both languages.

A DLI model of instruction begins in kindergarten the first year and expands each year until fully implemented in Grades K-5. The program encourages participation by English and target language speaking students. The model of instruction is 50/50 English and Spanish with the goal of developing bilingual, bi-literate, and bi-cultural students.

Admission into DLI requires a long-term K-5 commitment to fulfill our dedication to each student becoming bilingual, bi-literate, and bi-cultural.



Dual Language Immersion Magnet

La Escuela Primaria Terwilliger es la primera escuela en las Escuelas Públicas del Condado de Alachua en ofrecer Inmersión en Dos Idiomas (DLI). Algunos de los beneficios del aprendizaje en un modelo DLI incluyen una mayor destreza cognitiva y habilidades para resolver problemas, aceptación de la conciencia cultural y la diversidad, y mejores habilidades de comunicación en ambos idiomas.

Un modelo de instrucción DLI comienza en kindergarten el primer año y se expande cada año hasta que se implementa por completo en los grados K-5. El programa fomenta la participación de los estudiantes que hablan inglés y el idioma de destino. El modelo de instrucción es 50/50 en inglés y español con el objetivo de desarrollar estudiantes bilingües, bilingües y biculturales.

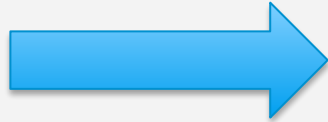
La admisión a DLI requiere un compromiso a largo plazo de K-5 para cumplir con nuestra dedicación a que cada estudiante se vuelva bilingüe, bialfabetizado y bicultural.



Dual Language Immersion Magnet

Students in the dual language program are on a *Pathway to Biliteracy* with the goal of attaining the Florida State Seal of Biliteracy at graduation.

Elementary School



High School

Electives	Spanish for Speakers
Spanish for Spanish Speakers 1	Spanish for Spanish Speakers 2



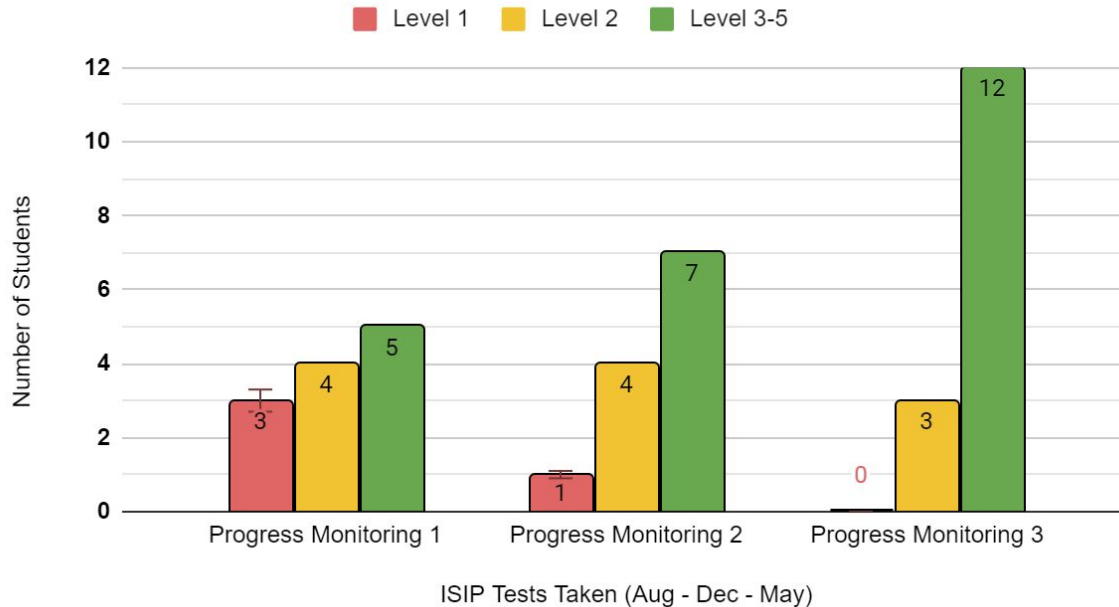
Let's look into what we
have done so far...



Dual Language Immersion Academic Growth

ISIP Test

ISIP Spanish

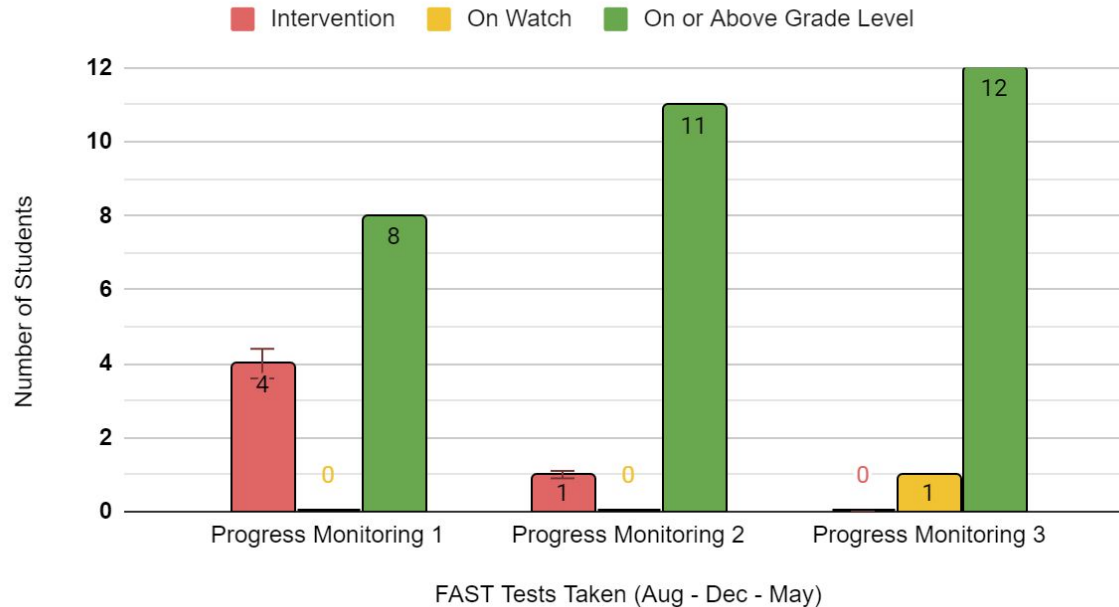


Assesses:

- Vocabulary
- Listening Comprehension
- Reading Comprehension
- Phonemic and Phonological Awareness
- The data shows that Dual Language Immersion is helping students learn and retain the targeted Language (Spanish).

Dual Language Immersion Academic Growth

FAST Reading



FAST Reading Assessment

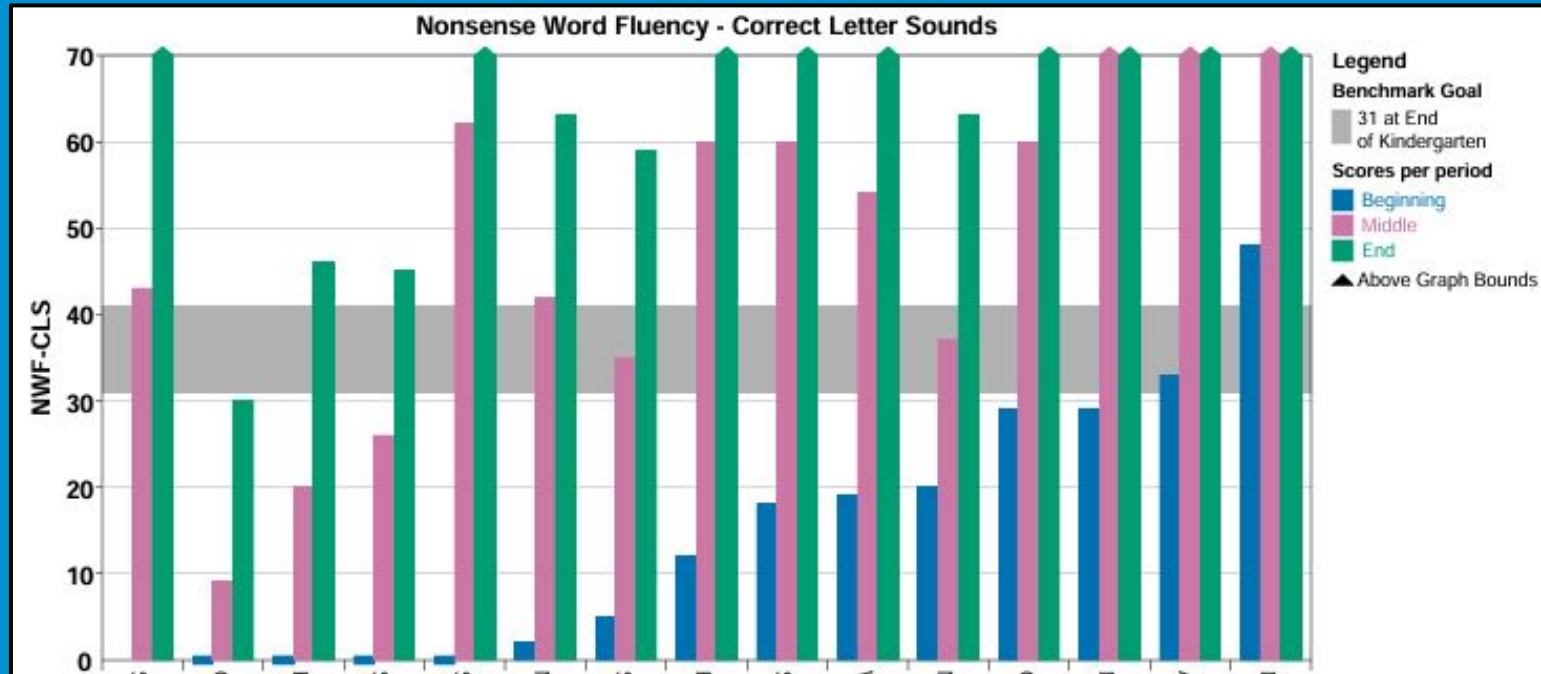
Assesses:

- Grade level Reading Benchmarks

-Data shows that as students progress in the immersive instruction of two languages (English and Spanish) in Reading, that the number of students in need of intervention in Reading is decreasing. This is shown in both languages so far.

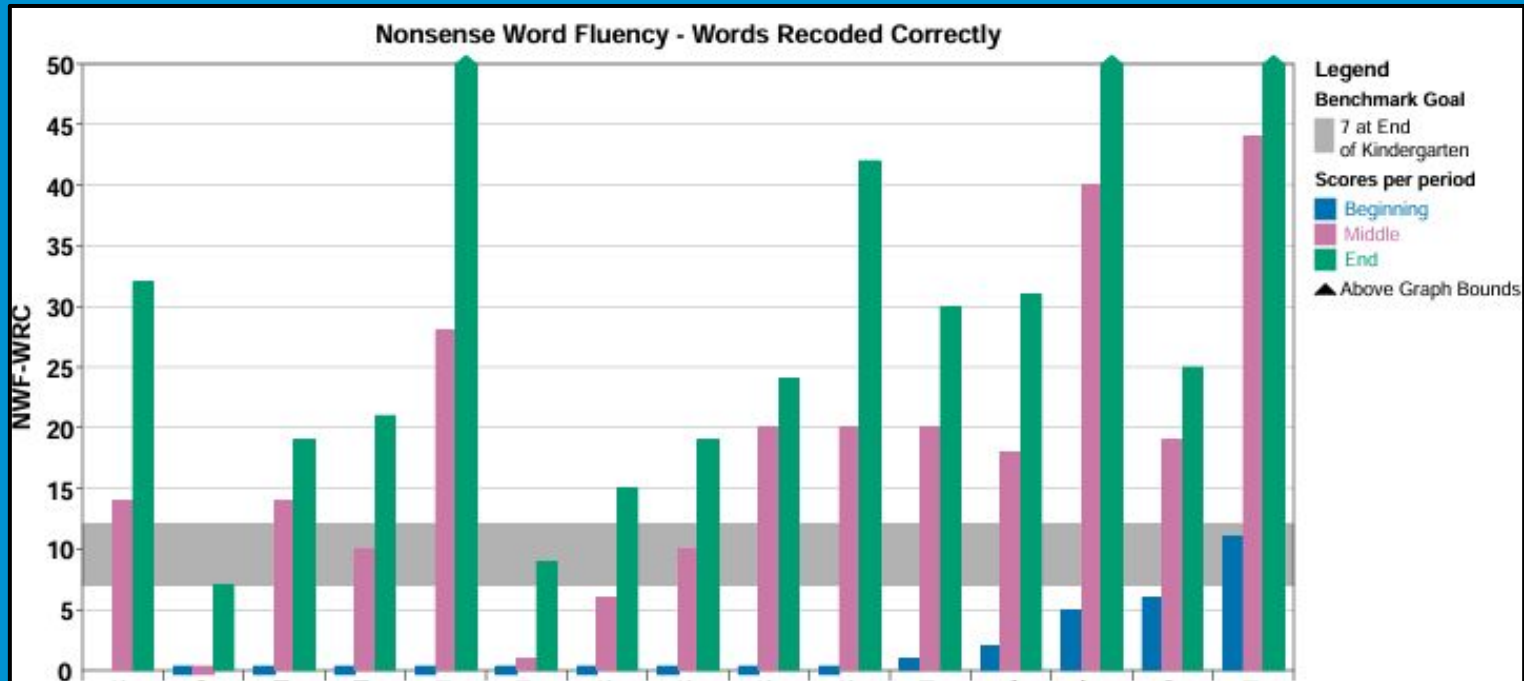
Dual Language Immersion Academic Growth

Dibels Assessment Results



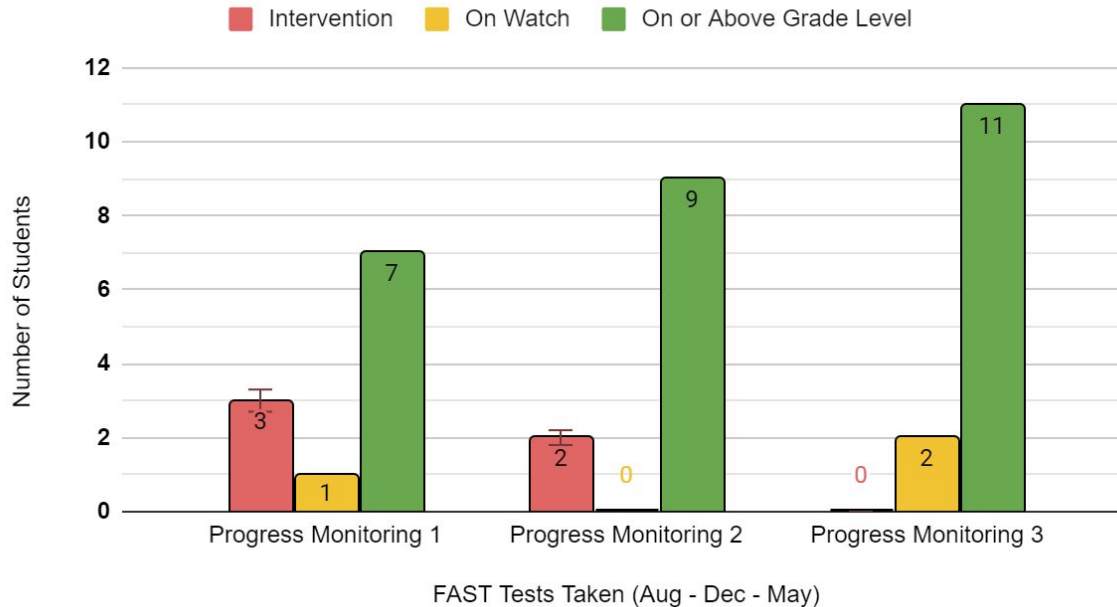
Dual Language Immersion Academic Growth

Dibels Assessment Results



Dual Language Immersion Academic Growth

FAST Math



FAST Math Assessment

Assesses:

- Grade level Benchmarks
- Math is taught in Spanish with Bridging the English Vocabulary and content.
 - English Math vocabulary and concepts are presented for understanding by bridging the content meaning in both languages.
 - Math is assessed in English. Data shows students are making progress in a positive direction.
 - Positive growth is shown by having a decrease in students in need of intervention. While proficiency levels increased in Math by PM2 for the Blue group as well.

What does the DLI Magnet look like in the classroom?

- Current class size about 18 students per class.
- Equal time in both Languages (90 days)
- Smooth transitions when switching classes, which makes the 50/50 model possible.
- Bridging and engaging activities to support biliteracy & support a variety of learning styles.
- Subjects taught in English: ELA (Reading), Phonics, Writing, and Social Studies.
- Subjects taught in Spanish: Spanish Reading, Spanish Phonics, Spanish Writing, Science and Math.

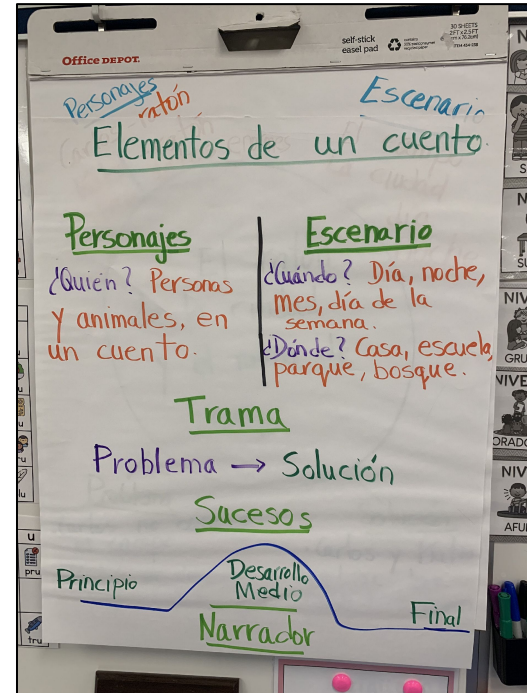
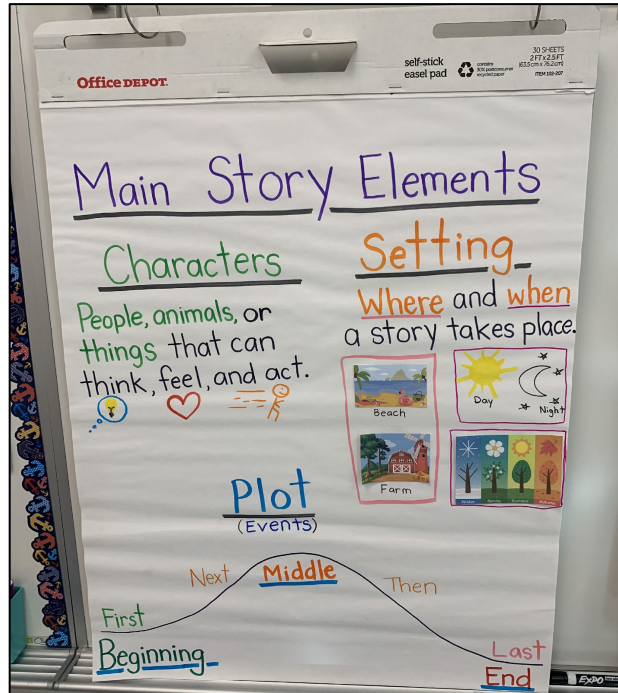
Schedules 2024-2025

Kindergarten DLI - Zuber		Kindergarten DLI - Smolenski
Morning Meeting	7:45-8:00	Morning Meeting
Math	8:00-8:15	UFLI
	8:15-8:30	
	8:30-8:45	Writing
	8:45-9:00	
Spanish LA 1	9:00-9:15	ELA
	9:15-9:30	
	9:30-9:45	
	9:45-10:00	
Lunch	10:00-10:15	Lunch
	10:15-10:30	
Spanish LA 2	10:30-10:45	WIN Time
	10:45-11:00	
Specials	11:00-11:15	Specials
	11:15-11:30	
	11:30-11:45	
Math	11:45-12:00	UFLI
	12:00-12:15	
	12:15-12:30	ELA
	12:30-12:45	
Science	12:45-1:00	Recess
	1:00-1:15	
Recess	1:15-1:30	PBIS
	1:30-1:45	
PBIS	1:45-1:52	

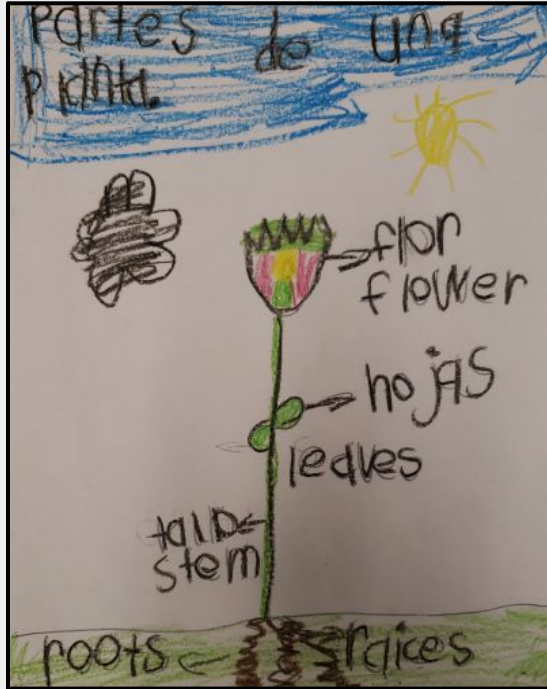
First Grade DLI - Mayte		First Grade DLI - DiPerna
Morning Meeting	7:45-8:00	Morning Meeting
Science/Spanish LA 1	8:00-8:15	UFLI
	8:15-8:30	
	8:30-8:45	Writing
	8:45-9:00	
Specials	9:00-9:15	Specials
	9:15-9:30	
WIN	9:30-9:45	ELA
	9:45-10:00	
Math	10:00-10:15	WIN
	10:15-10:30	
	10:30-10:45	Lunch
	10:45-11:00	
Lunch	11:00-11:15	Recess
	11:15-11:30	
Recess	11:30-11:45	UFLI
	11:45-12:00	
Math	12:00-12:15	Spanish LA 2
	12:15-12:30	
	12:30-12:45	ELA
	12:45-1:00	
Spanish LA 2	1:00-1:15	WIN Time
	1:15-1:30	
PBIS	1:30-1:45	PBIS

2nd Grade DLI ELA Welder		2nd Grade DLI-Cardona
Morning Meeting	7:45-8:00	Morning Meeting
UFLI	8:00-8:15	Math
	8:15-8:30	
	8:30-8:45	
	8:45-9:00	
ELA	9:00-9:15	Science/Spanish LA 1
	9:15-9:30	
Specials	9:30-9:45	Specials
	9:45-10:00	
	10:00-10:15	Lunch
	10:15-10:30	
Lunch	10:30-10:45	Recess
	10:45-11:00	
Recess	11:00-11:15	Math
	11:15-11:30	
Writing	11:30-11:45	Spanish LA 2
	11:45-12:00	
UFLI	12:00-12:15	WIN Time
	12:15-12:30	
	12:30-12:45	
	12:45-1:00	
ELA	1:00-1:15	PBIS
	1:15-1:30	
WIN Time	1:30-1:45	
PBIS	1:45-1:52	

Bridging Instruction to Reach Biliteracy



Bridging Instruction to Reach Biliteracy




-Exploring science, social studies, and writing concepts through both English and Spanish.

Bridging Instruction to Reach Biliteracy

An April Rain Song
Langston Hughes

Illustrated by:



I can visualize utilizing the text to better understand what I am reading!

We Read

An April Rain Song

by Langston Hughes

Let the rain kiss you.
Let the rain beat upon your head
With silver liquid drops.
Let the rain sing you a lullaby
With its pitter-patter.
The rain makes still pools on the sidewalk.
The rain makes running pools in the gutter.
The rain plays a little sleep tune
On our roof at night,
And I love the rain.

I can annotate text to better understand what I am reading!

Un fabuloso amigo

José Urriola

Un libro es un fabuloso amigo
que siempre quiere jugar.
Tú paseas por sus páginas
y te pones a soñar.
Un cuento es un viaje fantástico
sin moverse de sitio.
No hace falta pasaje
y te lleva muy lejos.

Hacer anotaciones

-Students annotate and visualize text to help them better understand what they are reading in both English and Spanish.

Bridging Instruction to Reach Biliteracy



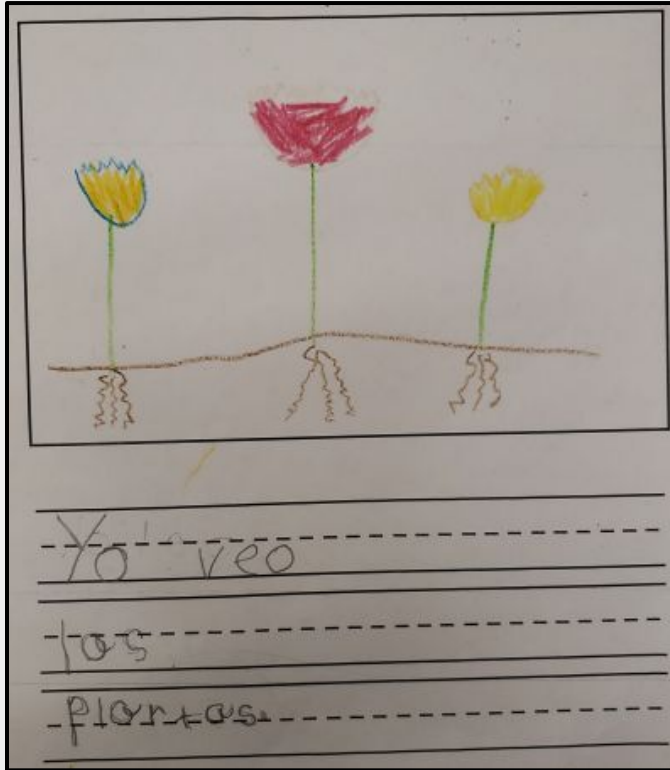
What's My Disguise?
My turkey is a
farmer. Mi pavo
es un
agricultor.

What's My Disguise?
My turkey
is a unicorn.
Mi pavo es una
unicornio.

-Students enjoyed being creative, while applying their English and Spanish writing skills to show how they would disguise a turkey.

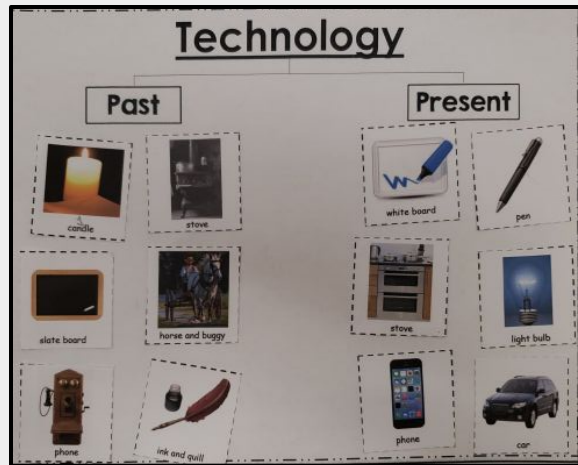


Activities and Work Samples

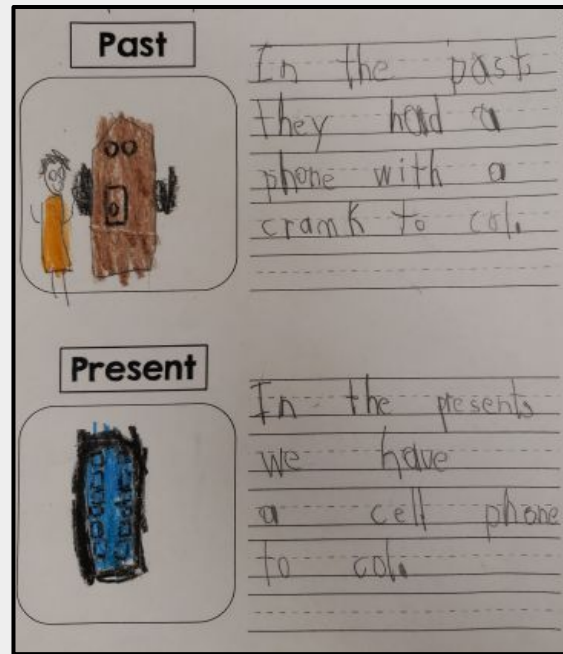
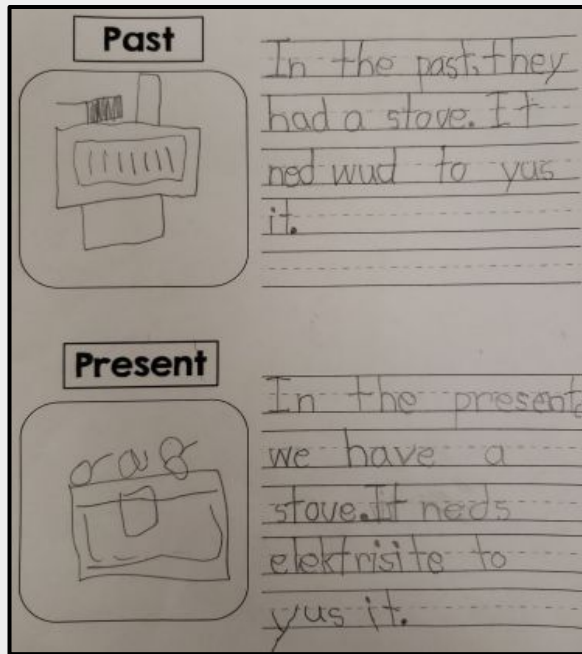


-Students utilizing science tools to explore the world around them. Students then wrote about their discoveries.

Activities and Work Samples



-After reading through the curriculum text, students were able to discuss and complete a past and present sort with their teams.



-They were able to use the sort to write about differences between the technology of the past and present.

Activities and Work Samples



-Students making cross-curricular connections (Math, Science, & Spanish) while exploring the inside of a pumpkin.

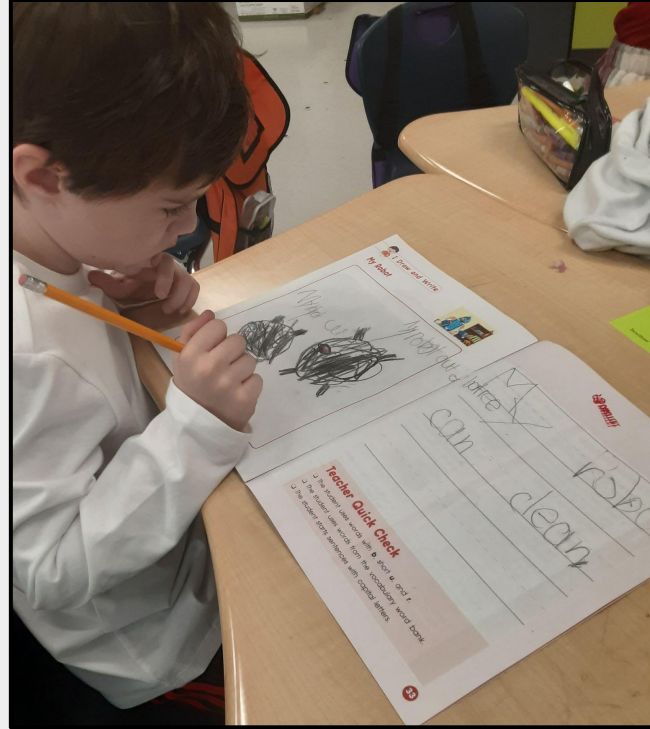
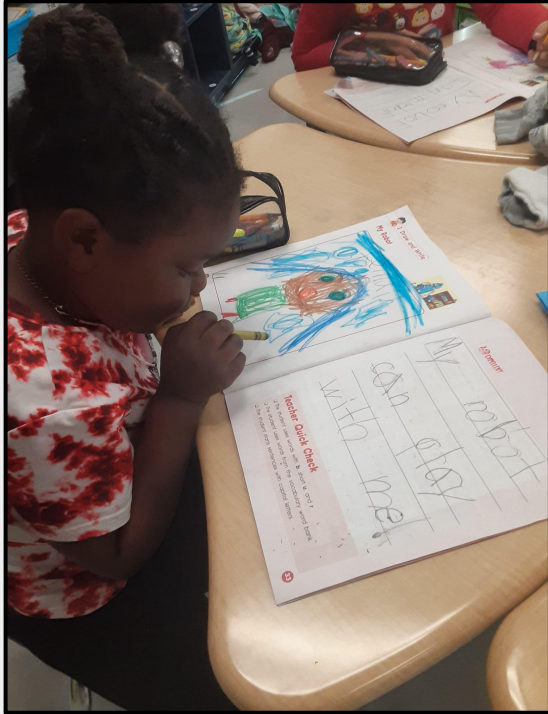
-The students enjoyed practicing and sharing their ideas in Spanish by counting the seeds, naming the parts of the pumpkin, and describing what they felt.

Activities and Work Samples



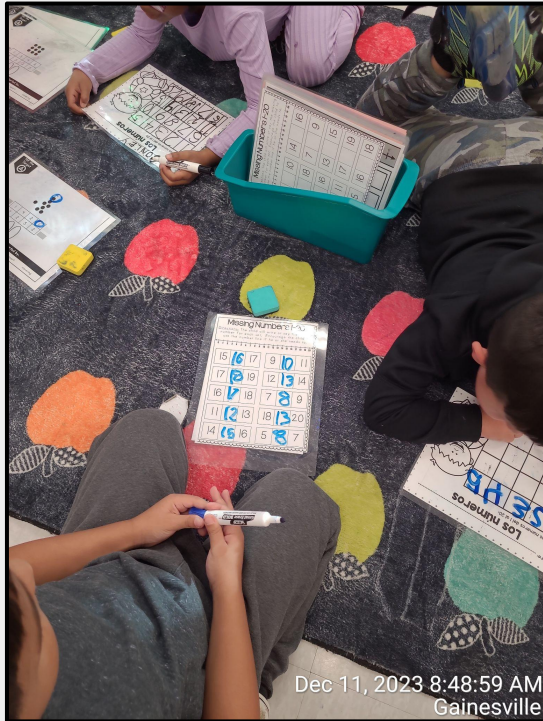
-Students work together to build connections and learn from one another.

Activities and Work Samples



-Utilizing the curriculum provided student magazines, students illustrate and respond to text in English and Spanish.

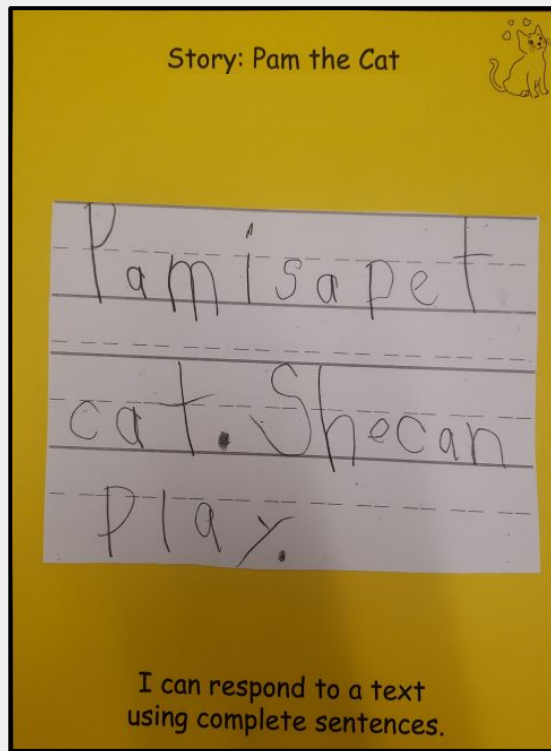
Activities and Work Samples



-Students reinforce math concepts learned through fun math stations and games!

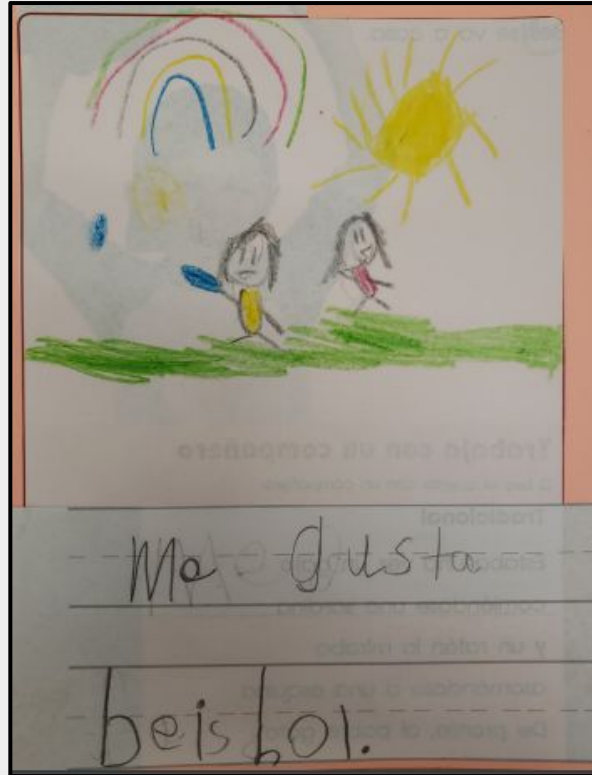
Activities and Work Samples

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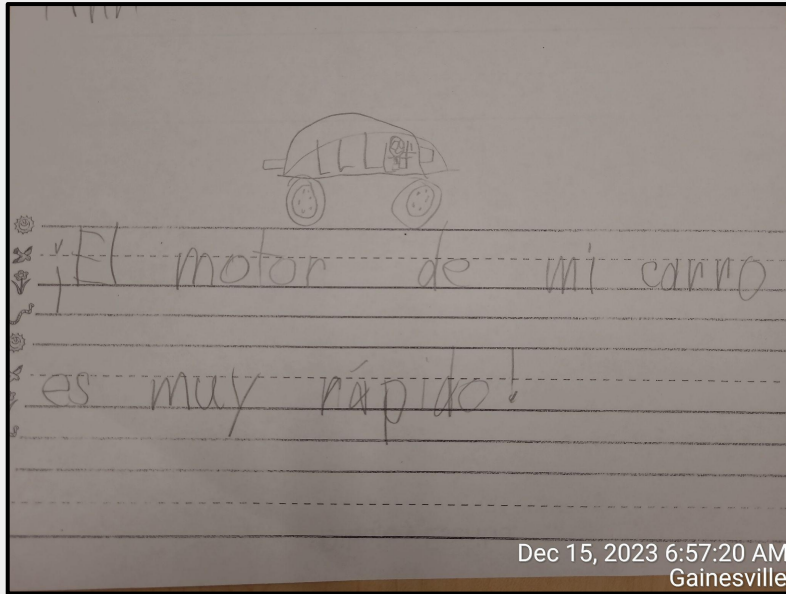


Activities and Work Samples

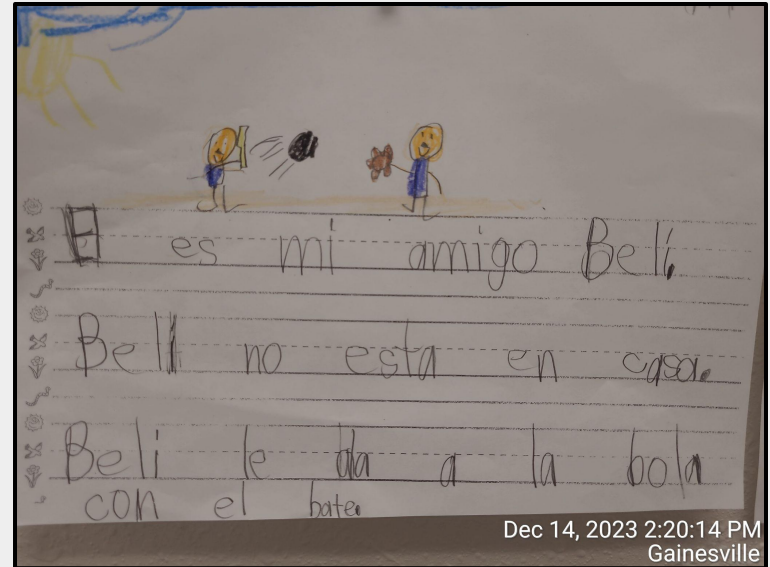
-Utilizing the curriculum provided student magazines, students illustrate and respond to text in English and Spanish.



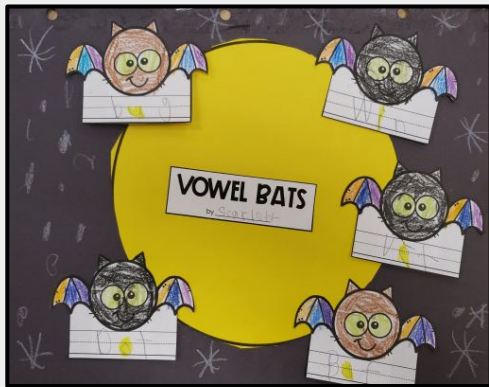
Activities and Work Samples



-Utilizing the curriculum provided student magazines, students illustrate and respond to text in English and Spanish.



Activities and Work Samples



-Students created 'vowel bats' to review phonics skills learned thus far.




-Students enjoyed practicing their phonics skills together by breaking down sounds and reading each other's words.

Activities and Work Samples

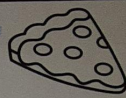



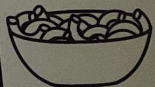
-Students practice writing and phonics concepts when responding to text.


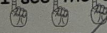




Name: _____

Write and Draw

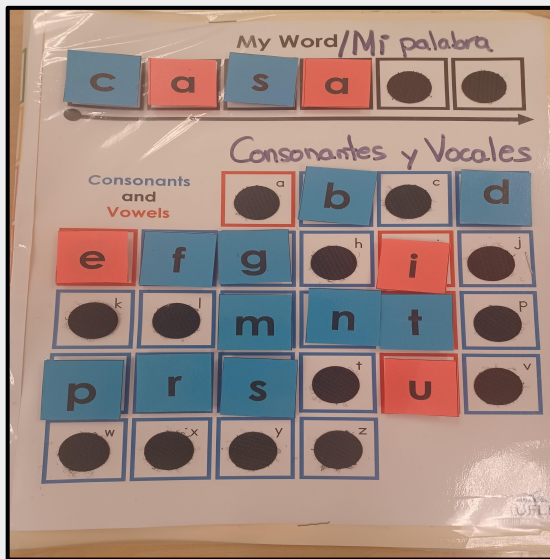


My favorite food is a
pizza and pasta! I
like it with crust.

	pizza
	hamburger
	sandwich
	chicken nuggets
	mac and cheese

Used a capital letter. I see the dog.  <input checked="" type="checkbox"/>	Used space between words. I see the dog.  <input checked="" type="checkbox"/>	I stretched out words. dog  <input checked="" type="checkbox"/>	Used punctuation. ? !  <input checked="" type="checkbox"/>	Drew a picture.   <input checked="" type="checkbox"/>
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Activities and Work Samples



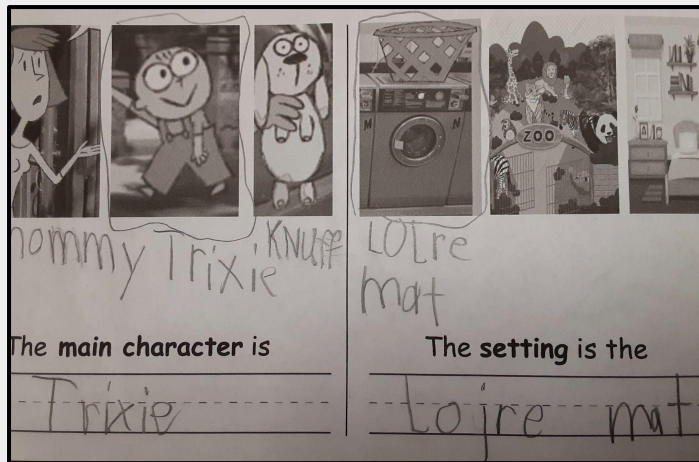
-Students practice their Spanish phonics skills together by utilizing manipulatives and participating in station activities.

Activities and Work Samples

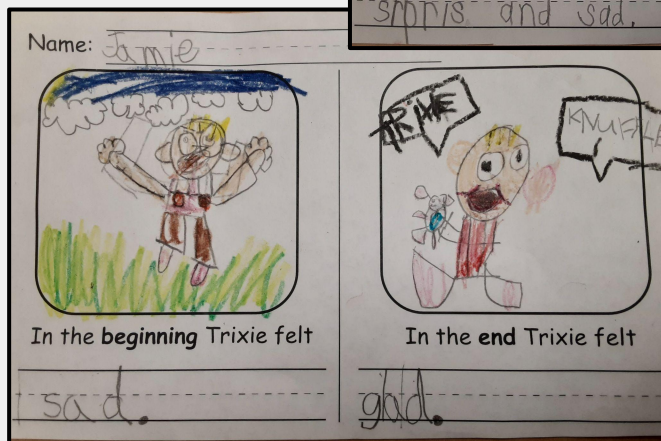
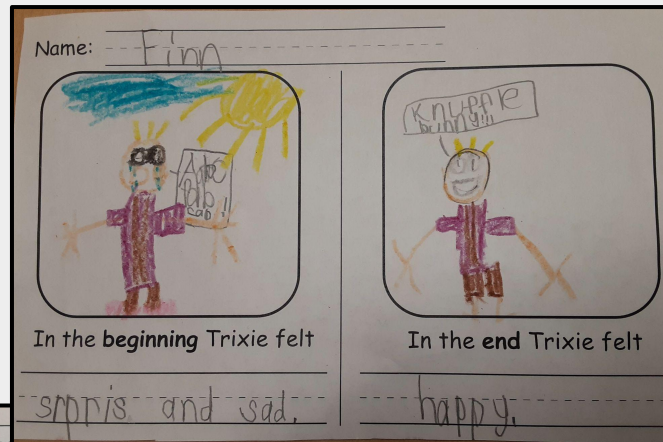


-After reading the text Knuffle Bunny, students retold the story in English.

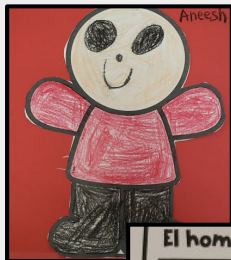
Activities and Work Samples






-After reading the text Knuffle Bunny, students explored the characters, setting, and plot in English.



Activities and Work Samples






El hombre de jengibre Escribe sobre el principio, el medio y el final del cuento.

<p>Principio</p> 	<p>Una ancianita horneó un hombre de jengibre. Se escapó.</p>
<p>Medio</p> 	<p>Se escapó de un caballo.</p>
<p>Final</p> 	<p>El zorro se comió.</p>



El hombre de jengibre Escribe sobre el principio, el medio y el final del cuento.

<p>Principio</p> 	<p>Una ancianita horneó un hombre de jengibre.</p>
<p>Medio</p> 	<p>Se escapó de todas.</p>
<p>Final</p> 	<p>El zorro se lo comió.</p>

-After reading the text *The Gingerbread Man*, students retold the story in Spanish.

Activities and Work Samples



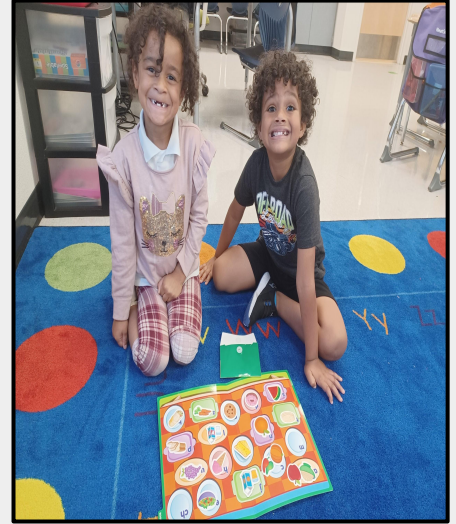
-Student reinforce math concepts learned through fun math stations and games!

Activities and Work Samples



-Student reinforce Reading concepts learned through fun ELA stations and games!

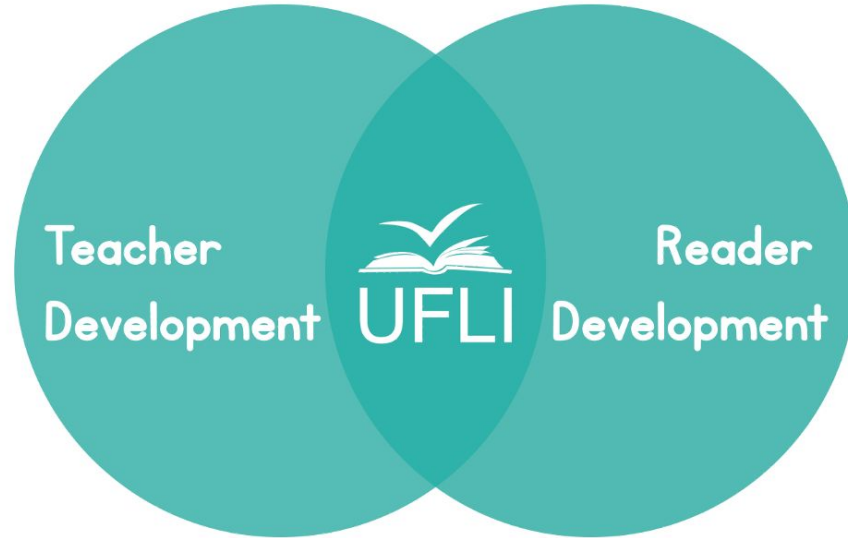
Activities and Work Samples



- Student reinforce Spanish literacy concepts learned through fun reading stations and games!
- All universal aspects of literacy only need to be learned **ONCE** and can be transferred to the targeted Language.



University of Florida
Literacy Institute



Simple View of Reading

$$D \times LC = RC$$



Decoding



Linguistic
Comprehension



Reading
Comprehension



Dual Language Immersion Program

- Learning more than one language is an **asset** to individuals, families, and our entire society
- Researchers have found **many benefits** to being bilingual and biliterate
 - Cognitive development
 - Learning
 - Social-emotional development
 - Long term success



(U.S. Department of Education, 2015)

Parent Feedback Survey

Terwilliger's Dual Language Immersion Program has helped my child by ...

- "...exposing him to a new language, it is giving him confidence and I noticed he is more excited to learn new things."
- "...using more Spanish and changing his attitude towards it and I noticed he is more open to hearing or using it."
- "...getting her to love going to class, and I noticed she passively adds in Spanish to play."
- "...increasing her engagement in academics and reading. I noticed she is excited to learn and teach us Spanish."
- "...stimulating, encouraging, & challenging her to learn, all while making it fun and I noticed she is far more advanced in reading, language, and writing skills than other children her age."

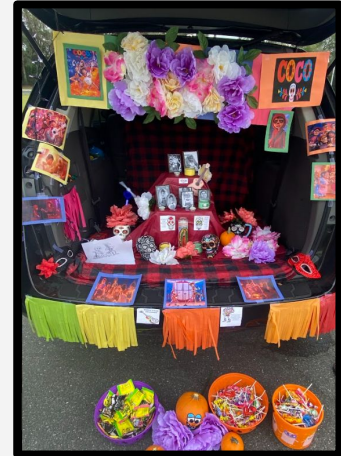
Parent Feedback

- DLI Parent Testimonials:
 - Mrs. Burgos-Yuri (One Mill Success Stories)
 - Mrs. Hall - 2nd Grade
 - Mr. and Mrs. Nappy - 1st Grade
 - Nesmith Family - Kindergarten
- Student Testimonials DLI Student :
 - Jacie
 - Aria
 - Alejandro
 - Daylin

DLI in Action

DLI School-wide Culture via:

- Morning Announcements shared with the whole school to bridge school wide culture.
 - [DLI Book Reading "Como Se Dice?"](#) (2 mins)
 - [DLI Morning Song](#) (55 secs)
 - [Me Gusta -DLI Reading](#) (1:51 mins)
- Terwilliger's Literacy Night
- Terwilliger's Trunk-or-Treat



Admission

- One single application for all programs - the application will be posted on the district's magnet website - www.sbac.edu/magnet
- January 14, 2025- February 11, 2025
- Students in Alachua County Public Schools, including Alachua eSchool and Charter Schools have information pre-loaded into the application.
- Students outside of Alachua County Public Schools will create an account and enter all information AND include a required form from current school.

Admission

- The username is the student's Active Directory username they use at school - often first initial, middle initial, last name
- The password is the student's birthdate - all numbers, no dashes or slashes. For example, January 9, 2016 would be 01092016.
- Students may apply for up to three magnet programs, **be sure to priority rank your choices (1st selection is most desired)**.
- Applicants will be able to upload two files (files can contain multiple docs, links, etc.) containing additional information to highlight personal accolades and strengths. Video formats are not accepted but a link to a video can be included within a file.

Admission

- Schools will review all on-time applications for their program(s).
- Schools select 50% of open seats, the other 50% are selected by random lottery of students who meet the minimum requirements. Only one application is required to be considered by the school and by the lottery.
- Notification emails sent on or before March 25, 2025
- Parent/Guardian response due by the deadline provided in the offer (3 school/business days)
- Late applications may not be processed if there are no seats available in the program and/or they may be added to the bottom of the waiting list.

Successful Students & Minimum Requirements

Successful Students

- Academically motivated
- Transitions well
- Takes initiative
- Shows maturity
- Responsible

Minimum Requirements

- Attendance Requirement - no more than 10 unexcused absences
- Discipline Requirements - no “major” referrals and no more than 4 out of school suspension days

Application Process

District Timeline:

- Application **opens** on Tuesday, January 14th, 2025
- Application is available via a link on our school board website.
-DLI Magnet Program page link:
<https://www.sbac.edu/Page/29448>
- Vicki McAlhany, Principal-
Terwilliger Elementary
Phone: 352 - 955 - 6717
Email: mcalhacv@gm.sbac.edu
- Application **closes** on Monday, February 11th, 2025
- For Application Process Questions **email** :
alachuamagnets@gm.sbac.edu
- Magnet Programs **phone** number:
352-955-7622
- Kim Neal - ACPS Magnet Coordinator
Phone: 352-955-7121
Email: neilkm@gm.sbac.edu



- **Questions?**
- **Thank you for you time and consideration!**