

Lyseth Elementary School

*Spanish Immersion Program and Strategic
Planning Updates*

2025



Outcomes and Agenda

- **Update on space constraints**
- **Share plans for Lyseth Spanish Immersion program**
- **Share district timeline for strategic planning and expected shifts in immersion programming**
- **Hear feedback from families**

1. Welcome, [Sign-In](#) & Introductions
2. Spanish Immersion Program 2025-26 Plans
3. Strategic Planning for Language Development
4. Details: Program and Enrollment
5. Q&A
6. Feedback



Space Constraints Continue

- Limited space led to creation of a multiage grade 4-5 Spanish Immersion class in AY24-25
- Attendance Boundaries Advisory Committee work continues (see [Boarddocs](#))
 - Major shifts not expected at this time
 - Affirmed the value of maintaining spaces for Art, PE, cafeteria, Music
- No additions to the budget to alleviate space constraints



Engagement Opportunities 2024-25

- **Fall session** focused on family experience with grade 4-5 multiage class (Angela, Carlos)
- **Fall family survey** focused on family experience with grade 4-5 multiage class (Angela, Carlos)
- **Winter session** focused on family experience with grade 4-5 multiage class (Carlos)
 - Turnout included families from all grade levels
- **Winter family survey** focused on family experience with grade 4-5 multiage class (Angela, Carlos)
- **Winter staff survey** items on Spanish Immersion programming at Lyseth (Sara)
- **February 5 - Meeting with Spanish Immersion team**, Angela, Carlos, Sara for feedback
- **February 27 - Meeting among PEA representatives**, LYS admin and Angela
- **March 5 - Meeting with Lyseth staff** for principal search, also included Spanish Immersion program update
- **March 10 - Meeting with SI Team at Lyseth**, including Sara, Talya, Angela, Carlos
 - **Feedback:** K/1 teacher will need adult support for the multiage classroom support; K/1 class should be in one of early grade wings (1-2 wing, possibly move garden teacher)
 - **Feedback:** How can the room behind cafeteria be made more comfortable? Standalone air conditioning? Other space options? Use conference room?
- **March 13 - Lyseth community meeting on Spanish Immersion**



Learnings from Gr 4/5 Multiage Class

- Feedback from Families:
 - Additional support and training for staff regarding classroom management & planning
 - Liked opportunity to meet more students
 - Positive feedback for teachers, Luis and Iris
 - Space options are limited, not optimal
 - More communication is always nice
- Feedback from Staff:
 - Space options are limited, not optimal
 - Having plan in place earlier will be helpful



General Feedback

- Spanish as WL should be available to all students at LYS.
- School within a school at LYS is challenging
- Demographics of SI should be representative of LYS and/or PPS
- We should promote our immersion programming
- We should recruit Spanish speaking students into the program
- SI staff should be representative of the Spanish-speaking world
- Staff & families would benefit from English, Spanish and academic benchmarks
- PPS should expand immersion to other schools and in other languages
- Transition from elementary to middle to high school needs support
- Overall concerns about the sustainability of immersion programming



Short-Term Plans

Long-Term Plans



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25-26: Maintaining SI Programming Within Space Constraints

- K/1 Spanish Immersion classroom - taught by one SI teacher
 - 22 students - 12 first graders and 10 new enrollments
- 2nd Spanish Immersion classroom - taught by one SI teacher
 - 17 second graders
- 3rd grade Spanish Immersion classroom - taught by one SI teacher
 - 19 third graders
- 4th/5th Spanish Immersion co-taught classroom - taught by two SI teachers
 - Combined classroom in afternoon following this year's model
 - 13 5th graders and 17 4th graders



Future of Immersion Programming

- Honor commitment to families enrolled in the Spanish Immersion program at Lyseth - maintain programming through elementary, budget permitting
- 2025-26 Strategic Plan focus on Language Development and Multilingual Learners - Audit and Plan
 - FY26 Budget includes resources to increase our capacity to review current models and update our plans
 - Opportunities for engagement for staff and community
 - Outside expertise to serve as a partner in audit and planning
- Current thinking: Move to a two-way dual-language immersion model where Spanish speaking and English speaking students can both benefit from an immersive approach to develop multilingualism



Pause for Questions ([Link to summary of responses](#))

- K/1 feel like different levels, how can we support the mixed level programming?
- Would the K/1 class stay together throughout elementary school?
- Are we currently trying to add students to the current/future K classes?
- What is going to be the difference next year? Can we combine the current K classes?
- How do we account for equity regarding ed tech and other support in SI and non-SI? How are teacher aides assigned?
- How can we diversify SI? How can all students at LYS be exposed to Spanish?
- Is moving to a dual language program the “big move”? Is there talk about ending the SI program?
- How are we actively supporting other languages spoken by our students?
- Why is it assumed that the incoming class would be smaller? Having only 10 students in K and knowing that there is attrition may lead to disintegration of the program.
- Is there a way to share the SI experience with non SI students? Can we keep current K as the K/1 teacher?

Up Next:
Details on K/1 and Enrollment



How **could** the K/1 class work?

- CKLA English block:
 - Split the 12 first graders among the four English classrooms to receive English instruction from our English first grade teachers. Allows SI teacher to work with the SI kinder students on their level of Spanish.
 - Repeat for the ~10 kinder students so that they receive English instruction from our English K teachers. Allows SI teacher to work with the first grade students on their level of Spanish.
- K/1 students attend specials as a combined classroom.



K Enrollment Process Spring 2025

Date	Event
February & Ongoing	District K Enrollment
By March 31	LYS Families Indicate Interest in Spanish Immersion K
By April 30	PPS Families Indicate Interest in Spanish Immersion K
May 21	K Open House (all incoming K students)
June 6	Spanish Immersion K Lottery* (if necessary)



How will the lottery work this year?

- We will identify LYS families who request Spanish Immersion K. - **by March 31**
- We will invite PPS/non-LYS neighborhood families to express interest in SI K class if there are spots available (if there is a low number of requests from LYS families). - **by April 30**
- K Open House and the Spanish Immersion Night together so that everyone hears the same information and to give families a "one-stop" information experience. - **on May 21**
- We will run the lottery (via Central Office) if there are more requests for Spanish Immersion K than spots available. - **on June 6**



Exit Ticket

- Was this meeting helpful? Did it meet your needs and expectations?
- If not, please let us know what you were expecting or how we can be more helpful.
- General comments:



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Future Models of Dual Language Ed.

- Former Version: 90/10 One Way Immersion
- Current Version: 60/40 One Way Immersion
- Future Version:
 - a. Research supports Two Way Immersion for MLs and non-MLs
 - b. AY25-26 ESOL & Immersion Program Review & Recommendations
 - c. Different models, different languages, different locations



Shifting Enrollments

Current Numbers:

- Kinder:
 - 12 students in SI class, 19, 21 and 20 students in the 3 English classes
- 1st:
 - 17 students in SI class, 17, 17 and 18 students in the 3 English classes
- 2nd:
 - 19 students in SI class, 19, 19 and 18 students in the 3 English classes
- 3rd:
 - 13 students in SI class, 19, 20 and 20 students in the 3 English classes
- 4th:
 - 17 students in SI class, 19, 19 and 20 students in the 3 English classes
- 5th:
 - 10 students in SI class, 22, 24 and 23 students in the 3 English classes

