



Linden Hill Immersion Stakeholder Team

April 12, 2021

Meeting Agenda:



- Introductions/Acknowledgments
- The Way We Will Operate
- Our Overall Goals
- The Current Reality
- Sharing Our Interests
- Overview of the State Immersion Models/Current State of the State Models
- Collecting More Data
- Next Meeting



The Team

Name	Role
Harold Shaw	RCCSD Director of Curriculum and Instruction
Amy Grundy	RCCSD Director of Elementary School Operations
Melissa Brady	Linden Hill Principal
Jennifer Lougheed	Linden Hill Assistant Principal
Ashley Sabo	RCCSD School Board Representative
Helen Yung	Delaware Dept. of Education Dual Language Immersion Coach
Barbara Silber	Chinese American Community Center Representative
Jessica Annand	Linden Hill Immersion Teacher (Eng)/ Immersion Team Leader
Rosalind Chang	Linden Hill Immersion Teacher (Mandarin)
Christopher Jackson	Kindergarten Immersion Parent (alternate Dayan Knox)
Fay Kennish	1st Grade Immersion Parent (alternate ?)
Cherry Gupta	2nd Grade Immersion Parent (alternate Raina Harper Allen)
Matthew Jenkins	3rd Grade Immersion Parent (alternate ?)

The Way We Will Operate

The Way We Will Operate:



Begin and end on time

Engage in respectful, honest discussions

Listen to understand

Focus on interests not positions

Seek options and solutions



Interest vs. Positional Approach

	Interest	Positional
Style	Collaboration	Competition
Participants	Problem Solvers	Adversaries
Focus	On the situation	On the people
Options	Develop options on which to build consensus	Demand one single answer
Standards	Use objective criteria and be open to multiple perspectives	Insist on your position and apply pressure

Zoom Engagement:

Attendees will have their mics muted to keep background noise to a minimum.

First and last name should be your screen.

When there is a question, simply type the word **QUESTION** in the chat box. Once called on, unmute your mic so that you can ask your question.

When we open up for comments during the meeting, simply type the word **Comment** in the chat box. Once called on, unmute your mic so that you can make your comment.

Our Overall Goals

Our Overall Goals:



Engage the stakeholder team to:

- Review and discuss sustainability challenges
- Understand the strengths and challenges of the program from the perspective of LHE stakeholders.
- Review potential delivery models for immersion at LHE.
- Create consensus around a sustainable path forward for immersion at LHE

Communication Strategy



- To ensure consistent, timely & regular updates to LHE stakeholders, we will:
 - Assign a notetaker for each meeting.
 - Maintain minutes for each meeting.
 - Minutes will be reviewed by the steering committee prior to being published.
 - Post minutes weekly on the LHE Immersion web-page.


(Link to Minutes)

The Current Reality

Immersion Participation by Cohort:


School Year	Kn	1st	2nd	3rd
2017-2018	50	No Cohort	No Cohort	No Cohort
2018-2019	48	44	No Cohort	No Cohort
2019-2020	44	36	29	No Cohort
2020-2021 (Current School year)	24 <i>DOE supported 1-cohort model to share staff with 3rd gr cohort.</i>	34	28	23

Immersion Participation Data by Grade:



2020-2021 Immersion Participation Data by Grade			
Grade	Total Immersion Participation	Immersion Participation LHE Feeder Students	Immersion Participation Choice Students
Kn	24	8	16
1	34	14	21
2	28	9	19
3	23	13	10

Class Size Trends:



Grade Level	Immersion Participation	Immersion Class Size	Traditional Class Size Average
KN	24	12 (Two Classroom Model)	22
1st Grade	34	17 (Two Classroom Model)	22
2nd Grade	28	14 (Two Classroom Model)	22
3rd Grade	23	23 (1 Class Model)	27

Assessment of Performance toward Proficiency in Languages (AAPPL)

Row Labels	Count of ILS - Speaking	Count of ILS - Speaking2
Grade 3 Linden Hill Speaking		
END OF YEAR TARGET = N4		
Below N1	7	30%
N1	1	4%
N2	3	13%
N3	6	26%
N4	4	17%
I1	1	4%
Partially Completed	1	4%
Grand Total	23	100%
Summary:	Below Target	48%
	On Track to Meet Target	26%
	At or Above Target	21%

ACTFL Proficiency Guidelines	ACTFL Performance Scale	AAPPL Measure Performance Score	Form	
Advanced Low	ADVANCED	A	A	B
Intermediate High		I-5		
Intermediate Mid	INTERMEDIATE	I-4		
Intermediate Mid		I-3		
Intermediate Mid		I-2		
Intermediate Low		I-1		
Novice High		N-4		
Novice Mid		N-3		
Novice Mid	NOVICE	N-2		
Novice Low		N-1		



Interest Roundtable



Interest

Concerns

Needs

The why you want what you want...



Our Interests...

Overview of the State Models and the State of the State Programs



State Immersion Model (Grades K-5):

- Dual Language Immersion
 - 50% of instruction in each of two languages (Mandarin Chinese or Spanish and English)
- Two-Teacher Model
 - Different teacher for each language
- Strand within School
 - Coexists with traditional instruction, usually the immersion cohort is 50 students per grade (two classes)

K-12 State Immersion Model Overview:

Required Minutes by Grade Band	Instructional Content in Immersion Language
<p>Elementary</p> <ul style="list-style-type: none">• 50% of the day• Minimum of 150 minutes	<p>Grade K-5</p> <ul style="list-style-type: none">• Immersion Language Arts• Math• Science
<p>Middle</p> <ul style="list-style-type: none">• 30% of the day• Minimum of 90 minutes	<p>Grade 6-8</p> <ul style="list-style-type: none">• Immersion Language Arts• Social Studies or Science
<p>High</p> <ul style="list-style-type: none">• 15% of the day• Minimum 1 course per year	<p>Grade 9</p> <ul style="list-style-type: none">• AP Immersion Language/Culture <p>Grade 10-12</p> <ul style="list-style-type: none">• Dual Credit Courses in immersion language

Strategy to Gather Qualitative Data



What We Love...

Draft Survey for Current Immersion Families



Why Program Enrollment Declines

Draft Exit Survey

Next Meeting:

Review/Reflect on New Data

***Showcase Possible Models/Generate
Options***

Thank You

Minutes will be shared & approved by this committee prior to publishing on the Immersion webpage. Click for easy access: <https://de01903704.schoolwires.net/Page/3452>