



Linden Hill Immersion Stakeholder Team

April 26, 2021

Meeting Agenda:



- The Way We Will Operate
- Review/Revisit Goals
- Data (Capacity, Choice, Survey)
- Review Possible Models for Current LHE Students/Evaluate Options
- Q and A
- Next Meeting

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

Address each other by our first names/preferred nicknames

Zoom Engagement:



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

Your name visible on 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.*

**Chat feature was unintentionally shut off due to a prior meeting, therefore participants agreed to use the raise-hand feature.*

Our Short Term 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

Long Term Goals



Engage the stakeholder team to:

- Explore feasibility of a Red Clay Strand Mandarin Immersion Program
- Create a K-12 overall plan
- Create a sustainability plan (Recruitment, Commitment, Intervention)

Data

Capacity and Choice

Elementary Schools

School	Capacity Enrollment 2019-2020	Capacity Enrollment 2020-2021	Changes in Capacity	Expected SY21-22 Enrollment based on 9/30	Percentage of Capacity*
Baltz	674	674	0	542	80%
BSS	1041	1041	0	992 K-5: 659 6-8: 333	95%
Cooke	652	652	0	683	105%
F. Oak	627	627	0	496	79%
Heritage	609	609	0	504	83%
Highlands	344	344	0	315	92%
Lewis	597	597	0	424	71%
Linden Hill	672	672	0	608	90%
Marbrook	567	545	-22	429	79%
Mote	505	527	22	375	71%
North Star	710	710	0	652	92%
Rich Park	729	729	0	599	82%
Richey	487	487	0	383	79%
Shortlidge	535	535	0	341	64%
Warner	824	824	0	389	47%

Choice

Count of Student Name	Column Labels				
Row Labels	01 - Grade 01	02 - Grade 02	03 - Grade 03	KN - Kindergarten	Grand Total
32 - Red Clay Consolidated	30	20	19	18	87
320240 - Forest Oak Elementary School	4		1	1	6
320242 - Heritage Elementary School	2	2	1	4	9
320246 - Wm. C. Lewis Dual Language Elem.		1		1	2
320248 - Shortlidge Academy	2	1			3
320250 - Linden Hill Elementary School	13	9	13	10	45
320252 - Baltz Elementary School	1	1			2
320254 - Richardson Park Elementary School	1	2			3
320256 - Marbrook Elementary School	2	1			3
320260 - Richey Elementary School			1		1
320261 - Brandywine Springs School		1		1	2
320264 - Mote Elementary School	2	2		1	5
320266 - Warner Elementary School			1		1
320270 - North Star Elementary School	1				1
320271 - William Cooke Jr Elementary School	2		2		4
33 - Christina	3	4	2	6	15
330310 - Brookside Elementary School			1		1
330318 - Downes Elementary School		1			1
330320 - Gallaher Elementary School				1	1
330321 - Keene Elementary School	1				1
330322 - Leasure Elementary School		1			1
330324 - Maclary Elementary School	1				1
330327 - Oberle Elementary	1				1
330334 - Wilson Elementary School		2	1	5	8
34 - Colonial	1		2		3
340422 - Kathleen H. Wilbur Elementary School	1				1
340432 - New Castle Elementary School			1		1
340456 - Eisenberg Elementary School			1		1
Grand Total	34	24	23	24	105



Incoming K Choice

63 students are still on waitlist for Immersion

29/63 Have accepted Choice outside Red Clay

34/63 Have not committed elsewhere yet

Of that 34...

14 students are in Red Clay district *

20 students are from out of district

Of that 14...

12 put Linden Hill as their 1st choice (5 asked for traditional program 1st/9 asked for Immersion first)

**6 Linden Hill feeder K students requested Immersion*

Survey Data

Key Takeaways from Exit Survey:



- Only 14 respondents have completed to date.
- LHE team is working to increase the response rate. We will revisit this data next week.

Key Takeaways from Survey of Current Families:



- Communication about the Program
 - Increase communication at the District and School level through:
 - Social Media and Website Campaigns
 - District and School Newsletters/Automated Calls
 - More events for incoming and current families with a focus on feeder families.

Key Takeaways from Survey of Current Families:



- Program Participation
 - Families chose to continue participation based on:
 - Desire for students to learn a second language.
 - General benefits of dual language immersion.
 - Exposure to a new culture and diverse group of peers.
 - Opportunity to complete a k-12 immersion pathway.

Key Takeaways from Survey of Current Families:



- Program Improvement
 - Opportunities for improvement included:
 - Summer and extended day opportunities for students.
 - Resources for parents to support learning at home.
 - Improved marketing/communication about the program.

Review Models/Evaluate Options

DLI Program Assurances:



Assurance	Indicator(s) of Fidelity
1. Instructional model for both English and the target language is implemented with fidelity.	<ul style="list-style-type: none">• Subjects taught according to grade-level content area split.• Use of state-provided target language literacy materials.• Minutes of instruction in the target language in math, science, and target language arts meet the state recommended minimums from the content area split documents.
2. Program is started in kindergarten with a two-teacher model and sustained in future grades as such unless decline in enrollment necessitates other alternatives.	<ul style="list-style-type: none">• Immersion language teachers are “highly qualified” and hold both an Elementary Certificate and either a K-12 World Language Certificate or a K-12 Bilingual Certificate.

DLI 2 Teacher Model, 2 Cohorts



KN	<i>*Immersion paused for 2021/2022- all LHE Kindergarten students will receive Mandarin Language/Culture in Related Arts to increase interest. (45 min/week)</i>						
1st	Immersion 12 (IT1 & TT1)	Immersion 12 (IT1 & TT1)	Trad. 22	Trad. 22	Trad. 22	Trad. 22	Trad. 22 (Hire)
2nd	Immersion 17 (IT2 & TT2)	Immersion 17 (IT2 & TT2)	Trad. 21	Trad. 21	Trad. 21		
3rd	Immersion 14 (IT3 & TT3)	Immersion 14 (IT3 & TT3)	Trad. 19	Trad. 19	Trad. 19	Trad. 19	
4th	Immersion 11 (IT4 & TT4)	Immersion 12 (IT4 & TT4)	Trad. 29	Trad. 29	Trad. 30		

Pros:

-DLI Recommended Model

Cons:

-Capacity issue- no space
 -Inequity in class sizes
 -"Over-hired"- Unit Count does not reflect Immersion class sizes

Human Resources:

-8 Units

Space:

-8 classrooms

DLI 2 Teacher Model, 2 Grade Levels

KN	<i>*Immersion paused for 2021/2022- all LHE Kindergarten students will receive Mandarin Language/Culture in Related Arts to increase interest. (45 min/week)</i>					
1st	Immersion 24 (IT 1 & TT 1)	Trad. 22	Trad. 22	Trad. 22	Trad. 22	Trad. 22
2nd	Immersion 17 (IT 2)	Immersion 17 (TT 2)	Trad. 21	Trad. 21	Trad. 21	
3rd	Immersion 28 (IT 3 & TT 3)	Trad. 19	Trad. 19	Trad. 19	Trad. 19	
4th	Immersion 23 (IT 3 & TT 3)	Trad. 22	Trad. 22	Trad. 22	Trad. 22	

Pros:

- Saves Space
- Leaves IT 1 & TT 1 open for Kn FLES Options
- Equity in class sizes
- No New Hires

Cons:

- Teacher Capacity/Contract
- Parent concerns
(based on this year's experience)


Human Resources:

- 6 Units
- IT 1 & TT 1- Available ½ Day

Space:

- 5 classrooms

DLI 1 Teacher Model, 1 Grade Level- Self Contained



KN	<i>*Immersion paused for 2021/2022- all LHE Kindergarten students will receive Mandarin Language/Culture in Related Arts to increase interest. (45 min/week)</i>					
1st	Immersion 24 (IT 1)	Trad. 22	Trad. 22	Trad. 22	Trad. 22	Trad. 22
2nd	Immersion 17 (IT 2 & TT1)	Immersion 17 (IT 2 & TT1)	Trad. 21	Trad. 21	Trad. 21	
3rd	Immersion 28 (IT 3)	Trad. 19	Trad. 19	Trad. 19	Trad. 19	
4th	Immersion 23 (IT 4)	Trad. 22	Trad. 22	Trad. 22	Trad. 22	

Pros:

- Saves Space
- Equity in Class Sizes
- Teachers teaching 1 grade level

Cons:

- Imm Teacher speaks English in front of students
- Could cause confusion for students

Human Resources:

- 5 Units

Space:

- 5 Classrooms

FLES Model



Possible Schedule	Kn	1st Grade	2nd Grade
8:50-9:35 (45 mins per day)	X	Mandarin Language Arts	Mandarin Language Arts
Related Arts (45 mins per wk)	Mandarin Related Arts (All LHE Kn students)	Mandarin Culture (All LHE 1st Graders)	Mandarin Culture (All LHE 2nd Graders)
3:25-3:45 (20 mins per day)	X	Mandarin Language Arts	Mandarin Language Arts

Pros:

- 65 minutes Mandarin Language daily (*DLI recommends and current program is 50 mins daily*)
- All LHE students will benefit from Related Arts (*Cultural interest all stakeholders shared*)
- Incoming Kinder could also get Related Arts Mandarin to gain interest for 1st grade

Cons:

- Students learn Math & Science in English
- Students miss Leader in Me lessons

Human Resources:

- Requires 2 units- but each unit could also be used as a 3rd or 4th grade Immersion teacher

Space:

- 0 Classrooms for 1st & 2nd grade- Mandarin teacher pushes in to homeroom

Q and A

Next Meeting:
Additional Ideas from the Team

Evaluate Options

Consensus Building

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>