

Immersion Steering Committee



26 April 2021 / 4:30 PM / Zoom

ATTENDEES

Amy Grundy, Harold Shaw, Helen Yung, Missy Brady, Jen Lougheed, Barb Silber, Fancia Tang, Ashley Sabo, Matthew Jenkins, Christopher Jackson, Fay Kennish, Cherry Gupta, Dayan Knox, Jessica Annand, Rosalind Chang, Kristine Bewley, Ted Ammann, Meghan Bell, Paul Woodland

AGENDA

- The Way We Will Operate
- Review/Revisit Goals
- Data
- Review Possible Models/Evaluate Options
- Q and A
- Next Meeting

NOTES

- **Amy reviewed the Meeting Agenda, The Way We Operate, Zoom Engagement and goals:**
 - Short Term
 - Review and discuss sustainability challenges
 - Understand the strengths and challenges of the program from the perspective of the LHE stakeholders
 - Review potential delivery models for immersion at LHE
 - Create consensus around a sustainable path forward for immersion at LHE
 - Long Term Goals
 - Explore the feasibility of a Red Clay Strand Mandarin Immersion Program

- Create a K-12 overall plan
- Create a sustainability plan(recruitment, commitment, intervention)

Data

Ted reviewed **Capacity** - He shared a chart that is given to the school board in the fall. Acknowledged that capacity is a changing thing as families move into and out of the school year round. This year due to COVID there was not a Sept 30th count as per normal years. Capacity numbers from previous year shows LHE at 90%. Looking at a number of factors but to capture-- simply 22 students per classroom as the ideal. Numbers in the fall predicted next year enrollment at LHE 608. As of now that looks to be more like 650. That 90% would look more like 97% for the next school year 2021-22. If you were looking at another school for immersion program instead of LHE this chart a good place to start.

Discussion

Dayan - Would 95% capacity justify expansion? Ted - Would need a Certificate of Necessity. Have to show DOE we've grown and need to build a new school. Then hold a referendum as was done with Cooke. If under 100%, why need to expand. It would be a multistep 2 year process. Matt - Why the change in capacity from Marbrook to Mote? Ted - Accounting for pre-k program move.

Kristine reviewed **Choice** - Choice data is fluid. As people accept choice seats in other districts/charters choice applications are updated to show that acceptance but remain on the Red Clay wait lists. The information is changing as people make decisions. On the Choice application you can put up to 3 choices of schools. If a student is invited to their 1st choice school the lottery stops running and does not consider their 2nd or 3rd choice school. KN choice is open for applications until the first day of school. Typically KN families apply to more than 1 school area (Red Clay, Odyssey, Christina). If a seat opens up at one spot but they already made a choice elsewhere they tend not to change their mind.

Discussion-(slide with incoming K choice #'s)

Fay - 29 accepted elsewhere? (29 out of 63 still on waitlist for immersion have accepted Choice outside of Red Clay) How many has LHE lost from choice list as of March 19th. Kristine - Not sure can pull data from a date. But those students would still be on the wait list. Chris - Some on waitlist have accepted a choice option that was higher on their list? Kristine - yes. 73 applied for LHE and 17 got invited to their higher choice school within Red Clay during the lottery process so LHE was not considered.

Survey data - Per Shaw only 14 respondents for the Exit Survey hoping to draw out more feedback from the larger group. Still pending more results. Shaw reviewed that the Steering Committee parents on point with current parent feedback in the Immersion program. Focus on comments. Admit that it's hard to capture accurate info if the question didn't apply to the situation but had to make a selection to move on.

Learned-

- More communication necessary all around
- More events
- Target feed pattern families

Participate in Program

- Learn 2nd language
- General benefits/learn new culture
- Complete K-12 pathway

How to improve

- Summer expansion
- Resources at home
- Communication

Review Models/Evaluate Options - Shaw walked through the DLI Program Assurances. Going to show models with a “pause” in KN program to use time to increase LHE feeder pattern participation in program/recover from COVID impact/more engagement with feeder pattern families to form commitment to starting program in 1st grade with strong commitment and understanding program to mitigate drop off down the road. Pause to also help take on long term goals of a Red Clay program vs LHE.

Discussion-

Helen-programs starting in 1st grade have been done w/success in Utah as an example.

Dayan - wouldn't be easier to start in KN?

Shaw-Opportunity to reset and problem solve and prevent from recruiting families that are not all in. We want a purposeful commitment to the program for success because we do have attrition issues in the older grade levels beyond KN. Cherry - How do you decide who begins the program in 1st grade?

Jen reviewed 3 slides with models using LHE current numbers. All 3 slides included a pause for the KN 2 teacher model w/2 cohorts instead KN would get FLES enrichment to expose all kn to Chinese culture regular weekly UA. Models for other grade levels show options for

- 2 teacher model with 2 cohorts
- 2 teacher model teaching 2 grade levels in their subjects(2nd grade w/2 cohorts, 1st,3rd,and 4th with 1 cohort based current numbers)

- 1 teacher model teaching 1 grade level self contained(2nd grade with 2 cohorts and 1st,3rd and 4th with one).
- Last model is the FLES model with 65 min Mandarin daily. Students learn math and science in English. Teacher push in model.

Discussion-

Fay-2nd grade models?

Jen - with currently 34 students 2nd grade can keep a 2 cohort model based on numbers although possible 4 families to leave second grade program. This is not definite.

Fay - what is max capacity for classrooms? Amy - KN-3 anything over 22 need a waiver.

Matthew - If no KN model for next year definitely should consider related cultural arts programs(UA) for KN. No one would really be good with a KN pause. If we split a teacher between 2 grades how do we support them?

Helen - provide extra prep sessions and co-planning time. Also a lot of understanding needed from parents. Teachers may need to learn a new curriculum for teaching a new grade level.

Fay - Have the rest of the teachers been presented with the models? What are their thoughts on the yellow model?(teachers teaching 2 grade levels of subjects)

Jessica - The 2 grade level model is not popular based on workload and scheduling. Teachers already overburdened, putting in 70+ hours between small groups/large groups. Currently able to use (some of) the same lesson plans for the same grade level. Unable to do that for 2 different grades. More planning takes away instructional time from students. Having planning w/o meetings sound good on paper but sometimes teachers do lots of other things during their planning. Jessica is a representative for the Union.

Cherry-I have negative feelings about all the models. 45 minutes per week? It would not do anything. Why combine 2 3rd grade classes? Amy - strategy would be to build LHE feeder pattern interest in programs for incoming KN students to begin in 1st grade. 3rd grade consolidation would build capacity to help find balance among all the 3rd grade classrooms.

Jen - would have Mandarin para to push in with only 23 in 4th grade. Find out more about KN students. Find interested learners to excel and commit.

Cherry - why only 45 minutes? Jen - other UA programs need to be done as well.

Helen-this is not a long term recommendation but all to build up a stronger cohort. Cherry- is there data to show how 45 minutes can help grow a program? Helen - any exposure is good. The one teacher model or the one teacher split grade model would not be a long-term solution, as teacher capacity and/or growth of the program would not be able to maintain this pathway.

To Cherry's question whether or not there is data to indicate that 45 minutes of Chinese is adequate to produce good language results, Helen said that all language exposure is good. However, based on the Dual language immersion (DLI) model for instruction, 45 minutes a week is not adequate to ensure students are ready for 1st grade in immersion. In order for it to be a true FLES program, students would have to have exposure to Chinese three times a week (30 minutes each) or 90 minutes total (with 45 minutes 2 days/week.)

Shaw- Survey feedback says we need more communication around the program. We would have a whole year to look for KN learners to be successful and look to build back and reduce turnover at the high grade levels.

Dayan - We appreciate the teachers. Are we assuming in person for the fall? The assumption is that with the 1 teacher model they are qualified to teach for both? Beyond the first model of 2 cohorts and 2 teachers anything else is a tough sell.

Shaw - we are looking at this as if we are going to come back in person when we look at the models.

Jen - Will work with HR to determine teachers are qualified for 1 teacher and 2 grade levels and 1 teacher both languages.

Helen - Long term not recommended 1 teacher 2 languages. Extra burden on instruction. Not long term. Fluidity issues-not the ideal. Short term solutions to address the capacity issues.

Ashley - Would we need a different contract for teachers in some of these models? How do we avoid a Union issue?

Shaw - With support from Helen can work with curriculum and be creative in solutions

Ashley - maybe a salary bump similar to a team lead? Amy - most likely would need MOU.

Fay - why not add students to first grade class? Amy - only 2 right now interested.

Roselind - 2 grades for 1 teacher is not feasible. Too many subjects.

Chris- What is the proposal?

Shaw - Pause KN but increase communication change the 2 teacher model/2 cohorts at all grades except 2nd grade.

Jessica - 2 grade level model is not popular based on workload and scheduling.

Amy -would be hard to hire for without transition of staff.

Fay - models that have taken a year off - what is the impact long term?-

Helen - If the pause is more than a year can have an impact on attrition. Usually grades 3-4 see a decrease in students. It's in the best interest of the program to have larger KN class sizes.

Fay - resources for teachers? Maybe a para?

Jessica - it can be more work to prepare for a para it does not necessarily take care of the burden.

Cherry - can there be another model where we keep a KN program with a 2 teacher model even if 1 class?

Shaw - with only 1 kn class can be an attrition issue as that class moves through the grades. We can do a mock up of how KN looks with that model next week.

Amy - We are committed to having current cohorts complete the LHE program while looking to increase the KN program for the future.

Helen - 1 teacher 2 language models are successful (spanish example). Can use different color inks, teachers can wear a hat or scarf or ring a bell(between languages) but there can be fidelity issues. If testing in - students can be added into older grade levels.

Regarding the question as to cases or schools that have used the 1-teacher model (which is not a DDOE recommended model) well, There are ways in which teachers could be intentional and explicit about separating out the English and Chinese blocks.

Some of this includes:

- teachers using a different color pen/marker to indicate it's Chinese and which is English*
- teachers put on a hat or a scarf when she is switching to another language.*
- It's important to note that Chinese and English time should be separated in the schedule by AM and PM blocks, and students could be invited to do a movement break when there is separation.*
- Students could physically also move their items to another side of the classroom so that they mentally and physically know that they are switching to another language block.*
- Teachers also would have be very intentional about the switch by maintaining 100% fidelity in the target language.*

Next steps -

- Bring additional options to the table.

- How to get current students through the program.
- Larger issue - K-12 program