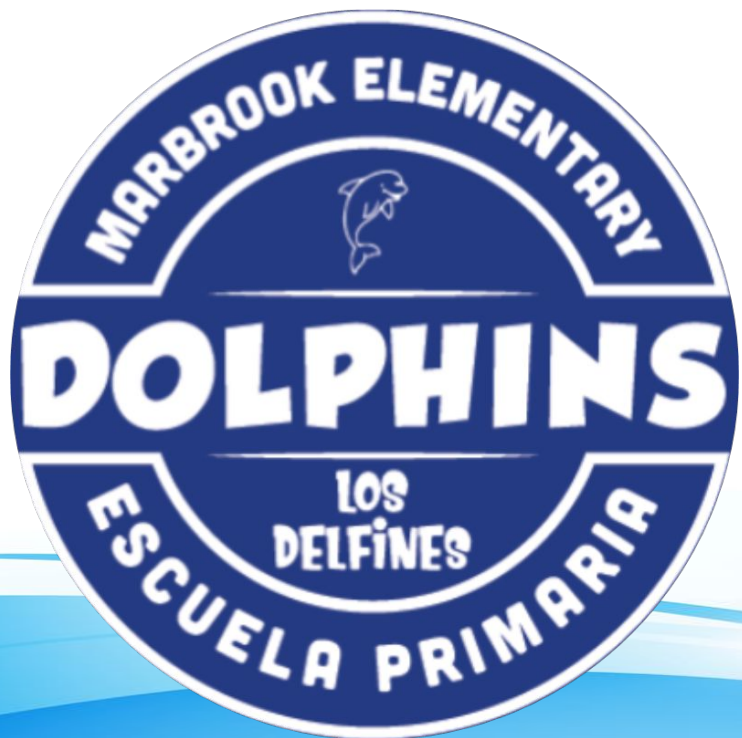


WELCOME

¡BIENVENIDOS!

Marbrook Elementary Workgroup

January 30, 2024



Introductions



Purpose of the Committee



Purpose

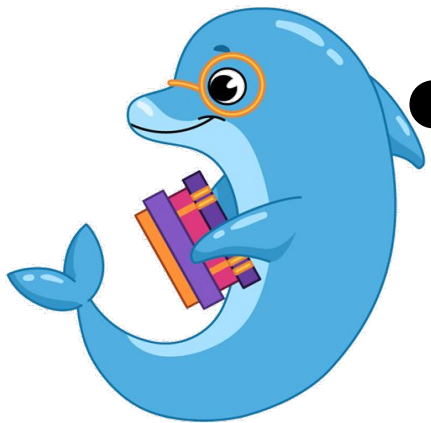
The goal of the school-level workgroup is to engage Marbrook stakeholders in evaluating the Marbrook Spanish Immersion programs structure with a focus on bilingualism. The workgroup will identify areas of improvement to develop a plan for sustainability of the Marbrook Immersion Program that includes academic success for all Marbrook learners.

Meeting Norms



Our Meeting Norms

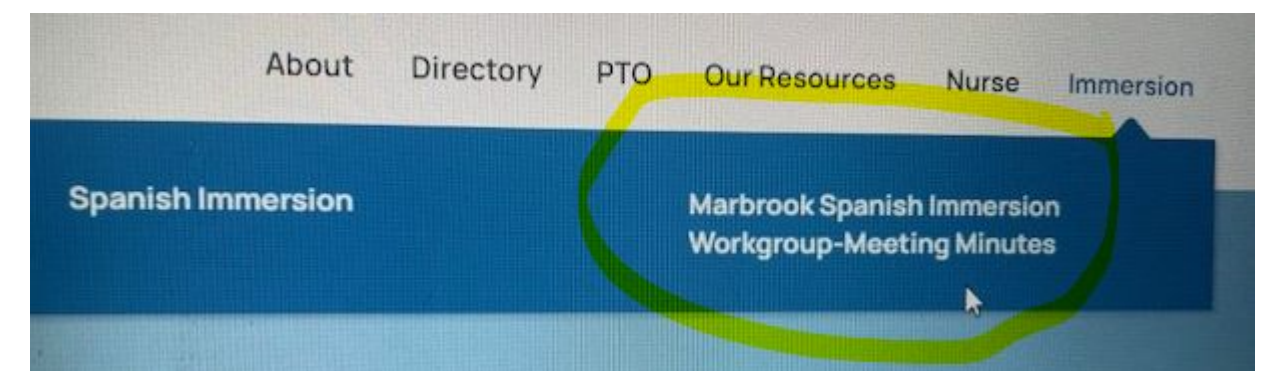
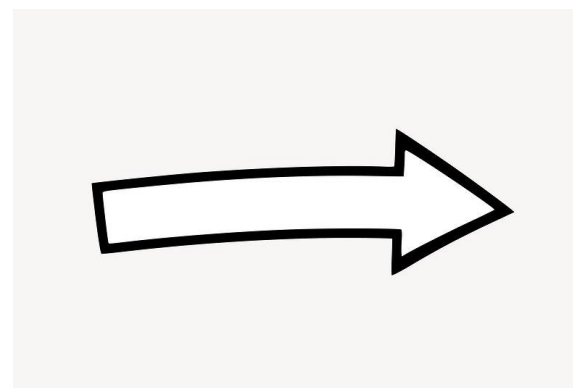
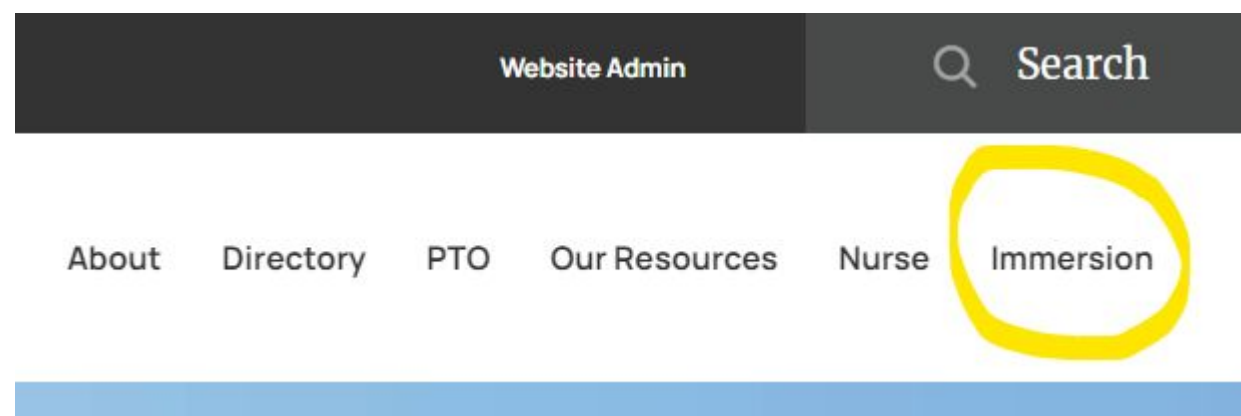
- Open and honest conversations
- Respect others' opinions
- Hold each other accountable to the task and charge
- Student data will be shared globally to protect student privacy
- Be solution oriented
- *Additions from the group*



How we will do business

1. All meeting agendas will be sent prior to meeting.
2. All meeting minutes will be sent to member for review and approval prior to next meeting.
3. All meeting minutes and meeting slide decks will be posted online at the Marbrook School website, in English and Spanish, once minutes are approved.
4. Feedback logistics will be shared at the end of today's meeting.

<https://www.redclayschools.com/marbrook>



Community Building

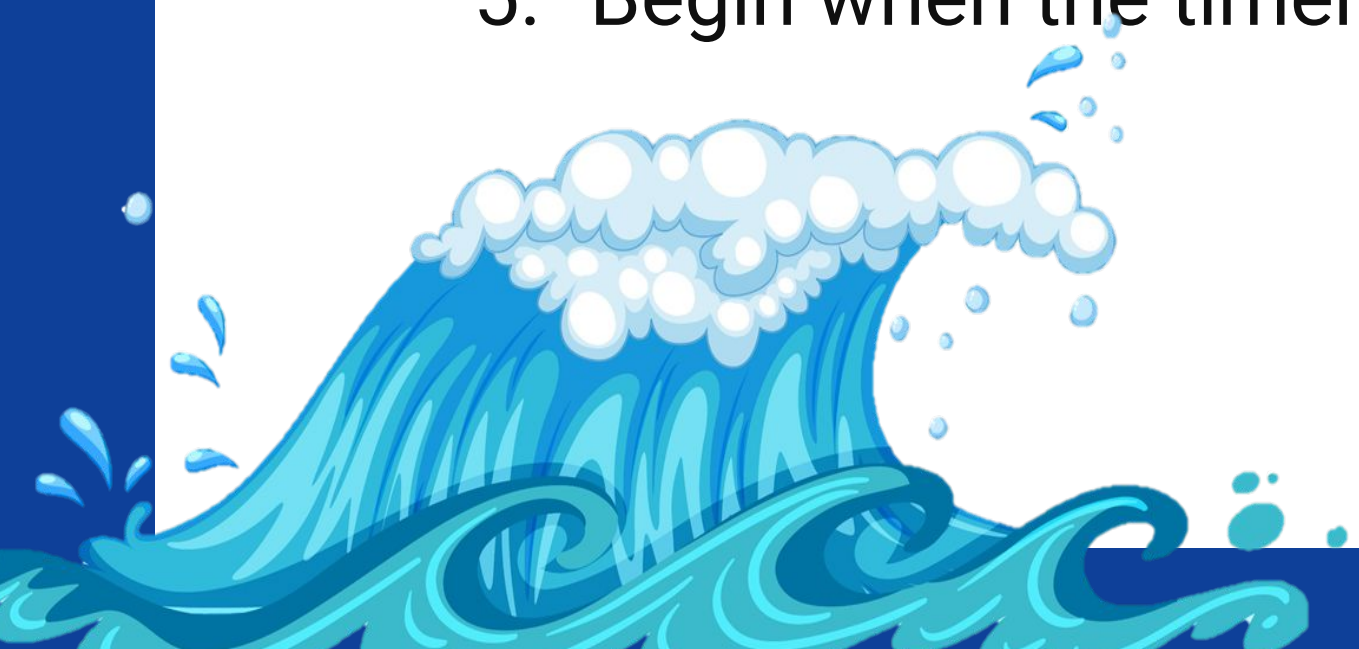


Speed Networking

Objective: To connect with as many people as possible in a short amount of time.

Procedure:

1. Sit with someone that you do not work with or see from day to day.
2. In pairs, ask your partner their name and what they love about Marbrook. Then pick a question from the sheet to ask that partner.
3. At the timer, move to another seat and complete 1 & 2 again.
4. You cannot repeat questions with new partners.
5. Begin when the timer starts.



Marbrook Overview



What Makes Marbrook a Unique Elementary School?

- Marbrook has 432 students
- Diverse staff and student population-Building Based Autism Support Classrooms
- Marbrook holds family events annually that include Literacy Night, Math Night, & Multicultural Night
- Marbrook has the Spanish immersion program K-5. This is a strand program where two classes per grade level are DLI classes (Spanish/English).



Marbrook Vision and Mission

Marbrook's Vision

Marbrook Elementary will be recognized for its success in preparing students to be future-ready by fostering social, emotional, behavioral, and academic growth.

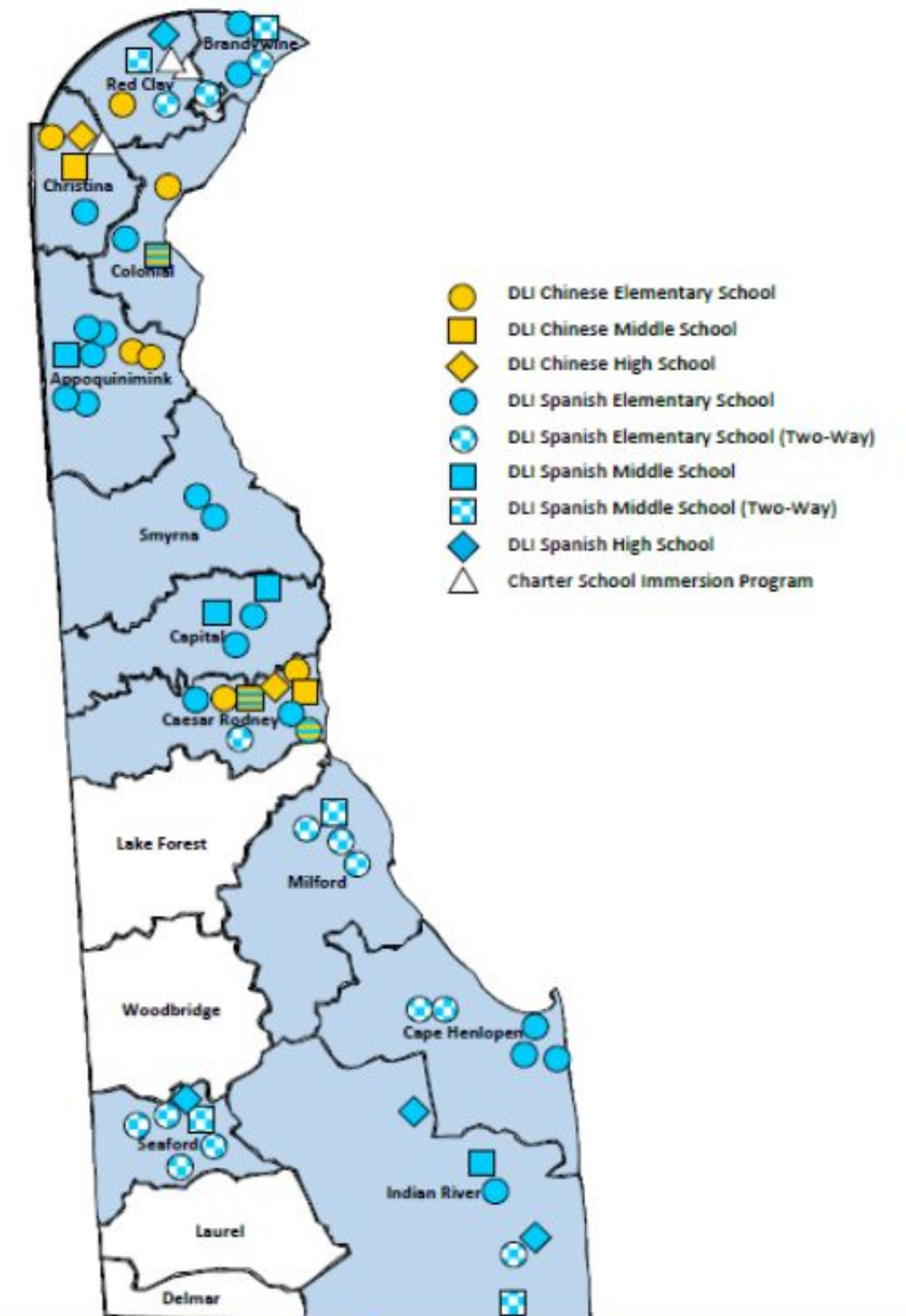
Marbrook's Mission

Marbrook Elementary will create a safe and inclusive environment that encourages collaboration among students, teachers, and families. We aim to develop individual abilities and inspire students to be lifelong learners.

Delaware Dual Language Immersion State Initiative Launched in 2011



Marbrook's Spanish Immersion program launched in 2018. The first cohort of 5th graders promoted in June 2023.



Goals of Dual Language Immersion Education

The Goals of DLI Education



Academic achievement

Bilingualism and biliteracy

Cultural competence



Research on the Effectiveness of Dual Language Education

- **Academic Achievement:** In general, by middle school, **both English home language and Spanish home language/bilingual students** do as well as or better on standardized tests given in English (math, reading, language arts) than their peers in English-only classrooms. (Lindholm-Leary & Genesee, 2014; Lindholm-Leary 2017).
- Greater cognitive development in mental flexibility, creativity, and executive control.
- High levels of proficiency in the DL/I program language and in English
- Positive cross-cultural attitudes and behaviors
- Enhanced career opportunities. (Delaware Certificate of Multiliteracy)



Research on the Impact for English Learners in Dual Language programs

English learners in DLI programs generally

- o become fully proficient in an additional language without sacrificing their English language development (Baker, 2011).
- o On state assessments, EL students in DL programs typically score significantly higher than their peers in traditional ESL programs. (Thomas and Collier, 2015)
- o Native Spanish Speakers (NSS) have a more positive self-concept and are more likely to remain in school, graduate from high school and attend college as compared to NSS peers in mainstream classes. (Thomas and Collier, 2002)



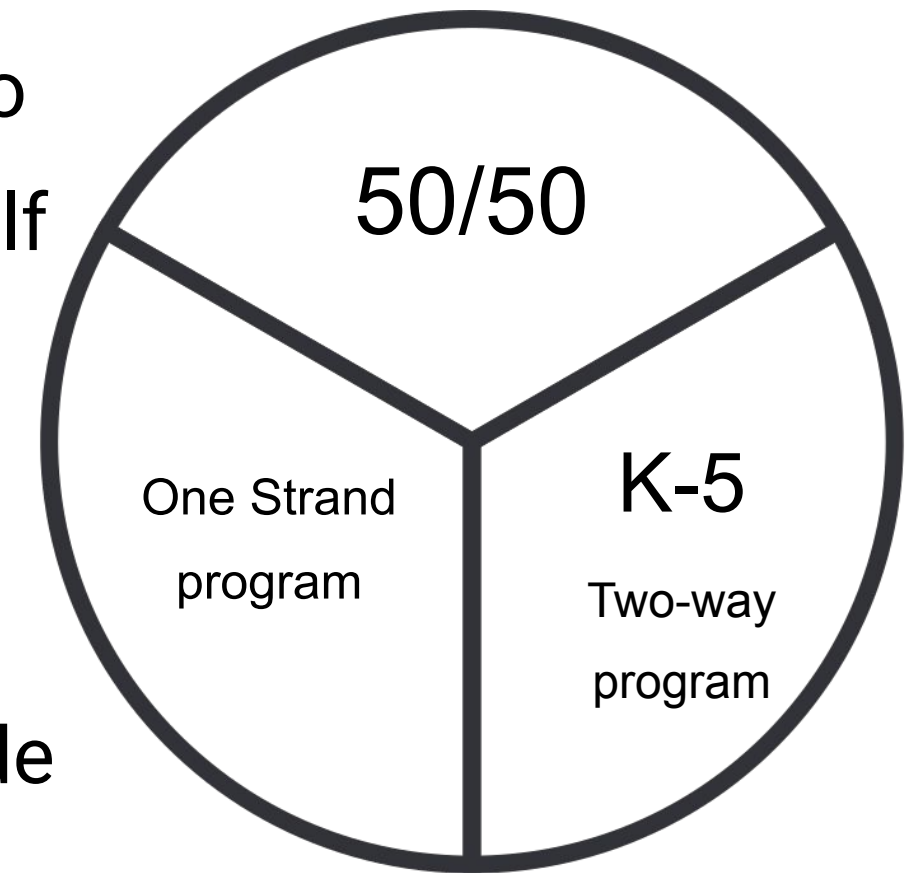
Spanish immersion students at Al duPont HS win Certificate of Multiliteracy (2023)

Key Features of Marbrook's Dual Language Spanish Immersion Program



Program Model at Marbrook

- 50/50 model: the instructional day is divided between two classrooms, each for 50% of the time. Students spend half of their day in the Spanish class, and the other half in the English class.
- Marbrook is a one strand program. Two classes per grade learn in two languages.
- Two-way: a dual language program that include similar numbers of two groups of students: native English speakers and English language learners (native speakers of Spanish) in this case.



Dual Language Instruction

English Partner Teacher	Spanish Language Teacher
<ul style="list-style-type: none">• Uses half of the instructional day to teach English Language Arts, Social Studies.• Reinforces math and academic vocabulary learned in Spanish.	<ul style="list-style-type: none">• Uses half of the instructional day to teach Science, Math, and Spanish Literacy.
<ul style="list-style-type: none">• Students learn with the same core curriculum as in other Red Clay schools.• All students at Marbrook also participate in related arts experiences.	



Spanish Language Instruction at Marbrook

The Spanish immersion teachers maximize the use of Spanish during instructional time in Spanish.

- In class, the Immersion-language teacher speaks only in that language and communicates using a wide range of engaging strategies including pictures, songs, games, body language, expressions, pantomime, drama, etc.



Delaware Proficiency Targets



SPANISH

Grade Level	Listening	Speaking	Reading	Writing
K	Novice High	Novice Mid	Novice Mid	Novice Mid
1	Intermediate Low	Novice High	Novice Mid	Novice High
2	Intermediate Low	Novice High	Novice High	Novice High
3	Intermediate Mid	Intermediate Low	Intermediate Low	Intermediate Low
4	Intermediate Mid	Intermediate Low	Intermediate Mid	Intermediate Low
5	Intermediate High	Intermediate Mid	Intermediate Mid	Intermediate Mid
6	Intermediate High	Intermediate Mid	Intermediate High	Intermediate Mid
7	Advanced Low	Intermediate High	Intermediate High	Intermediate High
8	Advanced Low	Intermediate High	Advanced Low	Intermediate High
9	Advanced Mid	Advanced Low	Advanced Low	Advanced Low
10	Advanced Mid	Advanced Low	Advanced Mid	Advanced Low
11	Advanced High	Advanced Mid	Advanced Mid	Advanced Mid
12	Advanced High	Advanced Mid	Advanced High	Advanced Mid

Starting in 3rd. grade students take a proficiency test in February of each year.



Measures of Student Language Ability

❑ SPR – Student Proficiency Report

- ❑ Grades K-5
- ❑ Teacher indication of student ability in the immersion language in the 4 modes of communication.
- ❑ Goes home at the end of the school year and the data is entered in Eschool.

❑ Avant – Stamp Proficiency Test (February of each year)

- ❑ Grades 3-5
- ❑ External measure of student proficiency
- ❑ Families will receive the score reports by the end of March.

Kindergarten Student Proficiency Report: SPANISH
Delaware World Language Immersion Program

DELAWARE WORLD LANGUAGE IMMERSION

Student Name	Language	Teacher
School	District	Date

Listening Ability- Your child's listening ability in the immersion language is best described as . . .

<input type="checkbox"/> NOVICE LOW - Recognizes single, isolated words - Recognizes greetings and polite expressions.	<input type="checkbox"/> NOVICE MID - Understands predictable questions, statements, and commands in familiar topic areas (with strong contextual support without prompting support). - Requires slower than normal rate of speech and/or with repetitions.	<input type="checkbox"/> NOVICE HIGH - Understands simple questions, statements and commands on familiar topics and some sentences in new topics with strong contextual support. - May require repetition, slower speech, or rephrasing.	<input type="checkbox"/> INTERMEDIATE LOW - Understands familiar questions, commands and statements in a limited number of content areas. - Understands questions and statements in new content areas with strong contextual support. - Follows information that is being given at a fairly normal rate.	<input type="checkbox"/> INTERMEDIATE MID - Understands most sentence-level speech in new contexts at a normal rate of speech although slow-downs may be necessary for unfamiliar topics. - Carries out commands.
TARGET				

Speaking Ability- Your child's speaking ability in the immersion language is best described as . . .

<input type="checkbox"/> NOVICE LOW - Uses isolated words (i.e., single words) to respond to questions. - Responses pertain to very specific topic areas in predictable contexts. - May use greetings and polite expressions such as <i>Good Morning</i> and <i>Thank you</i> .	<input type="checkbox"/> NOVICE MID - Uses single words, multiple words, short phrases, greetings, polite expressions, and other memorized expressions on a limited number of topics. - Frequent searching for words is common. - May use native language or gestures when attempting to create with language beyond what is known. - Memorized expressions with verbs and other short phrases are usually accurate, but inaccuracies occur when trying to produce language beyond the scope of memorized material.	<input type="checkbox"/> NOVICE HIGH Partial ability to - create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences - ask and answer questions - handle a simple survival situation (daily needs) in the language - Uses vocabulary from everyday topics and subject area content to provide basic information. - Uses memorized expressions with ease and accuracy. - Can respond in intelligible sentences most of the time but does not sustain sentence-level speech. - Sentences may not always contain the proper verb formations, and other grammatical inaccuracies may be present. - May revert to the use of English when foreign language words cannot be retrieved or when dealing with unfamiliar topics.	<input type="checkbox"/> INTERMEDIATE LOW Sustained but minimal ability to - create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences - ask and answer questions - handle a simple survival situation (daily needs) in the language - Has basic vocabulary for making statements and asking questions to satisfy basic social and academic needs, but not for explaining or elaborating on them. - Can maintain simple conversations at the sentence level by creating with the language, although in a restrictive and reactive manner. - Handles a limited number of everyday social and subject content interactions. - Uses a variety of common verbs in present tense (formations may be inaccurate) - Other verb tenses/forms may appear but are not frequent. - The listener may be confused by this speech due to the many grammatical inaccuracies.
TARGET			



STAMP 4Se
4-skill assessment for elementary schools

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Marbrook Updates

1. Planning for Conversational English Sessions for Spanish speaking families.
2. Exploration on organizing a Spanish Spelling Bee to include Lewis Dual Language and Marbrook Immersion students.
3. The Red Clay Immersion website is being updated to reflect current programs.



Data Share





Data: Choice Applications*

Kindergarten Choice Applications	1st School Choice	2nd School Choice	3rd Choice	Total
Marbrook Traditional	13	14	8	35
(a.) Marbrook Traditional (b.) Marbrook Immersion	4	3	2	9
Marbrook Immersion	17	2	0	19
(a.) Marbrook Immersion (b.) Marbrook Traditional	16	6	1	23
				86

33 selected Immersion as their first choice

*applications submitted as of 1/10/24
Choice Office data



Data: Choice Applications*

1st Grade Choice Applications	1st School Choice	2nd School Choice	3rd Choice	Total
Marbrook Traditional	3	3	1	7
(a.) Marbrook Traditional (b.) Marbrook Immersion	2	4	1	7
Marbrook Immersion	5	1	0	6
(a.) Marbrook Immersion (b.) Marbrook Traditional	5	0	1	6
				26

10 selected Immersion as their first choice
42 current KN projected to move up to first grade.

*applications submitted as of 1/10/24
Choice Office data



Marbrook Demographic Data

Students with Disabilities	22.6%
504	3%
English Learners	26%



Data: Students with a Disability - IDEA

Who is a Student with a Disability under The Individuals with Disabilities Education Act (IDEA)?

- A student who qualifies under one of the 12 categories identified in the Delaware Code Title 14 for services that require specially designed instruction and/or related services for a free appropriate public education in the least restrictive environment to meet their unique needs and prepare them for further education, employment, and independent living.
- The student is provided supports through a document called an Individual Education Program (IEP).

IDEA Classifications:

- Birth to age 2 mandates:
 - Autism, Deaf/Blind, Hearing Impairment, Visual Impairment
- Ages 3 to 22 - includes Birth to age 2 and the additional classifications:
 - Developmental Delay, Emotional Disability, Intellectual Disability, Specific Learning Disability, Orthopedic Impairment, Other Health Impairment, Speech/Language Impairment, Traumatic Brain Injury



Data: Students with a Disability - Section 504

Who is a Student with a Disability under Section 504 of the Rehabilitation Act?

- A student who has a physical or mental impairment that substantially limits one or more major life activity such as walking, learning, speaking, breathing, ect. The Office for Civil Rights oversees Section 504 as it promotes equal access to education.

Section 504 Supports:

- Accommodations are provided to remove barriers for equal access the the learning environment and services.
 - It doesn't change what the students learn but how they learn it
 - Students can receive related services such as: Counseling, Occupational Therapy, and Physical Therapy



Data: English Learners

Who is an English Learner?

- A student who comes from an environment where a language other than English is spoken or understood and may have an impact on their English language development.

English Learner Identification Process

- Step 1: Home Language Survey
- Step 2: Screening
- Step 3: Eligibility and Placement
- Step 4: Yearly Language Growth Assessment
- Step 5: Exit and Monitoring

Subcommittees





Subcommittee Discussion

1. **Exit Survey Development** : Analyze reasons for attrition and identify trends.
2. **Communication Plan and Awareness** : Develop strategies to enhance program appeal and celebrate achievements.
3. **Retention Programs** : Implement effective communication strategies to promote the program.



Subcommittee Signup- look for a Google sheet via email

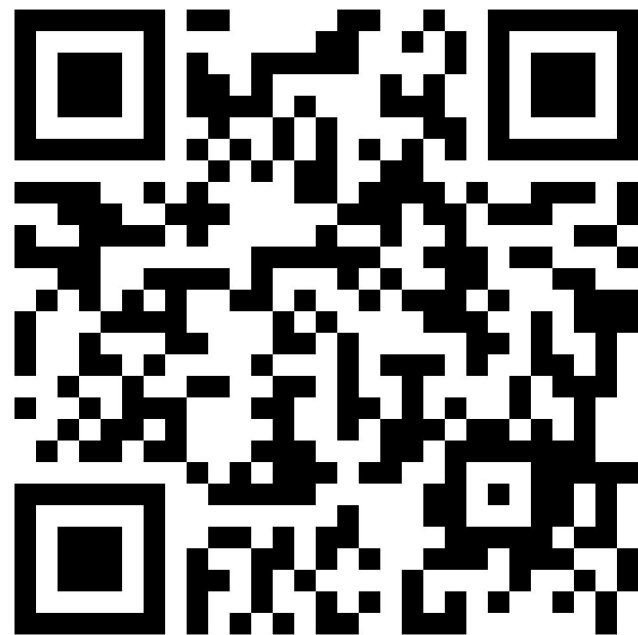
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Optional: Questions & Feedback

Enter questions & feedback before the next workgroup meeting, please submit one week prior to the next workgroup meeting.

<https://forms.gle/bTEreWgQj7v2mjU67>

or scan the QR code for the form:



Questions and feedback will be reviewed prior to the next workgroup meeting



Next Meeting Dates



February 29, 2024, 4:30-5:30

March 26, 2024, 4:30-5:30

May 13, 2024, 4:30-5:30

Q&A



