

Committee members were welcomed.

Minutes were provided,

Mr. Schwartz indicated that there was one correction to the minutes (as his name was typed incorrectly).

Ms. Amy Klein was the first staff presenter. She reported on the various presentations that were offered on February 13th to elementary staff. The three presenters on February 13th were Michelle Bartlett, Sandra Desmond, and Amy Klein. Amy shared resources on a Padlet; a tech tool that allows for collaboration and multiple resources. She demonstrated the presentation that she shared which focused on creating language rich environments and with an emphasis on how to access information in a different way (finding a way to access info). She showed examples of how staff can use picture prompts; It is very important to practice the language.

She said that they did practical application by developing Science and Social Studies standard activities by sitting down with teachers to generate ideas. They collected cards, typed them up and they are posted online already for teacher's use. Amy stated that different ideas generated by the standards were done collaboratively.

Amy emphasized the differences she saw when students were in more inclusive environments..

Amy then showed the Padlet page created for the site; It is posted so other ELL links can be added . She said that there are so many different things: Grammar, Civics, most are free services and data bases that are interactive. She said Padlet can be used with Ipads and phones and then she showed her page for interactive activities

Nate questioned student access to internet; Ricki clarified access can be done with Wifi v. internet via phones, Ipads,

Mary sent the committee the link to the Padlet.

www.Padlet.com

Heather presented information on the ACCESS test; a requirement of NCLB. Heather shared information as to the grade level clusters, levels of the tests (tier) and how specific scores (oral language, literacy, comprehension, and overall). She addressed training provided to staff for administration, support from district, and how it's coordinated at each building's level.

Heather shared the types of reports available to parents; teachers, and schools, with sample formats, and emphasized the availability of translated reports.

Kelley asked about what kind of feedback Amy received from teachers. Mary clarified by saying based on the PD feedback surveys, some teachers said "this is what I'm already doing in some of my classrooms." An example Mary gave was the use of picture walls, which was a strategy used in SIOP

training. According to Mary, a number of staff on their evaluations indicated that they were using a number of strategies shared.

Ricki stated that (as an example) that K-12 Health/PE links were on there and she said there was a PE teacher in summer school that used Vocabulary words to play hopscotch and matched words with a rock wall.

Nate asked about resources for parents and students. Mary acknowledged that we did not have this on the agenda for this evening's meeting. Mary said we would add parent engagement to discuss. Ricki showed an example of Picture dictionaries that were provided to teachers.

Amy said that Sandy presented on WIDA can do descriptors on Feb. 13.

Heather Choffo presented on WIDA and ACCESS test for ELL based on her Feb. 13 PD session with all elementary teachers. She said she covered, "What kind of information parents get from access test? And Why we have to do it?" Heather said it was a NCLB requirement. It's an annual test. She spoke to what WIDA scores measure and in what areas. There are 4 Measures: language, reading, writing, speaking, listening domains. Math, LA, Reading, SS, and Social Instructional language. Nate asked if this was in addition to DCAS. Yes. This measures language proficiency, not content. Child has to understand the language to do the task.

Heather said that Language proficiency reflects the students current level and that the Language acquisition process is a measure of their language at one point in time.

She shared that the test is given K-12 with 100 % compliance even if parent withdraws or declines services, she said we are required to test all ELL students;

Heather shared WIDA came about from states saying we need to measure the growth of the language. D in WIDA used to mean Delaware.

Heather shared how the WIDA test measures Content knowledge questions. If I give you a listening question, she gave an example by reading a test question and referring back to the task – can you draw a triangle? See slide. She said this is their Academic language and in the test question itself, it is already defined for them. Heather said it is a pretty demanding test. It doesn't assess content. It just assesses language acquisition.

Heather explained that test is given in different grade clusters and in Tiers A, B, and C. The rule of thumb, if they score on borderline tiers, teachers should go to the next Tier up. They get next tier up questions to help determine their needs rather than no limited exposure to what they may already know.

Hazel questioned the level of services. Are the service times district or state requirements? Mary answered by saying that Districts were given guidebooks by DOE. She said that students are given a certain amount of time for services and that is moving towards a statewide guideline. Heather pointed

out that students exiting the ELL program are put on monitoring status for 2 years. She said it's not a drop off, but follow up.

Late arrival noted. Bill Doolittle arrived 6:16 p.m.

Kelley asked who determines the decision of which Tier. Heather clarified that it is a collaborative team decision at Marbrook.

Heather said WIDA focuses on what the students can do. Speaking, writing, reading and listening is developed independently.

Heather explained how the testing schedule is difficult to do when they are doing smarter balance, etc. Marbrook does WIDA test in 2 days . ELL teacher administers testing on Listening and Reading test on day 1. Speaking test is administered individually. The Listening test is on a CD. In future, at least a part of the ACCESS will be computerized (on-line).

Heather said that in the past regular teachers didn't understand the importance of the WIDA and we have done a better job in the past two years. Fran asked if a certain group is trained. Heather said yes District office does the testing. The reading test is challenging – 9 stories in first grade cluster and compared it to the 2 tests on the Scott-Foresman benchmark tests. She said that the speaking test is administered individually.

Fran asked if it was a yearly assessment. Heather said yes.

Heather said the WIDA gives raw scores; scale scores; and ELP levels and that scale and ELP are interpretative.

Heather said that Composite scores reflect: oral language, literacy comprehension and overall score. She said that Levels Literacy scores are used in Red Clay to determine which class a student might need for reading/writing support.

Heather shared that a 3 digit score measures their progress from K-12. She shared a slide on a Psychometrically derived score and a Socially-derived interpretation . Heather said there are lots of reports. Parents get reports. The teacher report comes in July or August. WIDA reports go to parents in English are available in their native language.

Heather showed a sample of a Parent report and how the ELP level is reflected by domain; bar graph, pictorial, and break down of numbers. She said there was a lot of demographic information about students and individual scores.

Heather showed a sample of a Teacher report: domains, composites, raw, broken down by content prompts, a 3 digit score and proficiency levels. Hazel asked how much of that was translated into native language. Mary said the vendor translated it. Ricki said that the graph is appreciated. Raw scores are shown in each subject and Student data is in DSC. Heather said that 5.0 is the highest score in each Tier. Ricki said that a new grade cluster plummets a score and it does account for student's age.

Mary said Nate had a question. We have a home language survey which is a standardized state form. Districts used their own in the past. We had ours on the student data card. Now the state has provided the Home Language Survey in 14 different languages. English is on one side, and the family's native language on the other side. A question was asked, "Was the form completed in entirety?" Mary said specific elements on data cards had to be completed. Sometimes office staff didn't verify it was completed. Mary said that this issue will be revisited at a Secretary workshop in the next few weeks.

Hazel asked when was the form filled out.

Next topic: Transition Plan for ELL and SWD students.

Ricki said that this happens with Kindergarteners. Most others come with having been identified as ESL other districts or states. A new student (initial test) gets tested from ELL office if not identified.

Ricki modeled and showed ELL on Itracker. She said the main thing used for transition planning was the Can Do descriptors. Ricki said that she wanted receiving teachers to have scores all on one page. Mary said the Can Do descriptors are in the Elementary ELA document (thanks to Ms. Beard's and Ms. Beck's collaboration).

Verbage on the Transition Plans came from can do descriptors. Reading has reading and comprehension. When teachers get their student, they can go on Itracker and see that transition plan is there as support to guide instruction.

Hazel asked if this was typical for all students. Heather said this was the first year.

Gail said that originally ELL services is triggered by the data card which triggers the ELL office.

Fran asked what the difference was between inclusion and dual language like Lewis.

Ricki explained difference between Dual Language school and Inclusion school is a 50% split in teaching Spanish and English each day.

Ricki said that Cumulative folders follow a student: 3 writing samples, math probe, attendance data, custody issues, other demographics, major behavior issues –RAP; other info. She said that students coming to schools with a lot of information. Also, there are IEPs and 504s in them.

Hazel: For elem. ; For MS/HS, their portion would be available to them; ELA, math, encouraged to put any comments at the bottom.

Fran asked does an ELL teacher need to teach these students. Ricki said depending on DOE's guidelines/services.

Mary said this is our first year. We are talking to principals on Monday. Hazel asked who is going to be the ELL coordinator at MS/HS. Who can I go to make sure they are getting what they need. Mary stated that they would ask for their ELL coordinator or ELD tutor.

Next Topic: Transition update

Gail reported for RPLC that all meetings are scheduled. Meetings were completed at MS/Skyline. Nate asked if there was a slide show and said that the thought process was that we wanted the secondary team to present to the board and hear about the Elementary RPLC team the same way.

Gail stated "Let me clarify what I was saying. Last year, we didn't have anyone to follow these kids."

Nate said in the summer committee work, you said there was a larger than usual group of students transitioning. We put it in writing that that group of students should be followed and measured. Ricki said, "Couldn't they look at their last years RPLC data and this year's information?"

Gail said this is our first year. Central had a year.

Kelley said that Central was a whole year ahead of RPLC in the planning because of the board vote last March. Kelley said she will own the follow up on RPLC students who transitioned from RPLC this fall.

Mary: Parking Lot review

1. Red Clay has classes for Spanish speaking classes for parents to learn English.
 - a. Clarification on information or Training; it comes from a variety of sources Mary mentioned upcoming PIC workshop.
 - b. RPLC offered a PIC sponsored workshop on writing quality IEPs but it was not held due to weather and interest level. – that one didn't go through due to weather.
2. Nate asked about parent training and outreach. Hazel said PIC information was given for all transition meetings Gail has had. Gail said that the one thing that is different this year is that Red Clay Principals have attended every single one of them. She said that Principals are bringing EDs, Gen. Ed., Spec. Ed. teachers and that principals didn't do this in the past. Red Clay administrators are really owning up. That has just been something we have never had before.
3. Mary said ELL IEP meetings will go longer next year.
4. Back to school events: Nate said that the committee's expectation was that schools should be embracing the change and that it is very important to do something at an intimate/higher level. That's something that's key.
 - a. Hazel said this is more so for parents of gen. ed, students.
5. Pre planning for parent council: Mary asked Bill how that will fit into the process. Bill said it's in the works and will see what value it has.
 - a. It's purpose is partially informational, advocacy, and peer to peer support.
6. Next meeting agenda will cover Elementary Transition for RPLC and ELL. A statement was made that follow up would be done for future board presentation.

Mary said that there was consistency across training with teachers, other staff, and administrators and that Tier 3 teams all had the presentations. Bill said that certain events, not in this district, –triggered by events in the state have caused train wrecks by people lacking the basic level competency.

Staffing and Enrollment: Two reports were provided for the committee's review detailed ELL enrollment. One indicated next year's school as well as current school's information. The second indicated the percentage of ELL compared to total enrollment. There was discussion

about the voluntary transfer process as that is the next step occurring in buildings for teacher assignments. Fran said the Paraprofessional list was not the same as certified staff. Gail stated she did it twice. Paraprofessionals are another bargaining unit which is a different process. Bill said in the ELL world, make sure parents have quick reaction or pathway, know who that person is to call. Hazel asked do they have a Spanish speaking secretary. The handout identified those who have Spanish speaking office support and Mary said for example, Conrad may not need Spanish speaking clerical support any more. Amy said we are always reaching out to our parents. Mary said we will put support protocol for ELL parents.

Crisis Intervention Cases: Some might view this to individual children. Mary discussed de-escalation training. Some schools delivered it with some fidelity versus others. State requires many trainings be annual. De-escalation is annual. Dom offer specific supports. Every school has crisis readiness team. Presently we have 8 looking to add 8 more. We used the Devereaux and CPI model

Sarah Kashner-Schmittinger will be asked to present in the coming months.

Next steps: Every PD we offer. Someone is going to say, we want something to do more. Last week, DOE says we are going to do 90 min. of suicide prevention every year. After school/EPER, or what?

Bill asked about Inclusion coaching. Kelley replied that it is in an infant stage right now. Fran asked about Co-teaching model.

Mary said that we should present on the different models of support and the Triangle Hierarchy.

For the Good of the cause, Mary shared requests with Hugh and Nate. Requests for Ted Amman to talk on breakdown in numbers, Mary will provide preliminary.

Elementary reporting out survey

Board president follow up

Request : Ted Amman to talk on break down the numbers who landed where, swd, ell (Mary will take that assignment on)

Gail/Mike – how many transition meetings completed? How well done?

Numbers similar to what Mary has for ELL

Basic, K-3, intense and complete, by grade level, by numbers incoming different, incoming same (some are a result of inclusion; some are a result of feeder pattern).