

Wenatchee School District No. 246
Wenatchee, Washington
Minutes of March 23rd, 2010 - 6 p.m.
FMS Spanish Literacy Workshop
Mission View Elementary

Board

Walter Newman, President
 Kevin Gilbert, Vice President
 Laura Jaecks
 Jesús Hernández
 Gary Callison

Staff

Brian Fones, Superintendent
 WSD Cabinet

Principal of FMS John Waldren thanked the board for allowing him to present the results of the work done by the Spanish Literacy Committee from FMS. He introduced those present who served on the Spanish Literacy Committee. The committee members are as follows:

Sarah Cabbage, Arnolando Martinez, Leah Fox, Kristi Rupp-Wilson, Heidi Bucholz, Penny Brown, Gayle Northcutt, John Waldren, Renee Merrill, and Megan Castillo

Mr. Waldren outlines the handouts he prepared for the board members as follows:

- **“Glossary of Terms”** - Many of the terms in this glossary are used in the Power Point presentation.
- **“Dual Language Enrichment Program: Considerations”** – This document outlines all of the are as (topics) that we believed were important in guiding the work of our committee.
- **“Questions and Feedback from Staff”** – This is a comprehensive list of staff questions to the committee including the committee’s responses. All of the questions and responses are categorized by the topics listed in the “Dual Language Enrichment Program: Considerations” document.
- **“Staff Questionnaire”** – This document measures the degree of FMS staff support including staff responses to the FMS Recommendation that was presented at an earlier staff meeting. There were 32 staff responses out of a possible 33 responses.

Mr. Waldren along with two members from the Literacy Committee, Sarah Cabbage and Arnolando Martinez, presented the following information to the board in a powerpoint in which Penny Brown assisted:

A “Promising” Discovery

Dual Language Enrichment

The number one predictor for long-term academic achievement in English is the extent and quality of L1 (first language) schooling.

(Thomas & Collier, 2002)

Our Charge/Commission

To explore options to meet the educational needs of students exiting from the Lewis and Clark Dual Language Program.

Program Considerations

Staff Impact	Student Impact	Rationale
District Support	Curriculum	Impact on the Schedule
Program Specifics	Budget	Decision-Making Process
	Staff Questions & Feedback	

Purpose Non-Purpose

- Lewis & Clark Elementary Dual Language Two-Way Immersion program
- WSD requested that FMS look at options to meet educational needs of students from Lewis & Clark
- Native English speakers become proficient in Spanish & Native Spanish speakers become proficient in English
- Close the Achievement Gap
- Provide Enrichment

TIMELINE:

- May 2008-NWREL Study
- Spring 2009-Staff Informational Meeting
- Fall 2009-Spanish Literacy Class created
- May 2009-FMS Team to WABE Conference in Lynnwood, WA
- Sept 2009-FMS Administration and Cabinet met to determine direction
- Nov 3, 2009-Formed the Spanish Literacy Committee made up of Reps from each academic content level, WenEA, and parents.
- (Minutes delivered through email to FMS, Lewis & Clark Elem, and WSD cabinet)
- (Updates to LIT monthly)
- Nov. 16, 2009-2nd Spanish Lit. Meeting
- Dec 8 ,2009-3rd Spanish Lit. Meeting
- Jan 11 & 13-Visitations to Shelton and Grandview, WA
- Jan 18, 2010-4th Spanish Lit. Meeting
- Feb 2, 2010-Committee Mtg to design Initial Proposal
- February 10, 2010-Staff Information & Feedback Mtg.
 - -FMS Staff Input on Initial Proposal
 - -Present Initial Proposal to Cabinet
- March 2010-Committee Mtg to Finalize Proposal
 - -FMS Staff Response to Finalized Proposal
 - -Present Finalized Proposal to Cabinet
 - -Present Finalized Proposal with Staff Feedback
 - to School Board
- April 2010-Parent Information & Feedback

A “Promising” Discovery

Dual Language Enrichment

The number one predictor for long-term academic achievement in English is the extent and quality of L1 (first language) schooling.
(Thomas & Collier, 2002)

Who are some of the other middle schools addressing the needs of students coming from elementary dual language programs?

Walla Walla, Olympic, Grandview, Yakima, Sunnyside, Bellevue, North Shore

Committee Visitation Information:

Olympic Middle School

2 Teachers

Dual Language taught 1/2 year in Social Studies, and 1/2 year in Science.

Grandview Middle School

One Way Program

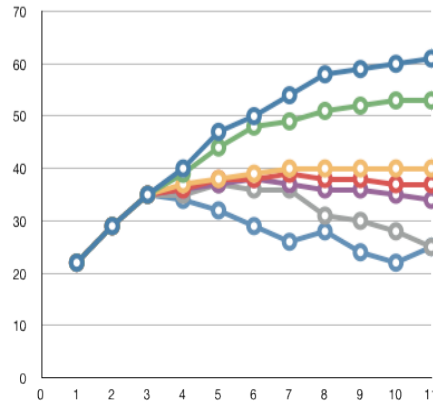
Dual Language taught in a 2 Period block of Social Studies And Spanish Literacy.

- “Our research in 23 school districts in 15 states and our analyses of more than 2 million student records show that dual-language programs can close the achievement gap for English learners and provide a superior education for native English speakers.”
- Collier & Thomas, The Astounding Effectiveness of Dual Language Education for All

National Data-Remedial v. Enrichment Models Long-Term Academic Achievement of ELLs

Thomas & Collier-2002

- Program 1-Two-Way Dual Language
- Program 2-One Way Dual Language
- Program 3-Early Exit Bilingual Ed. + Content ESL
- Program 4-Early Exit Bilingual Ed + Traditional ESL
- Program 5-Content Based ESL
- Program 6-ESL Pullout
- Program 7-No Services



Dual Language Research

In segregated, remedial programs, ELL’s do not close the achievement gap after reclassification
 Only enrichment forms of bilingual education (dual language ed.) fully close the gap between ELL’s and native English speakers.
 For ELL’s schooled in the US at the K-5 level, DL models are the most successful (based on standardized tests across all subject areas).
 When students are schooled bilingually, rather than focus on L2 (second language), there is greater academic achievement

ACHIEVEMENT OF NATIVE-ENGLISH SPEAKERS IN TWO-WAY BILINGUAL EDUCATION

Native-English speakers in two-way bilingual immersion programs maintained their English, added a second language to their knowledge base, and achieved well above the 50th percentile in all subject areas on norm-referenced tests in English. These bilingually schooled students equaled or outperformed their comparison groups being schooled monolingually, on all measures. (Thomas and Collier, 2002)

FMS Spanish Literacy Results

6th Grade Spanish Literacy Class 2009-2010

First	2009 WASL			WLPT Level
	Reading	Math	Science	
Brenda	457	428	405	
Alan	404	375	388	3(2009)
Brenda	469	550	421	
Antonio	440	411	402	
Arturo	423	464	391	
Nicholas	426	437	400	
Anthony	416	417	405	
Arnulfo	408	437	416	
Jasmine	433	406	430	
Melissa	404	371	375	4(2008)
Ezequiel	408	411	400	4(2008)
Ivan	404	428	369	
Gary	433	445	421	
Jose	416	411	409	4(2008)
Savannah	412	437	409	
Carlos	422	428	402	
Adrian	389	395	376	
Jessica	380	385	375	3(2009)
Amelia	408	380	365	

Recommendations for a Highly Effective Dual Language Enrichment Program (Thomas & Collier, 2002)

- Extensive exposure and use of the two languages through challenging interactive settings...students learn together in bilingual pairs/groups
- Clear separation of languages for instruction (no translation)
- Learn and develop language through academic subjects
- Integration of vocabulary across the curriculum
- Classrooms balanced based on language & academic skills (L1 & L2)
- Administrative understanding and support
- Instruction should challenge and empower students (rigorous)
- Active home/school involvement

Recommendations for a Highly Effective Dual Language Enrichment Program cont. (Thomas & Collier, 2002)

- Minimum of 6 years of bilingual instruction with English learners not segregated
- Core Academic Curriculum
- High-Quality Language Arts instruction in both languages
- Two languages with NO translation or repeated lessons in other language.
- Qualified teachers
- Native-like speakers in both languages
- Ongoing Professional Development for staff
- Collaboration time & Planning time

Benefits of a Dual Language Program

- Only instructional model that provides full closure of the academic achievement gap
- Bilingualism/biliteracy for all children
- Both languages equally valued
- Not remedial; enrichment, challenging, additive
- Balanced bilinguals (cognitive advantage)
- Children respect their own language and culture
- Children respect other languages & cultures
- Economic advantages (job opportunities)
- Students eligible for AP Spanish in 9th grade

Spanish Lit. Committee’s Initial Proposal

Why Social Studies?

1. L&C
2. Non-AYP
3. Scheduling flexibility
4. Cognates
5. Workload
6. Collaboration
7. Curriculum

Program Proposal:

Year	L & C Students entering 6th Grade at FMS	6th Grade Classes	7th Grade Classes	8th Grade Classes
09 - '10	19 students	(1) Spanish Literacy	0	0
10 - '11	59 students	(2) LA/SS Core	(1) Spanish Literacy	0
11 - '12	74 students	(3) LA/SS Core	(2) LA/SS Core	(1) Spanish Literacy
12 - '13	73 students	(3) LA/SS Core	(3) LA/SS Core	(2) LA/SS Core
13 - '14	85 students	(3) LA/SS Core	(3) LA/SS Core	(3) LA/SS Core

Note: These projections are based upon the current enrollment of students at Lewis and Clark Elementary School and 100% participation in the Foothills Middle School program. The total number of students participating in the dual language program by '13 - '14 is potentially 232. This would represent approximately 1/3 of our total school population.

Dual Language Program and Electives				
There is no negative impact at any grade level on existing elective offerings. However, Spanish literacy may be offered as an additional elective for students in all grades.				

Proposal to include District Support with:

- Ongoing Professional Development
- Locating and purchasing curriculum
- Translation of curriculum
- District Plan

Budget Projection: Special Programs Director said that Title Three money will cover this and there’s no talk of this being cut. It is Federal money.

Year	Curriculum/ Collaboration	Curriculum/Collabor ation	Professional Development	Library	Total
	Spanish Literacy	Social Studies			
2009-10	\$2,531	x	\$5,000	X	\$7,531
2010-11	\$2,500	\$7,500	\$5,000	\$10,000	\$25,000
2011-12	\$2,500	\$7,500	\$5,000	x	\$15,000
2012-13	x	\$7,500	\$5,000	x	\$12,500

Board questions and talking points:

- Student participation: 19 out of 35 students enrolled in Spanish Literacy/ 59 next year
- Professional Development needs for our teachers
- Materials needed for curriculum will increase
- Standard levels for students was itemized by Mr. Waldren
- Students quotes about the program were shared in a video.
- Board member wanted more specific numbers in percentages on students who are coming in from L&C.
- How do we qualify for Title 3 – Nancy Duffey gave run-down to board
- Library materials needed to stay in line with program.
- What do we prepare for?
- Fruit will be seen over the long-haul.
- HS would have to be prepared for advanced students.
- The program will get stronger every year.
- Online learning possibilities were discussed

Superintendent Flonas asked the board to review all of this material and give the district the direction they would like the district to take in the next month. The board thanked Mr. Waldren and the committee members for all the work and research they have participated in that enabled them to make the presentation.

MEETING ADJOURNED: President Dr. Walter Newman adjourned the meeting at 6:55 p.m.

President

Superintendent