Roseville Area Schools
Quality Teaching & Learning for All...Equity in All We Do

Agenda Item: SS-1

Agenda Topic: Multilingual Program Report
Meeting Date: April 12, 2022
Contact Person: Kristina Robertson

Background:

Kristina Robertson, multilingual program administrator; Sarah Holty, ELM (English Learners in the Mainstream) lead; ELD (English Language Development) leads Laura Sakirgil and Kelly Grucelski; and Dual Language Immersion leads Jeanne Whisler and Teresa Chavez, will provide information about district programming and available resources for multilingual learners.

Recommendation:

_____   Action Required   <u>XX</u>   Informational – No Board Action Requested
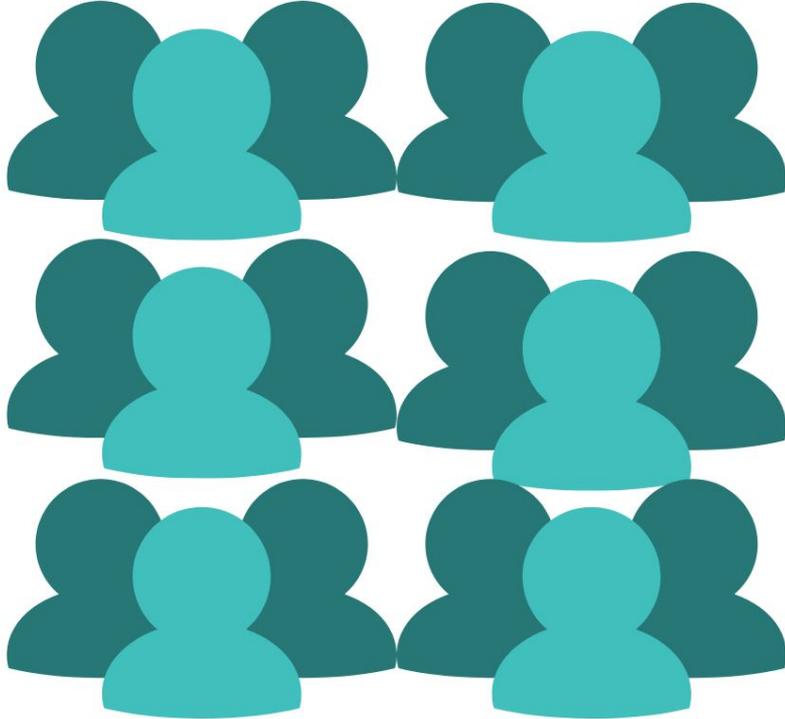
Multilingual Program

2021-2022 updates

Presenters - Sarah Holty, ELM lead; ELD leads: Laura Sakirgil, RAHS; Kelly Grucelski, RAMS; DLI leads: Jeanne Whisler & Teresa Chavez; Kristina Robertson, Multilingual department leader.
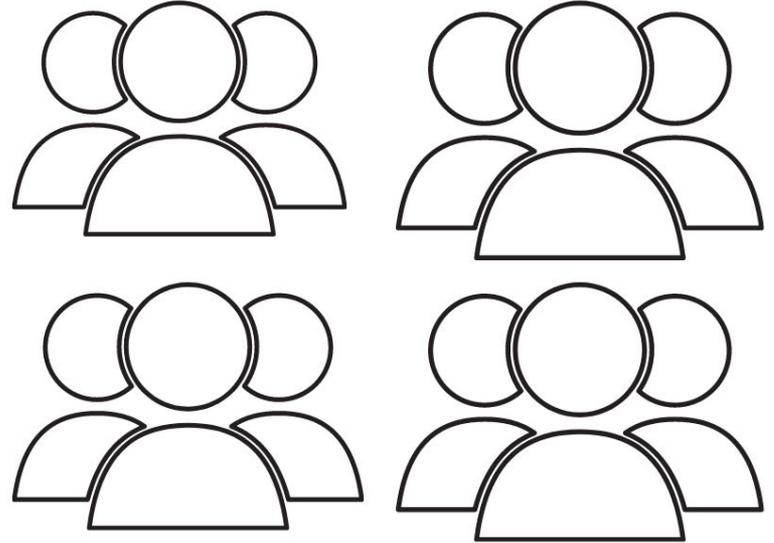
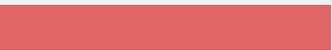# Our Multicultural/Multilingual District

60% Students of Color

40% White Students

Enrollment 4,306

Enrollment 2,870

English Language Development Program
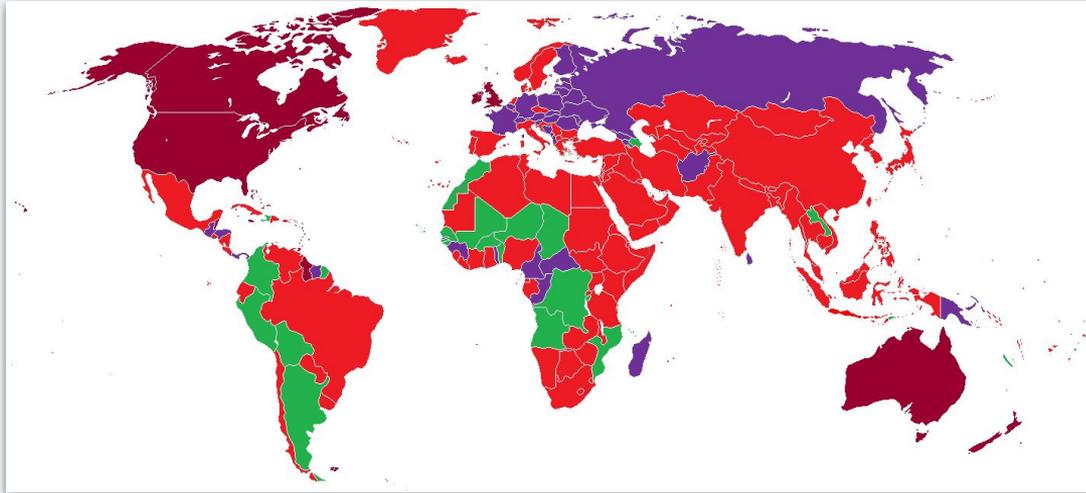
ELD Program Mission

The **English Language Development (ELD) Program** provides research-based language instruction and programming support for students receiving **English Language Development services** and advocates for equity for multilingual students in all learning environments.

Student educational goal

All **English learners (EL)** will achieve mastery in all learning environments through English Language Development (ELD) services, differentiated content instruction, and classroom support.

K-12 English Learners Overview

- 1155 students receiving ELD services (15%)
- 40+ languages
- 4-year EL graduation rate (2021):
  - 72.3% ISD 623
  - 64.7% MN

Home Language

Spanish (437)
Hmong (173)
Karen (140)
Nepali (128)
Somali (157)

School

School	Value
Brimhall ...	95
Central P...	133
Edgerton ...	155
Fairview ...	13
Fairview ...	1
Falcon He...	36
Little Ca...	171
Parkview ...	89
Roseville...	110
Roseville...	217
Harambee ...	63
Emmet D. ...	72
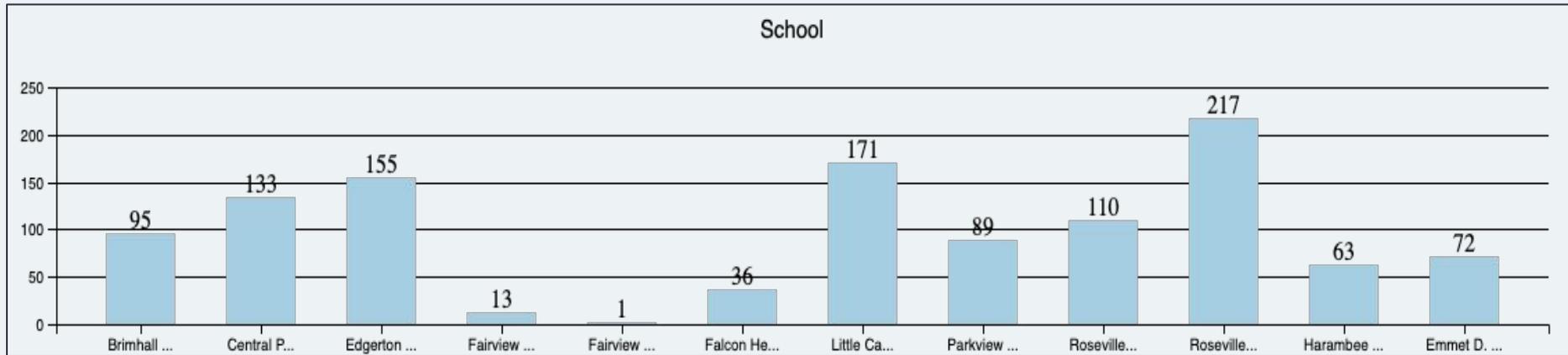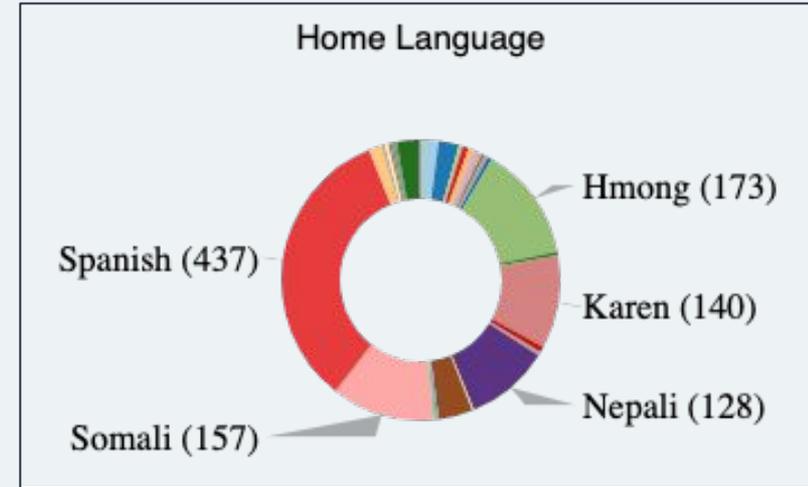
Elementary ELD

- Creative support for students

- Foundational genre instruction returning strongly in K-6 ELD services

- Asset-based multilingual framework

- Multicultural anchor texts

"It is SO cool to speak more than one language!" 6th grade Edgerton student

Roseville Area Middle School
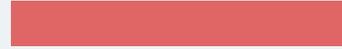
1. **TRANSLATE project with UM:** Our EL department collaborated with a research team from UM to integrate native language/translation activities in learning.

2. **Student Voices Video:** Enjoy a peek into the worlds of our EL students!

3. **Continued Sheltered Content Classes, Co-taught Classes, English Language Development Classes**

High School ELD Program

ROSEVILLE AREA HIGH SCHOOL

Highlights:
- Intro to Interpreting
- Career Seminar
- ELM coaching
- EL Leaders Club
- Academic Tech Skills class
- Social Emotional - knitting club

FAIRVIEW AREA HIGH SCHOOL

Highlights:
- Financial Literacy - Stock Market class

What was your strategy in playing the stock market game? I waited for the perfect moment to buy the stock and kept my eye on the graph.
Was your strategy successful? Why? I lost 10 thousand dollars in the beginning when I wasn't paying attention to the graphs buying whenever I wanted but when I did pay attention I gained back 7 thousand dollars.

Financial Education in Minnesota Schools, MPR news. 4/4/22

Academic Tech Skills Course - Laura/Yeng

- Develop students' tech literacy as they work on academic skills

- Module 1: Identifying and producing nouns, create a digital book

- Module 2: Making and supporting claims, engage in online discussion

- Module 3: Identifying and producing past tense, screencast a Slides presentation

- Module 4: Identifying and producing adjectives, interactive writing with Docs

- Module 5: Assessing opinions and facts, online research and create digital poster

- Module 6: Reflection through digital portfolio

Roseville Area High School (RAHS) - level 1 ELD course.

Academic Tech Student work!

Academic Tech Skills Portfolio

11 books • 11 authors

Ms Sakirgil and Ms Chang's Academic + Tech Portfolio
by Ms Sakirgil and Ms Chang

Title of Portfolio
by Yeng Chang

Ruth's Portfolio
by Ruth Cortez-Castro

Mohamed's Portfolio
by Mohamed Elnour

Damaris Portfolio
by Damaris Ramirez-Donis

Marili Portfolio
by Marili Avelar-Landaverde

Mateo's Portfolio
by Mateo Rivera-Galdamez

keneth Portfolio
by Keneth Perez-Cabrera

paw Ta Shue Portfolio
by PawTa Shue

Stefany portfolio
by Stefany Perez-Cabrera

Kevin of Portfolio
by Kevin Rivera-Galdamez

Habitat
cats live under bushes in holes or porches of buildings in barns or in comfortable houses.

Description
Cats are animals that belong to the feline family they have different colors and have very soft fur.

Fun facts
They jump a lot.
They smell your face.
They bring dead animals.
They love to sleep.

Cats ❤️

Diet
Rodents
Birds
Fish
Lasagna

Dual-language Immersion Program

Dual-language Immersion (DLI)

Spanish dual-language immersion instruction is:

1. a research-based, bilingual instructional model that increases equity for English learners through development of native language skills and comprehensible input

2. proven to increase academic achievement for BIPOC students and reduce the achievement gap.

3. designed to teach language through content in both Spanish and English with a goal of bilingualism and biliteracy.

4. an articulated K12 bilingual program that results in bilingual/biliteracy.

Research

Research shows that when Dual Language Immersion programs are implemented with fidelity focusing on bilingualism and biliteracy, high academic achievement and sociocultural competence that **overall student achievement is significantly increased and the opportunity to reduce the gap between white and BIPOC students is closed** (Thomas & Collier, 2004).

For Roseville Area Schools...

Successfully addressing the following focus areas will help us achieve our mission of *Quality Teaching and Learning for All . . Equity in All We Do.*

- Improve learning for students of color, American Indian students, English learners, students receiving special education services, and pre-kindergarten learners

- Improve communication and genuine engagement with families and communities, especially with our underrepresented communities

- Strengthen support for the social and emotional development of students

- Expand support for college and career readiness

- Secure and manage resources to provide a quality education

Elementary DLI

Demographics

360 students currently enrolled in K-6 DLI

- 170 Spanish Home Language (SHL)
- 190 English Home Language (EHL)
- Students remain in our DLI program with only 1.5% student attrition per year in all of K-6 DLI.
- We continue to add sections and expand each year.
- Success with Kindergarten enrollment and late entry DLI students.

Benefits: 3 (+1) Goals of Dual Language Education

- Bilingualism and Biliteracy

- Grade level academic achievement in both program languages

- Sociocultural competence

+ **Cultural Competence** (Palmer, Cervantes, et. all, 2019)

Secondary DLI

RAMS:
- Spanish Language Arts, Science, Social Studies
- 81 students enrolled; 15 late-entry

RAHS:
- DLI 9 (Spanish Language Arts)
- 50 students enrolled

Benefits:
- Secondary DLI programs foster a sense of positive identity, both culturally and academically
  (Collier & Thomas, 2018)
- Higher satisfaction with their school experience, which can decrease dropout rates for latinx students
  (Lindholm-Leary, 2016)
- Higher ACT scores for native Spanish speakers in DLI compared to non-DLI students (Collier & Thomas, 2018)

Cultural Liaisons

The cultural liaison role is to focus on supporting student groups/activities, parent empowerment, and advocacy for families.

Roseville Area Schools has 16 cultural liaisons representing African-American, Native American, Latino, Somali, Karen, Hmong, and Bhutanese communities.

Our presence at RAHS and student connections has been key to the success of a lot of Latinx students. Being real, building relationships with them, spending time getting to know each other has proven to be an asset to the connections we build with their families. This ties directly to student academic success and social emotional well-being.

Students have a healthy space in which they can hang out with their peers and people they can relate to.

Cultural Liaisons

Highlights:

1. Home Visits
2. Homework help - collaboration with Roseville Adult Learning Center
3. Multilingual parent engagement Zoom meetings
4. Family support - connecting to outside resources
5. CLUES partnership for mental health support (Spanish)
6. Student connections at RAHS and the Multicultural Resource Center (MRC)
7. Culture clubs, events, and festivals
8. Systems support - educational benefits, vaccination clinics, special education, health and well-being, attendance, food resources
9. MSBA presentation on Multilingual Family Engagement!

Looking Forward

Glow and Grow!

- English Language Development (ELD) educators will continue to implement the WIDA ELD standards focused on content-based language features.

- Dual-language Immersion programming will have a five-year plan focused on equity and fidelity of implementation.

- Continue to analyze systems to ensure inclusion of and access for multilingual stakeholders.

- Increase home-school partnerships and systemic support for bilingual student mental health and well-being.

Thank you!!

Roseville Area Schools
Quality Teaching & Learning for All...Equity in All We Do

Agenda Topic: Strategic Planning Update
Meeting Date: April 12, 2022
Contact Person: Treasurer Rose Chu and Director Kitty Gogins

Background:

Board members Rose Chu and Kitty Gogins will provide an update on the strategic planning process. The district's strategic planning consultants, Anne Carroll and Jonathan Brown of Carroll, Franck & Associates, will join the board for the discussion.

Recommendation:

_____   Action Required   XX   Informational – No Board Action Requested

# RAS Strategic Planning: Process Overview

RAS Strategic Planning Team:

- Kitty Gogins and Rose Chu
- Jenny Loeck, Florence Odegard (project manager), Mary Bussman, Carrie Ardito, Sandra Nambangi, Mechelle Tessem

Consulting team:

- Anne Carroll, project manager
- Jonathan Brown, engagement lead

The graphic illustrates the overall strategic planning process. Below is a further description of each phase, also showing:

- Estimated dates
- Anticipated deliverables
- Scale of Board member direct involvement (low-medium-high), with details to be jointly determined
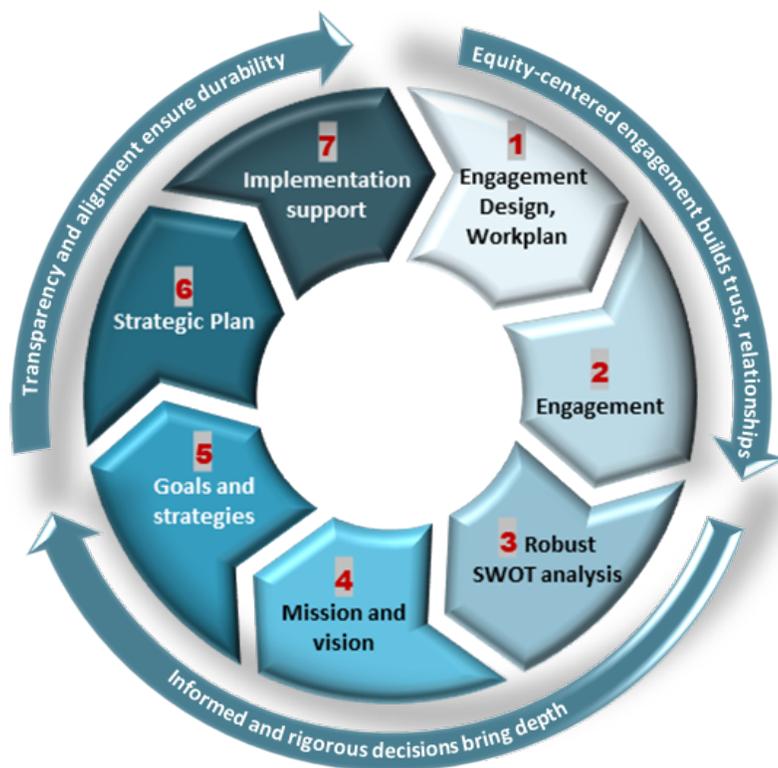
The following pages show the Engagement Design, which will be shared and posted on the project website.

1 Design engagement, develop Workplan (April)

Low	Med	High

- Project management, communications protocols
- Engagement Design
- Engagement Workplan
- Refined scope

2 Engage stakeholders (Apr-July)

Low	Med	High

- Ongoing Workplan
- Engagement content, materials, administration
- Support/training for RAS, community facilitators
- Facilitation, documentation
- Compilations and analysis
- Communications support

3 Conduct SWOT analysis (late July/early Aug)

Low	Med	High

- Prep materials and guidance
- Facilitated SWOT workshop
- Complete documentation, results

4 Refine mission, vision (Aug)

Low	Med	High

- Workshop prep materials
- Facilitated mission/vision virtual workshop and documentation
- Working version of refined vision and mission

5 Develop goals and strategies (Sept-Oct)

Low	Med	High

- Goals-strategies workshop: prep materials, facilitation
- Draft and final goals, strategies
- Final mission, vision
- Communications support

6 Prepare, Vet Strategic Plan (Oct-Nov)

Low	Med	High

- Draft Strategic Plan
- Round 2 feedback on draft Strategic Plan; results; final revisions to Strategic Plan
- Working Strategic Plan, supporting materials
- Communications and presentations

7 Support Implementation (Nov-Dec)

Low	Med	High

Work is to be determined; examples include:

- Monitoring, evaluation, and communications plans
- Logic modeling
- Detailed action plans

RAS Strategic Planning:
Stakeholder Engagement Design

Project Background, Objectives

The Roseville Area Schools strategic planning process is anchored in our long-standing commitment to quality teaching and learning, and equity in all we do. Using an inclusive and participatory process, we will reach out to and engage the full spectrum of key stakeholders -- students, families, staff, community, and partners. We will use stakeholder contributions to shape analyses, a refined mission and vision, and draft strategic goals and strategies. We will share those drafts for stakeholder feedback, use the results to finalize a rigorous Strategic Plan, and work together to ensure every student has the opportunity and support to succeed.

The 2022 strategic planning process includes the following phases:
- **April-July** Round 1 community engagement planning and implementation; documentation, compilation, and analysis shared publicly
- **July-September** Guided by Round 1 results: Analyze internal strengths and weaknesses and external opportunities and threats (SWOT); draft refined mission and vision; draft strategic long-term goals and mid-term priorities; draft Strategic Plan
- **September-October** Round 2 stakeholder feedback on draft Strategic Plan; use results to finalize "working" Plan
- **October-November** Make changes to align with and advance Strategic Plan implementation with regular monitoring

Engagement Objectives

Roseville Area Schools is committed to the following objectives to guide our stakeholder engagement:
- Anchor our strategic planning engagement in equity
- Conduct engagements with cultural humility and an appreciation for the depth and breadth of stakeholder contributions
- Deepen relationships between RAS and key stakeholders
- Meaningfully engage a racially and culturally diverse range of key stakeholders
- Gather diverse perspectives from our key stakeholders
- Strengthen mutually beneficial collaborations on behalf of students and families
- Provide stakeholders with essential background information and context about the school district's work, commitment to equity, and this strategic planning effort
- Ensure engagement opportunities and formats are welcoming, respectful, culturally appropriate, accessible, and safe for stakeholders
- Offer multiple opportunities and formats for key stakeholders to contribute

Engagement Commitments

Roseville Area Schools commits to the following to guide our strategic planning community engagement.

Community engagement…
- Is based on the belief that those who are affected by a decision have a right to be involved in the decision-making process.
- Includes the promise that collective stakeholder contributions will influence the decision.
- Promotes sustainable decisions by recognizing and communicating the needs and interests of all participants, including decision makers.
- Seeks out and facilitates the involvement of those potentially affected by or interested in a decision.

- Seeks input from participants in designing how they participate.
- Provides participants with the information they need to participate in a meaningful way.
- Communicates to participants how their input affected the decision.

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Engagement Goal and Promise

Roseville Area Schools is committed to *collaborating* with key stakeholders on this strategic planning process, per the engagement goal and promise below.

	Collaborate
Stakeholder engagement goal	To collaborate with stakeholders in each aspect of the planning process, including developing options and deciding on the preferred direction.
Promise to our stakeholders	We will look to you for advice and innovation in formulating solutions, and incorporate your advice and recommendations into the decisions to the maximum extent possible.

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Key Stakeholders

<Key stakeholders are being identified and analyzed through an intensive, inclusive workshop in mid-April; a summary will be included in this Engagement Design.>

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Agenda Item: SS-3

Agenda Topic: Equity Alliance MN Update
Meeting Date: April 12, 2022
Contact Person: Director Mike Boguszewski

Background:

Representative to the Equity Alliance MN board Mike Boguszewski will share the current status and future outlook for the organization.

Recommendation:

_____   Action Required   XX   Informational – No Board Action Requested

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Agenda Topic: Process for Superintendent Evaluation
Meeting Date: April 12, 2022
Contact Person: Chair Curtis Johnson

Background:

The board will discuss the process for the superintendent's annual performance evaluation.

Recommendation:

_____   Action Required   <u>XX</u>   Informational – No Board Action Requested