

Agenda
School Board Work Study Session
April 11, 2023
7:00 PM

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| 1. Multilingual Program Report | 2 |
| 2. Review of Strategic Work Plan External Barriers | 59 |
| 3. Process for Superintendent Evaluation | 60 |



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 11, 2023
Contact Person: Lourdes Flores-Hanson

Background:

Lourdes Flores-Hanson, multilingual program coordinator, and multilingual program educators will provide information about district programming and resources for multilingual learners.

This agenda item will be presented in a flipped format, meaning all presentation materials should be reviewed prior to the meeting. Please review the attached slides. Staff will be present at the meeting for discussion and questions.

Recommendation:

Action Required Informational – No Board Action Requested

Roseville Area Schools Multilingual Programming

April 11, 2023

ROSEVILLE AREA SCHOOLS-Lourdes Flores-Hanson, Multilingual Program Administrator, ELD Lead Teachers: Carmen Sieleni (Elem.), Kelly Grucelski (RAMS), Kelsey Raymond (RAHS), DLI Elementary Coordinator: Teresa Chavez; DLI Middle School Teacher: Sivlia Vásquez, DLI Secondary Coordinator: Jeanne Whisler

"...And speaking of global competitiveness, if we are to prepare our students for a global market, let's **raise the bar** to provide better opportunities for our students in America to be Multilingual...Let's improve multilingual education to give our students opportunities to excel in global markets where multilingualism and cultural differences are embraced and valued."



Miguel Cardona, US Secretary of Education- Feb. 2023

RAS' Multilingual Programming Consists of:

- Cultural Liaisons
- English Language Development Program
- Dual Language Immersion Program (PreK-10)
- Connecting with families via FB Cultural Pages, DialogOne, Talking Points, Family Events, Community Gathering Events, Leadership groups
- Working alongside families and the community to support our linguistically gifted, multilingual students!



Cultural Liaisons



Cultural Liaisons

Our dedicated team of Cultural Liaisons provides support to our students, families and staff in a multitude of ways, in a culturally and linguistically responsive manner. They are ready to guide families, answer questions, provide student support and assist with making connections that impact students' success in school. We have liaisons for 7 languages/cultural groups:

African American

American Indian

Hmong

Karen

Nepali

Somali

Spanish



English
Language
Development
(ELD)
Program



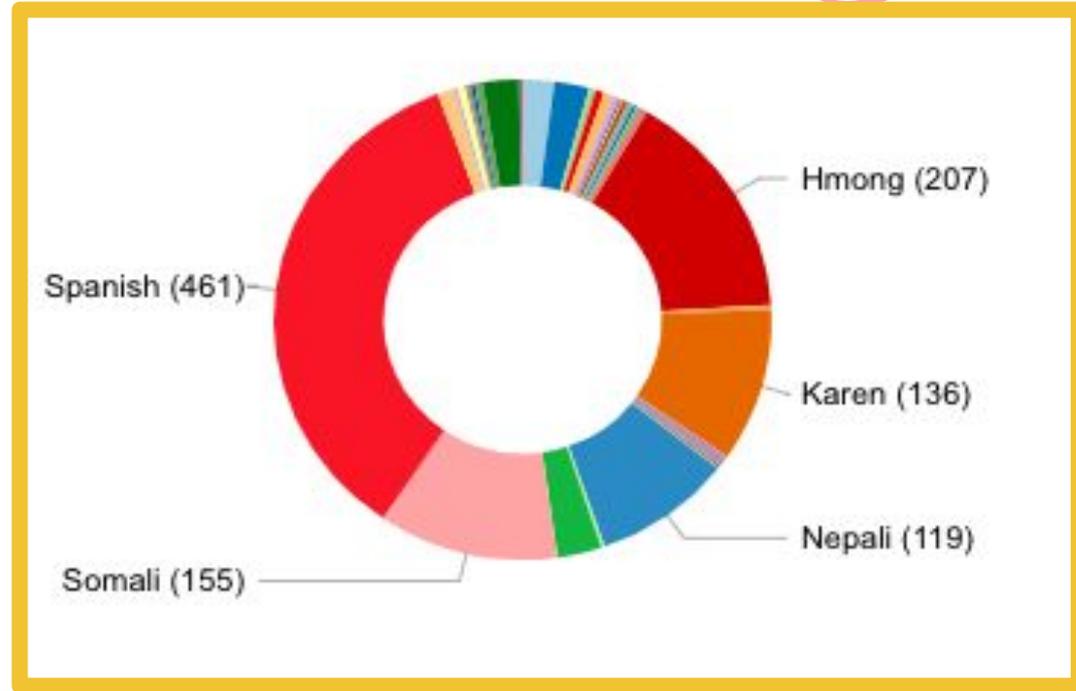


ELD Program Mission

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

K-12 English Language Development Student Overview

- 92 languages represented in our schools
- 789 students in grades K-6
- 347 students in grades 7-12



Roseville Area Schools is currently providing services to 1136 students!

English Language Development (ELD) Program

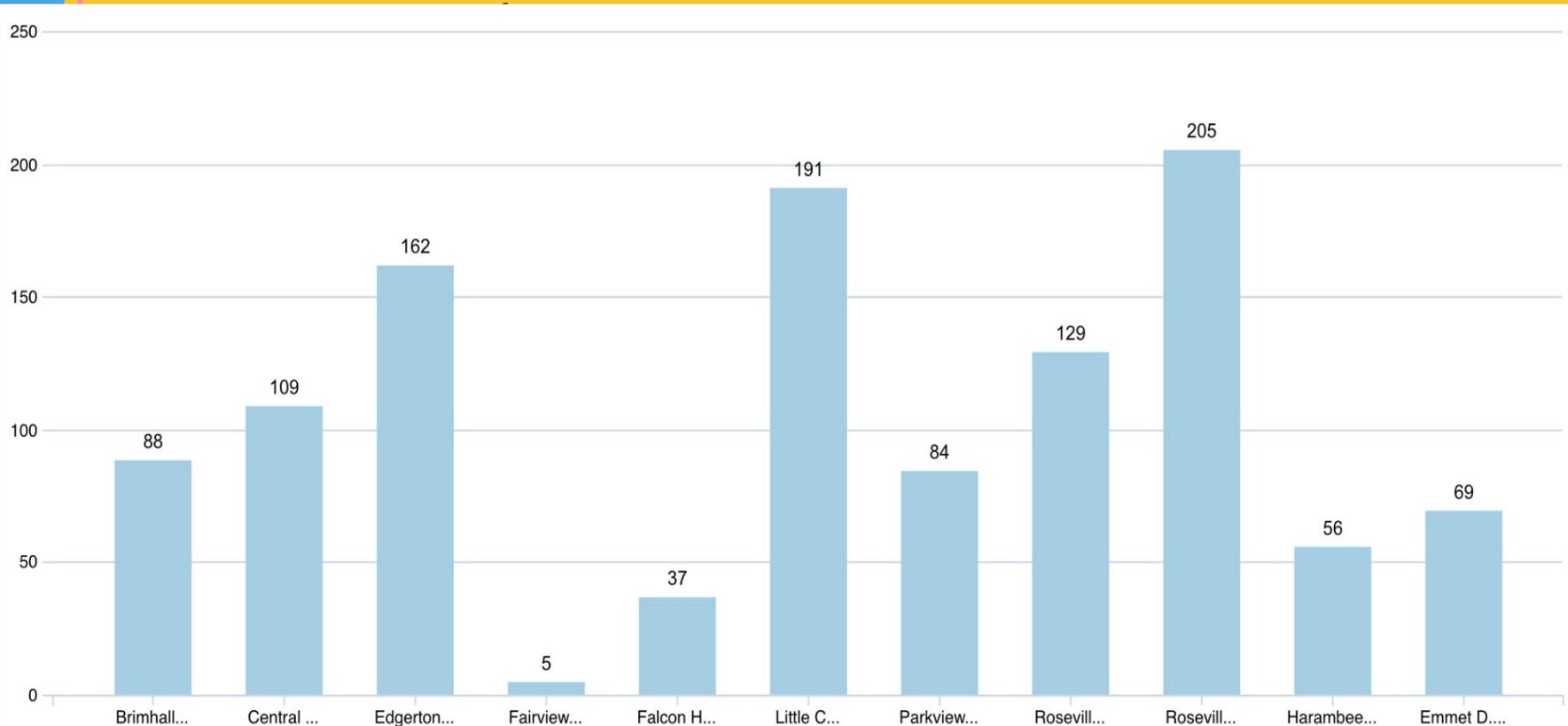
As of April 1, 2023

1136 students being served, grades K-12

- Brimhall 89
- Central Park 109
- Edgerton 162
- ED Williams 69
- Falcon Heights 37
- Harambee 56
- Little Canada 191
- Parkview 84
- RAMS 129
- FAHS 5
- RAHS 205



English Language Development (ELD) Program



The WIDA Levels of the ELD Students



Level 1 ~ Entering 21%

Level 2 ~ Emerging 25%

Level 3 ~ Developing 40%

Level 4 ~ Expanding 14%

The percentage of ELD students at each level across the district.

Elementary ELD



Elementary ELD Highlights

23 ELD teachers working in our elementary schools.

K-4 ELD teachers are participating in the district's LETRS Cohort

ELD teachers are incorporating LETRS learning into ELD Curriculum

ELD teachers providing instruction in a variety of formats.

ELD teachers support content curriculum

Multilingual students are developing leadership skills

Elementary ELD

Pull out ELD classes

- ELD teachers work with small groups of students based on language level



Push In/ Co-teaching Model

- ELD teachers work in mainstream classes and support multilingual students and content curriculum

Grade Level Collaborative Teams

- ELD teachers create curriculum that is accessible to all students

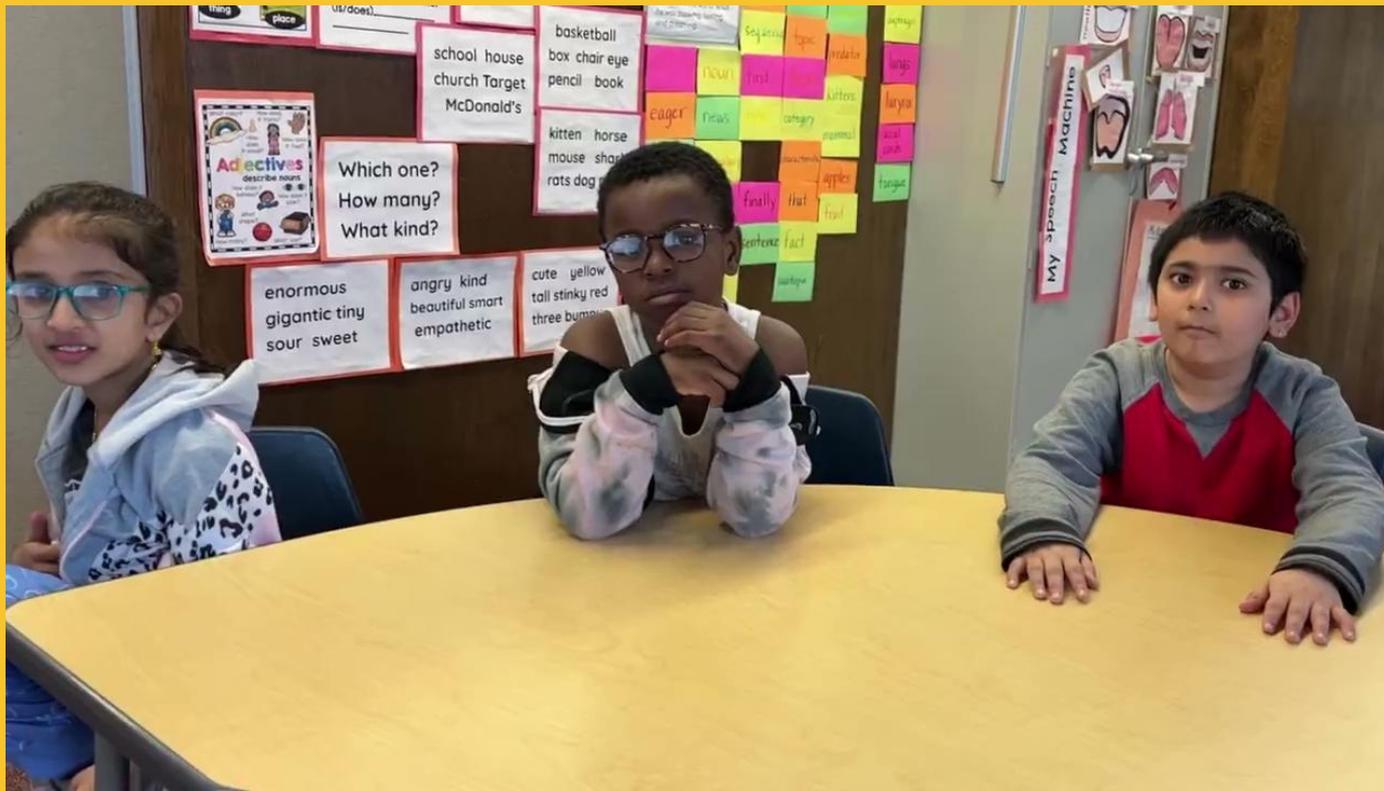


ELD and LETRS Collaboration

*ELD teachers are incorporating
phonics awareness activities into
ELD lessons*

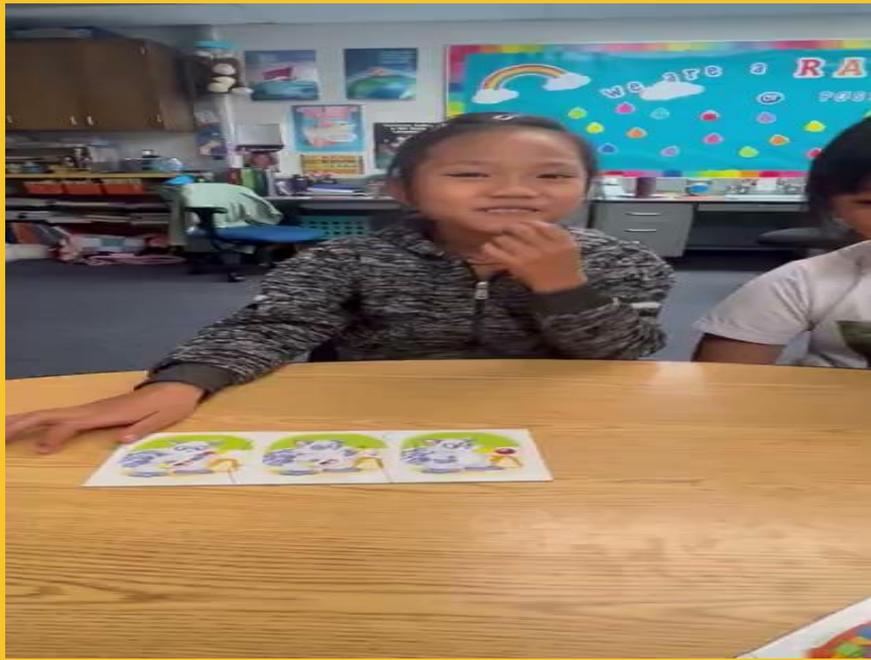


Daily phonemic Awareness activities



2nd Grade ELD Students @ Central Park
Practicing using synonyms in complete sentences.

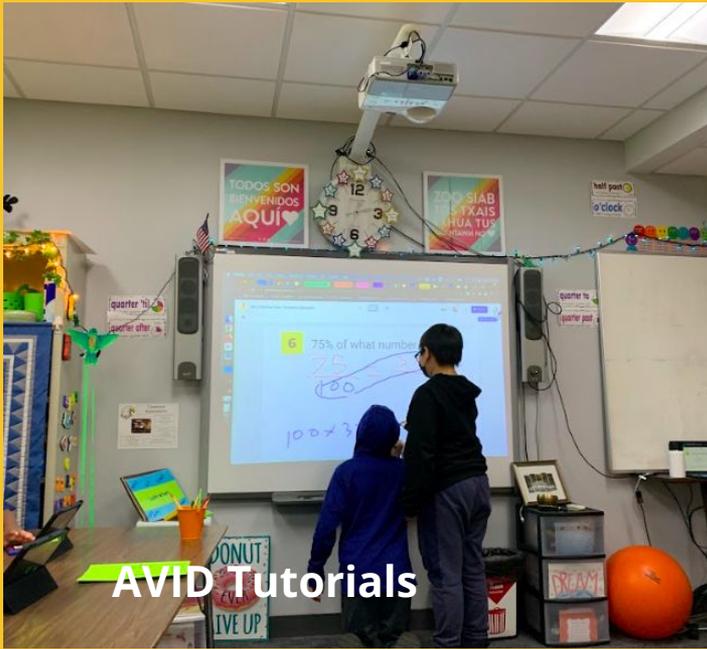




oral language Development

Practice using Sequence Words





AVID Tutorials



Leadership/Problem Solving Collaborations



Reading Buddies

Upper Elementary- Edgerton



Upper Elementary- Edgerton

Math and Science Interdisciplinary Lessons



2nd Grade ELD Small Group

An example of a call and response using students' home languages.

This helps create a welcoming classroom and places a value on home languages.



Meet the RAMS ELD Team !



Left to right: Debbie Wuerffel, Kelly Grucelski, Norah Kelly, Alonso Jaque-Pino, AJ Vang

RAMS ELD Courses

● Co-Taught Courses

- Science 7
- English Language Arts 7
- English Language Arts 8

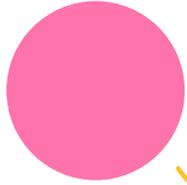
● English Language Development Courses

- ELD 7/8

● Sheltered Content Classes

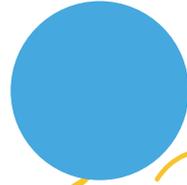
- Science 7/8
- Social Studies 7/8
- English Level 1
- English Level 2/3
- Pre-Algebra 7
- Algebra 8

New Opportunities at RAMS



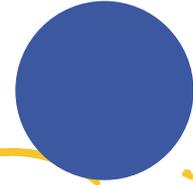
Increasing Overall Enrollment of ELD Students

From September 2022 to April 2023, 18 students have enrolled at RAMS who qualify for ELD service



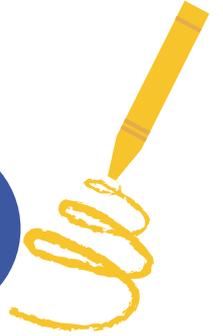
Increasing numbers of Level 1 and 2 Students

Of the 18 students who have enrolled during the 22-23 School Year, 10 students are Level 1 or 2



Increased collaboration between ELD and DLI

Of the 18 students who have enrolled at RAMS during the 22-23 school year, 7 are Spanish Speaking and 5 of them have joined our DLI program at RAMS



AVID in RAMS Sheltered Content and ELD Classes

Endangered Species: Red panda

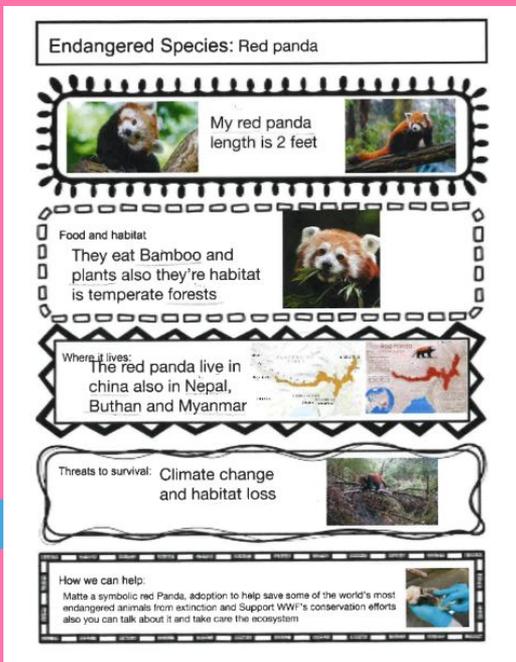
My red panda length is 2 feet

Food and habitat
They eat Bamboo and plants also they're habitat is temperate forests

Where it lives:
The red panda live in china also in Nepal, Buthan and Myanmar

Threats to survival: Climate change and habitat loss

How we can help:
Matte a symbolic red Panda, adaption to help save some of the world's most endangered animals from extinction and Support WWF's conservation efforts also you can talk about it and take care the ecosystem



Students create **One-Pagers** about an endangered species of their choice

I Spent My Life Assimilating, but My Father's Recipe Reminds Me of Who I Am (Part 3)

Yia Vang reflects on how he ran away from his Hmong identity as a kid and what he learned when he returned to it as a chef.

BY YIA VANG, AS TOLD TO ELYSE INAMINE

June 14, 2021

The other day someone asked me if I could make my Hmong sausage vegan. I was on Instagram Live. A friend of mine hosts a little show and asked me to come on it and talk about Hmong food. A bunch of questions came through and one was from a young lady who said she loved Hmong sausage and asked if there was any way I could make it vegan. In that moment I realized I had two decisions. I could be like, "Yeah, we can totally do that!" Or I could say no because I have a reason behind that no.

I have nothing against veganism, but what I learned in America is that the majority-white culture can be like, "Be yourself, but be yourself in a way that makes me feel comfortable." That's how I felt my whole life. In college I don't think my friends meant it in a bad way, but they would tell me they didn't see me as Hmong. But if I had acted traditionally Hmong, I wouldn't have been there. They couldn't see that I changed to meet them in the middle, and that's why we were friends.

The beauty of Hmong sausage is all about the technique. The ratio of pork belly to shoulder, the coarse grind. When you grill it you have to do it over low heat. The fat slowly melts and flavors the meat along with all the aromatics. They just sit

Students **Mark the Text** in an article about Hmong-American chef Yia Vang



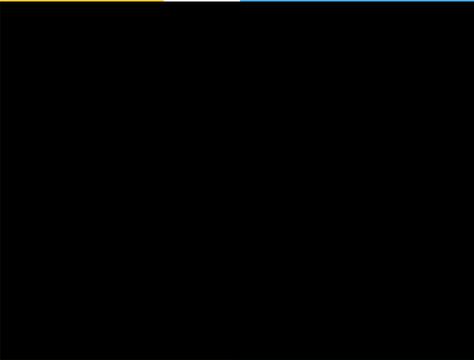
Students respond to Level 2 and 3 **Costa's Questions** in a **digital interactive notebook** after listening to a podcast called *Mars Patel*



Professional Development at RAMS

University of Minnesota TRANSLATE Project

Kelly Grucelski shared the results of RAMS ELD teachers' collaboration with UM Researchers at the Minnesota English Learners Education Conference November 2022



WIDA Literacy Research Project

Alonso Jaque-Pino began collaboration on a research project with WIDA focusing on the science of reading for secondary English Language Learners.

Meet some
of our ELD
students at
RAMS



Kashif:

- 7th grade at RAMS
- Arrived in the U.S. in Spring 2022 after evacuation from Afghanistan
- Has 4 ELD Sheltered Content Classes per day (English, Math, Science, Social Studies)
- Speaks Dari, Pashto, Hindi, Arabic and English
- Enjoys soccer and meeting new people



Heidi

- 8th grade
- Family is from El Salvador
- Has courses in Dual Language Immersion Program, ELD program and Math Academy
- Speaks Spanish and English
- Enjoys helping others and being a big sister

Elbohtiri

- 8th grade
- Family is from Egypt and Sudan
- Has sheltered ELD courses in Science, Social Studies, English and Algebra
- Speaks Arabic and English
- Loves soccer and staying after school with teachers



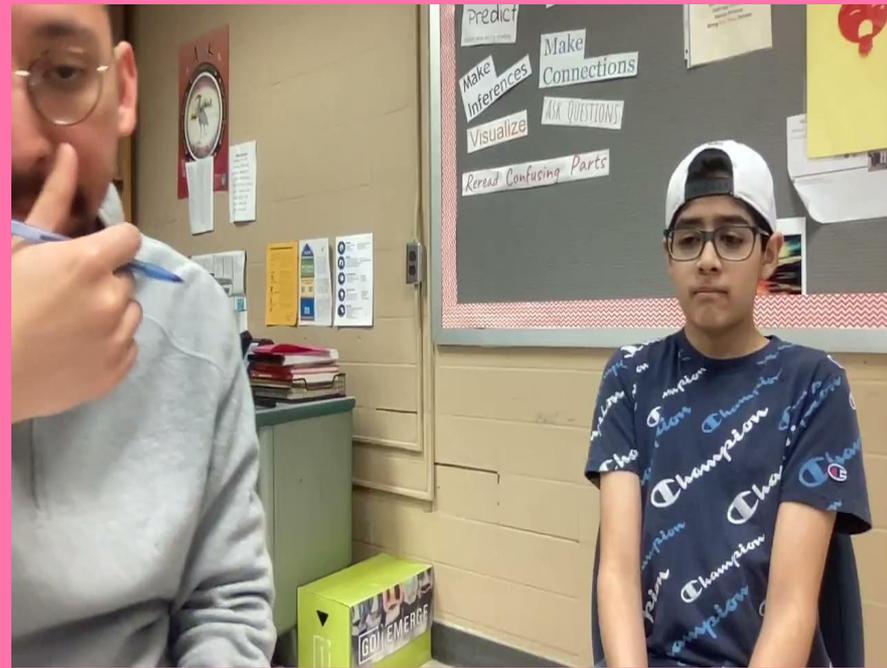
Pranesh

- 8th grade
- Family is from Nepal and Bhutan
- Has ELD elective course and ELD Sheltered Social Studies, English and Algebra
- Speaks Nepali and English
- Loves helping his family and hanging out with friends.



Juan

- 7th grade
- Family is from Mexico
- DLI and ELD courses (Sheltered English and Sheltered pre-Algebra)
- Speaks Spanish and English
- Loves playing video games and fixing things



Isaac

- 8th grade
- Family is from Mexico
- AVID, DLI and ELD courses (Sheltered English and Sheltered Algebra)
- Speaks Spanish and English
- Loves soccer and his friends in the DLI program



Meet the RAHS ELD team!



Left to right: Roger Kerbage, Sidney Cutter, Laura Sakirgil, Kelsey Raymond, Agustina Borre, Jaia Lee; not pictured: Jake Stimmel, ELD Para)

RAHS ELD Highlights:

Robust Programming & Supports

- Level 1 Programming
- ELD classes
- Sheltered Content Classes
- Co-taught classes
- ELM Coaching



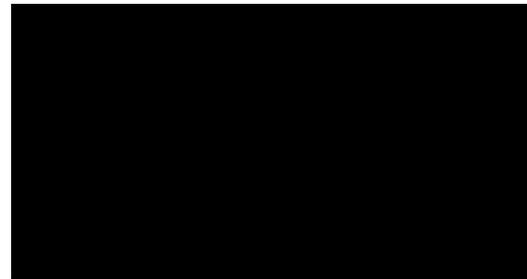
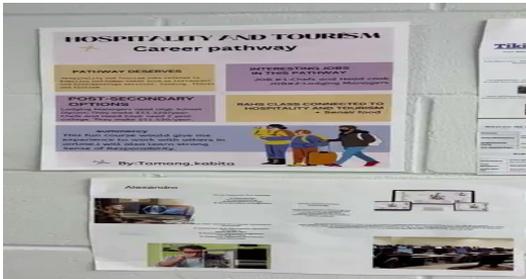
Hear from some of ELD students in co-taught classes!

RAHS ELD Highlights:

Robust Programming & Supports

College & Career Readiness Focus

- Every student in an ELD class identified and researched a RAHS career pathway of interest & explored the classes & activities offered related to that pathway
- Students in Career Seminar EL prepare for post-secondary life (& last year were awarded over \$56,000 in college scholarships!)
- We received a grant from RACF that will allow us to take every student in an ELD class on a college campus or a career training facility field trip



Hear from a
student in
Career
Seminar EL!

RAHS ELD Highlights:

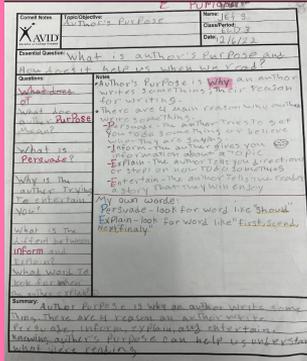
Robust Programming & Supports

● RAHS ELD Summer Program

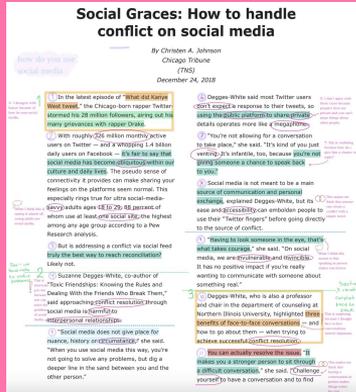
- Every year, approx. 70 students elect to participate in ELD summer program where they explore college and career readiness, volunteer in the community, and develop English language skills.
- We have a great partnership with Century College that provides students access to:
 - College professors
 - Panels of current Century students (& former RAHS grads)
 - A college advisor
 - Hands on opportunities to explore century programs
 - A campus tour
 - On-campus activities

See students in our ELD
summer program 2022 in
action!

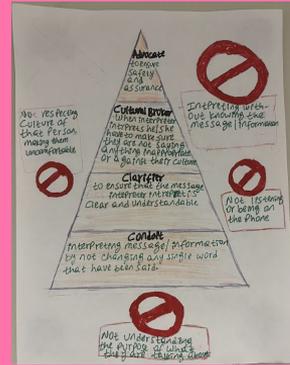
AVID WIGOR in RAHS ELD Classes!



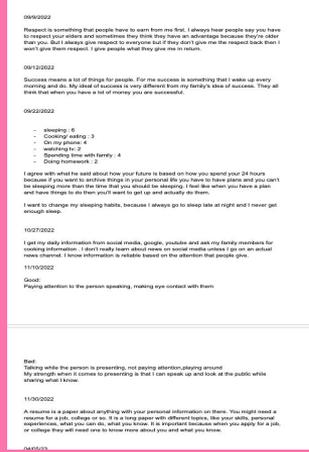
Students take **focused notes** on Author's Purpose so they apply this knowledge to better understand any text we read



Students **mark the text** to prepare for a **Socratic Seminar** about how we can use social media to effectively communicate



Students create **1-pagers** to explain Interpreter roles & boundaries



Students regularly use **Quick-Writes** to activate prior knowledge and/or apply and reflect on new learning



Dual Language
Spanish Immersion
(DLI) Program



Currently offered in grades PreK
(bilingual class), K-10

Dual Language Immersion

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).





Elementary DLI Demographics

400 students currently enrolled in K-6 DLI

- 205 Spanish Home Language (SHL)
- 195 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)

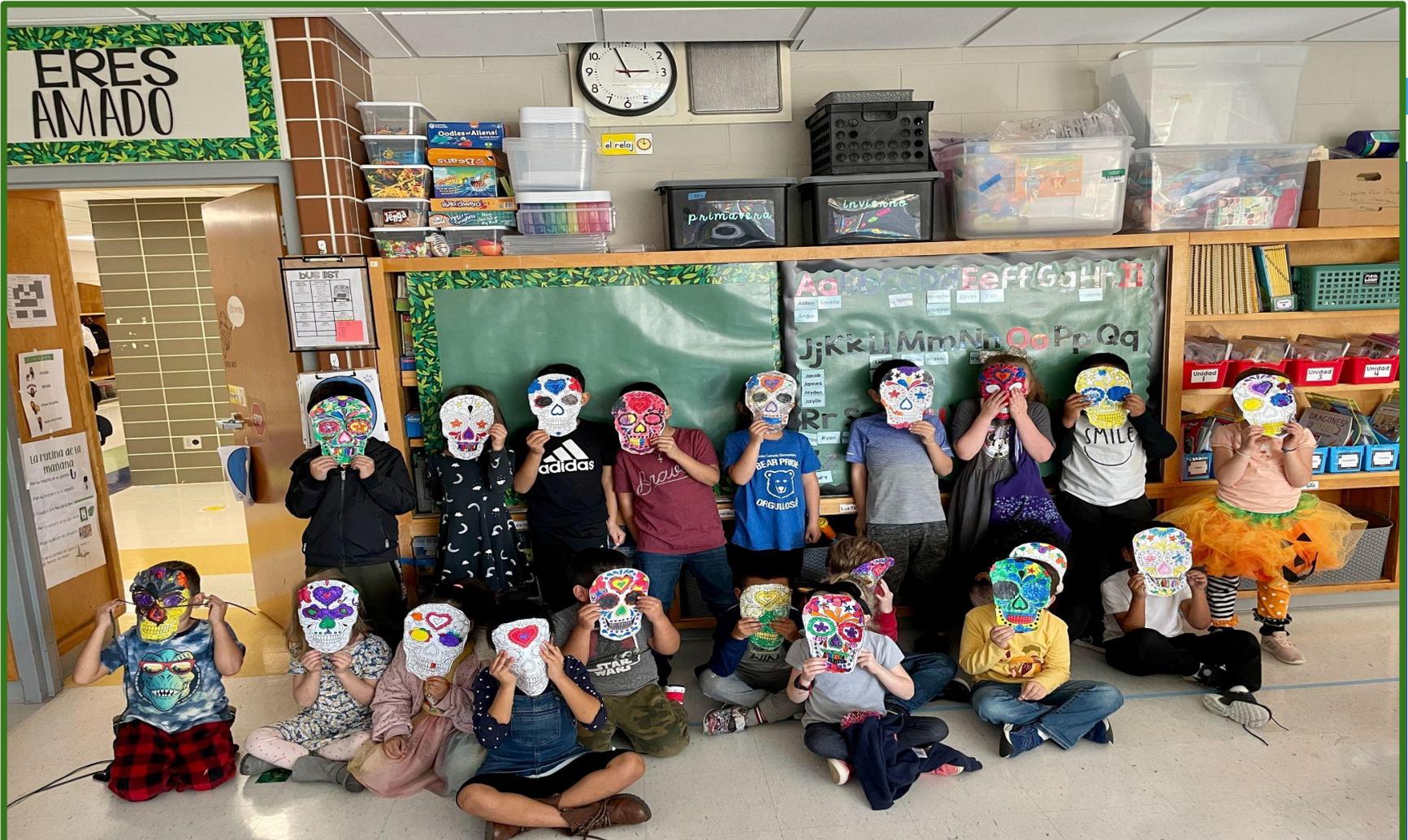




Elementary DLI Updates



- Requested two Amity International Interns for 2023-2024
- will begin translanguaging and bridging work with a new language allocation plan
- will be implementing new literacy curriculum (Spanish Language Arts and English Language Arts) in DLI.



DLI at RAMS

Content areas:

- Spanish Language Arts
- Social Studies in Spanish
- Science in Spanish

Enrollment:

7th grade: 49 students

8th grade: 46 students

Program Additions:

9 EL new-to-country students have joined the DLI program. We have new students from Cuba, Venezuela, El Salvador, Ecuador, and Mexico.



Social Studies in Spanish



7th Grade SLA Student Essays



Science 7 & 8 in Spanish



Exploring Newton's Laws



Worm Dissection

DLI at RAHS

Content areas:

9th: DLI 9 (Currently being taught as DLI 9/10)

10th: DLI 10 (Currently being taught as DLI 9/10)

11th: AP Spanish Language and Culture

Course Additions

In the fall of 2024, we plan to expand the DLI program to include a Spanish-language course in an additional content area at each grade level (i.e. Social Studies or Science).

Enrollment:

9th Grade: 27 students

10th Grade: 42 students



Dual Language Immersion 9 & 10



Class Creative Writing Brainstorm



Student Literature Circles

DLI Family Nights



Helpful Resources

["Leveraging students' home languages through translation" MinneTESOL journal submission](#)

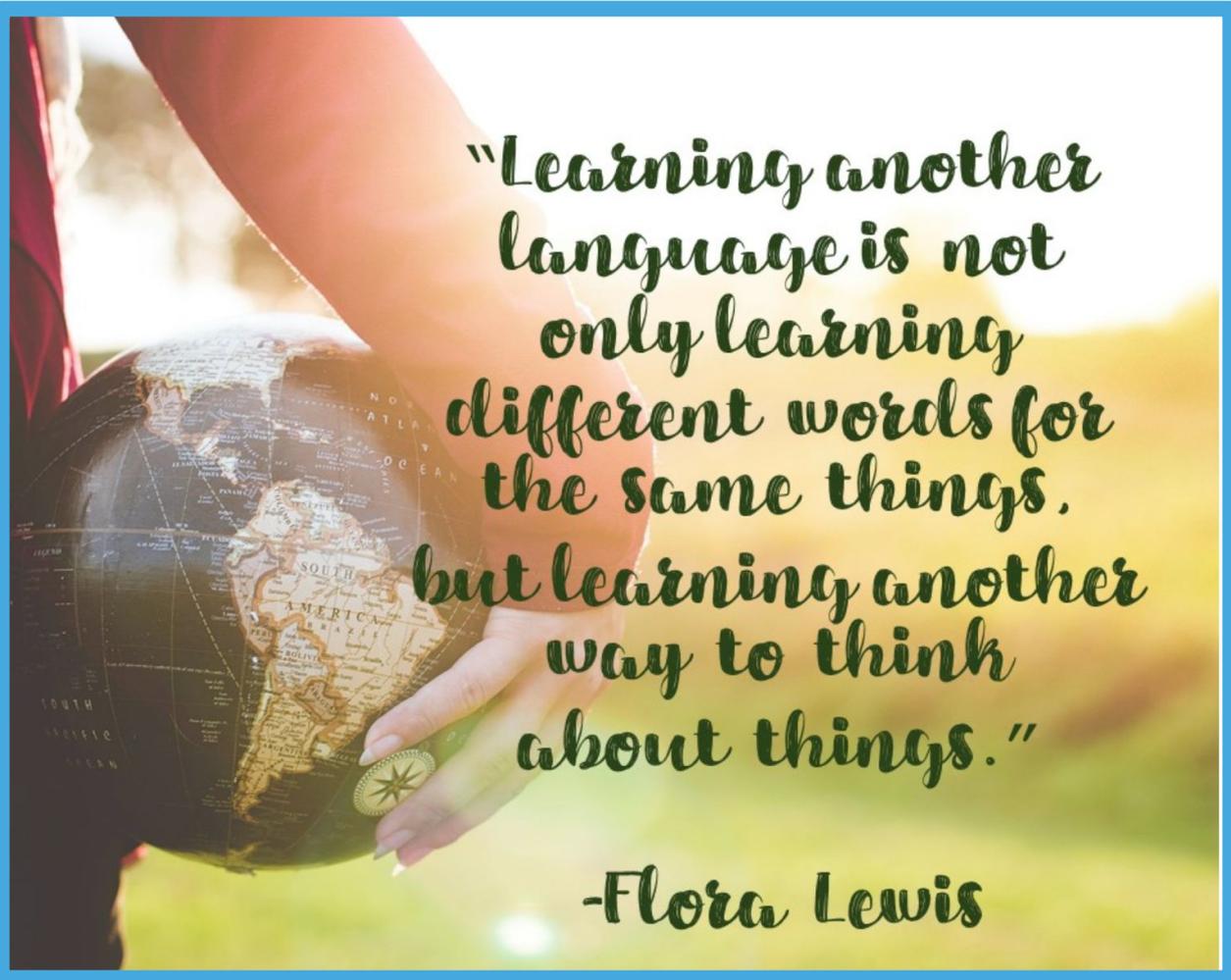
[US Secretary of Education Miguel Cardona Raises The Bar For US Bilingualism](#)

[WIDA Language Framework and Other Resources](#)

[English Learner Education from MDE](#)

[MinneTESOL](#)

¡On behalf of our students, staff and families, muchas gracias por todo su apoyo!



"Learning another language is not only learning different words for the same things, but learning another way to think about things."

-Flora Lewis



Roseville Area Schools

Quality Teaching & Learning for All...Equity in All We Do

Agenda Item: SS-2

Agenda Topic: Review of Strategic Work Plan External Barriers
Meeting Date: April 11, 2023
Contact Person: Director Kitty Gogins

Background:

Director Gogins will lead a discussion with school board and Cabinet members focused on the external barriers portion of the strategic work plan.

Recommendation:

Action Required

Informational – No Board Action Requested



Roseville Area Schools

Quality Teaching & Learning for All...Equity in All We Do

Agenda Item: SS-3

Agenda Topic: Process for Superintendent Evaluation
Meeting Date: April 11, 2023
Contact Person: Chair Curtis Johnson

Background:

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

Recommendation:

_____ Action Required XX Informational – No Board Action Requested