



# 2021-22 RSI Family Program Update





# Temario

## Agenda

RAS 281: DLI Pathway Plan & Program Goals	15 min	RAS 281: Metas del programa y el plan DLI
Why is RSI making this instructional change?	15 min	¿Por qué RSI está realizando este cambio de instrucción?
What is Biliteracy?	10 min	¿Qué es la instrucción de bialfabetización?
Questions	20 min	Preguntas Abiertas y Preocupaciones

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# RAS Public Meeting Opening Statement

Thank you for joining us. We are about to engage in an important conversation. Before we begin, I want each of you to know that your words will be valued in this space. This gathering is designed to allow attendees an equal opportunity to provide feedback. While some might not agree with all of the perspectives shared during this meeting, all voices will be honored and respected.

This is a place that values the differences in others' stories and ideas. There are multiple avenues to share ideas and feedback and this meeting is one of those ways.

Thank you for spending time with us on behalf of Robbinsdale students, staff and families.

# Regarding Tonight's Meeting

- This meeting is being recorded. This slide show and recording will be available on our website by Monday.
- This is a concurrent meeting, with parents in person and online.
- We will take questions after the presentation, around 6:40, both in person and from the chat.
- If we can't get to your question, we will do a Q&A and post it in Sunday night's newsletter.

# Mission and Vision

The **mission** of Robbinsdale Area Schools is  
to **inspire** and educate **all learners**  
to develop their unique potential and  
positively contribute to their community.

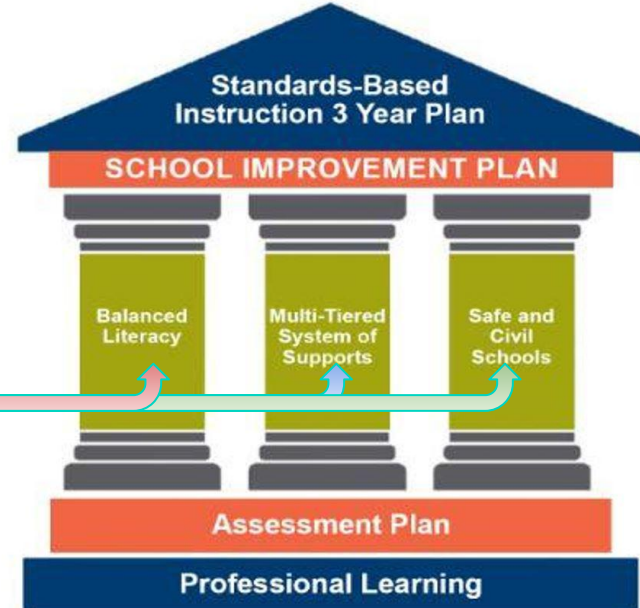
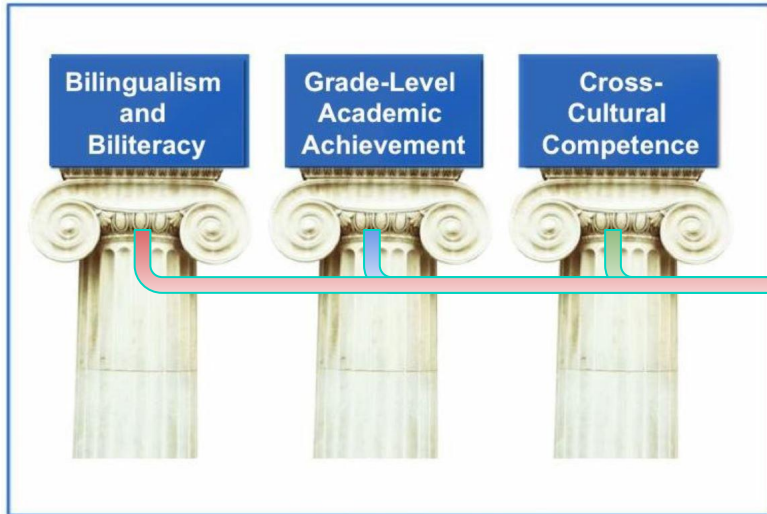
# Misión del Programa K-12

## *Program Mission K-12*

The K-12 Spanish Dual Language Pathways strive for all learners to have an opportunity to become bilingual, culturally-competent, and biliterate in Spanish and English, to achieve proficiency in all academic subjects by meeting or exceeding state academic standards, and to be well-prepared to live and thrive in a multilingual and multicultural society.



### Pillars of Dual Language Education



# Alineación con Visión Unificada del Distrito

## *Alignment to Unified District Vision*

<p>Objetivo 1 <b><i>Implement policies and practices that open pathways to academic excellence for all students</i></b></p>	<p>Objetivo 2 <b><i>Utilize culturally responsive teaching and personalized learning for all students</i></b></p>	<p>Objetivo 3 <b><i>Engage family and community members as partners</i></b></p>	<p>Objetivo 4 <b><i>Engage and empower students by amplifying student voice</i></b></p>
<p>Create equitable access and choice in academic programs to better serve the needs of our students of color and eliminate the opportunity gap.</p> <p>Implement the dual language program with fidelity to support development of both English and Spanish languages, accelerating rates of EL students' progress towards proficiency.</p> <p>Implement balanced literacy through the lens of Dual Language to provide greater opportunities for academic support through native language literacy for our Spanish-dominant emergent bilingual students.</p> <p>Increase the number of students receiving the Minnesota Bilingual Proficiency Certificates and Seals.</p>	<p>Provide core instruction in Spanish, culturally responsive teaching and best practices in second language acquisition to support the needs of our Spanish-dominant emergent bilingual students.</p> <p>Hire culturally and linguistically competent staff to provide rigorous and relevant instruction to students in the Dual Language program.</p>	<p>Increase dual language offerings in the district to meet current and future community demand for language education programs.</p> <p>Increase participation of non-Spanish speaking families in world language programs</p> <p>Improve engagement and participation of latino families in the school and district communities in order to provide greater support and meet their needs</p>	<p>Affirm and empower Latino/Hispanic racial, cultural and linguistic identity of our students and community.</p> <p>Promote key 21 century skills such as global awareness and multilingualism among students that are key for them to be competitive in a global economy.</p>

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# DLI: Realización de Visión de RAS

## *DLI: Realizing the Vision of RAS*

A desire for a more robust K-12 Spanish Dual Language Pathway has grown out of the following needs:

- **Decrease the racial and economic achievement gap** of the growing number of Spanish-dominant emergent bilinguals in the district
- Implement a **research-based, culturally and linguistically responsive** academic program:
  - Support **Native Language and Literacy Development** as a means to ensure [English Learners](#) achieve language proficiency in math and English per the Every Student Succeeds Act (ESSA).
  - Emphasize **multilingualism** as an asset per the [Minnesota Learning English for Academic Proficiency and Success \(LEAPS\) Act](#).
- **Retain** students in the district and offer school **enrollment choices**.

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# Tipos de Programas

## *Program Types*

<b>Developmental Bilingual</b>	<b>One-Way</b>	<b>Two-Way (Original Goal) One-Way (Current)</b>	<b>Heritage Language</b>
Enroll primarily speakers of partner language to provide native language literacy development and transition to English	Second language enrichment. Goal for students to become biliterate in a second language.	50 - 50 mix of students from each language group.	Development or maintenance of language.  Primarily taught through Language Arts
<b>Target:</b> EL's with same L1	<b>Target:</b> English Speaking students	<b>Target:</b> Native English and EL's with same L1	<b>Target:</b> Students with Spanish speaking background
<b>Not in RAS</b>	<b>RSI</b>	<b>NPE</b>	<b>RMS, CHS</b>

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# Is RSI moving away from Immersion?

- Immersion and Dual Language Instruction is the same thing.
- Dual Language refers to any program that provides instruction to ALL students via two program languages.
- One Way and Two Way is defined by the students in the seats NOT what is done instructionally or programmatically.
- Student Demographics have shifted quickly in the last few years Pre-COVID and trends continue this year.

# Lenguaje Dual en RAS: Objetivos

## Dual Language in RAS: Goals

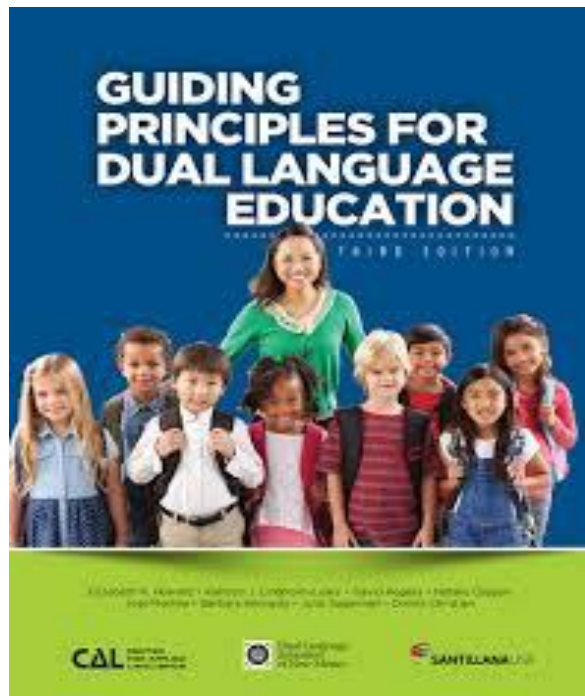
1. Align program structure, instruction, curriculum and assessment to research-based best practices
2. Improve and increase rigor for all students
3. Eliminate opportunity gap for students of color
4. Eliminate barriers to access and academic success for all students
5. Build capacity of leaders and staff to implement DLI best practices
6. Increase family engagement and understanding of goals of DLI

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# Prácticas Eficaces a Base de Investigación

*Research-Based Effective Practices*

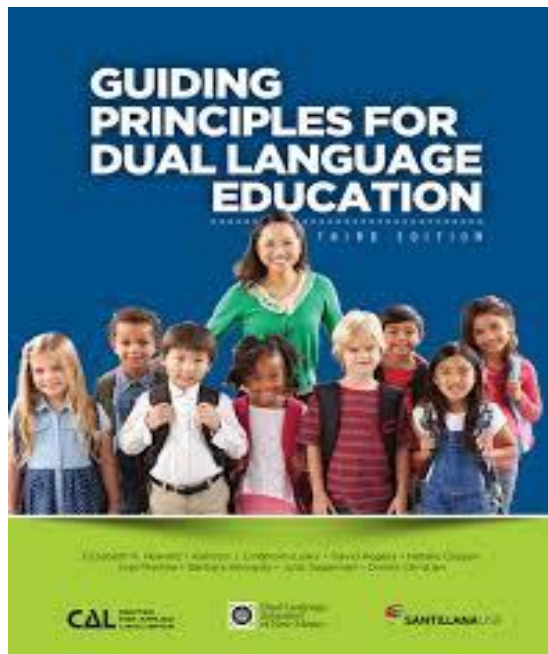


1	<b>Program Structure</b>
2	<b>Curriculum</b>
3	<b>Instruction</b>
4	<b>Assessment and Accountability</b>
5	<b>Staff Quality and Professional Development</b>
6	<b>Family and Community</b>
7	<b>Support and Resources</b>

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# Principios Rectores para la Educación de Lenguaje Dual

## Guiding Principles for Dual Language Education



- Review of Relevant Current Research and Best Practices
- Alignment Rubrics to Effective and Exemplary Practice

### Principle 1

- 1** All aspects of the program work together to achieve the three core goals of dual language education: grade-level academic achievement, bilingualism and biliteracy, and sociocultural competence.

### Key Point A

The program design is aligned with program mission and goals.

Minimal alignment	Partial alignment	Full alignment	Exemplary practice
It is not clear that the program design is aligned with the mission (e.g., through length of program, language allocation, language of initial literacy instruction, recruitment of students) or will enable students to attain the goals of the program.	The program design is somewhat aligned with the mission (e.g., through length of program, language allocation, language of initial literacy instruction, recruitment of students) and will enable students to attain some but not all goals of the program.	The program design is fully aligned with the program mission (e.g., through length of program, language allocation, language of initial literacy instruction, recruitment of students) and will enable students to attain all program goals.	The program design is fully aligned with the program mission (e.g., through length of program, language allocation, language of initial literacy instruction, recruitment of students) and will enable students to attain all program goals. The mission and goals are supported by district leadership and community members in addition to program personnel, and there are systems in place to ensure that alignment continues as the program mission or goals evolve.

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# Exemplary DLI Program

- Tackles the issue of allocation of time and resources
- Provides a structure for planning the strategic use of Spanish and English.
- Includes activities and strategies that reflect the distinct linguistic and cultural rules of Spanish and English.

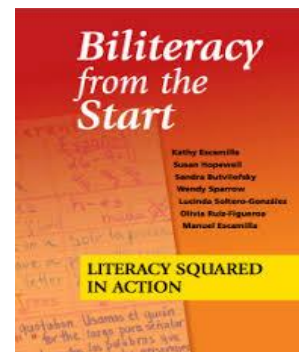
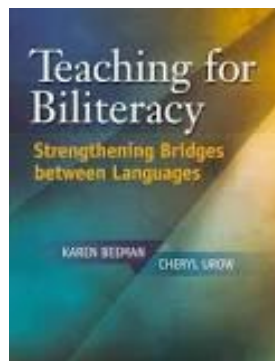
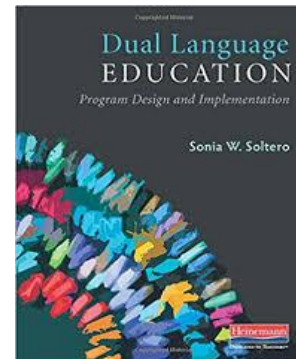
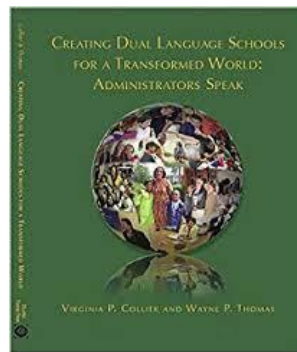
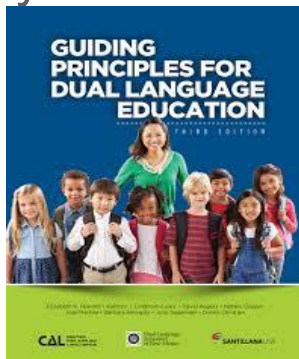
# Exemplary DLI Program

- Includes Strategies for transferring skills and understanding between languages.
- Integrates instruction in literacy skills with meaningful content.



# Recursos Principales

## Primary Resources



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# Why did parents not get communication sooner?

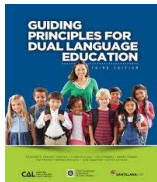


# Cronología de Implementación: Primaria

## Implementation Timeline: Primaria

2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<b>District</b> - Developed initial DLI Pathway recommendation  Board Approval of Initial Plan 12-17-18  Initial Revision of Plan with Board Feedback 1/19	<b>RSI (Winter)</b> Evaluation of program quality in reference to DL Guiding Principles  Articulation of 80:20 Language and Content Allocation Plan  <b>NPE (Yearlong)</b> - Articulation of K Unit plans - Planning for gr 1 implementation  <b>District</b> - Revised / Drafted enrollment procedures for DLI (Winter)  - Outlining process for centralizes language proficiency assessments (Winter)  ' Drafted initial DLI Assessment Plan (Summer)	<b>RSI / NPE</b> Professional learning Teaching for Biliteracy - foundational principles and curriculum mapping from Center for Teaching for Biliteracy  <u>Professional learning to build capacity around current practices in DLI (La Cosecha Conference)</u> - Elementary Admin - Teacher leaders  Pilot Spanish Proficiency Assessments 1,3,5  Revision of DLI Assessment Plan  <b>NPE</b> - Planning for gr 2 implementation	<b>RSI</b> - Implementation of full 80:20 program model @ RSI - LETRS training  <b>NPE</b> Planning for gr 3 implementation  <b>RSI / NPE</b> Implement Spanish proficiency assessments g 1,3,5  GLAD Training for DLI Staff  Professional learning to build capacity around current practices in DLI (La Cosecha Conference) - Elementary APs - Teacher leaders	<b>District</b> Implement program review cycle on 3 year interval  <b>NPE</b> - Planning for gr 4 implementation

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# Alineación de Propuestas: Primaria

## *Proposal Alignment: Elementary*

1. Program Structure	2. Curriculum
<p><b><u>Creation of Language / Content Allocation Plan (RSI)</u></b></p> <ul style="list-style-type: none"> <li>- Comprehensive plan for program articulation across grade levels (1E)</li> <li>- Instruction in one language consistently supports and extends instruction in the other (1F)</li> <li>- Well articulates PK-12 Pathway providing sustained instructional opportunities in English and Spanish (4B)</li> </ul> <p><b><u>Build Capacity of Site and District Leaders (RSI / NPE)</u></b></p> <ul style="list-style-type: none"> <li>- Knowledgeable administrative leaders and strong leadership team s (3A)</li> </ul> <p><b><u>Creation of Program Review Cycle (RSI / NPE)</u></b></p> <ul style="list-style-type: none"> <li>- Program engages in regular self reflection and internal review every 1-3 years (4A)</li> </ul>	<p><b><u>Creation of Biliteracy Curriculum Framework (RSI / NPE)</u></b></p> <ul style="list-style-type: none"> <li>- Plan for curriculum development appropriate for DLI programs (1A)</li> <li>- Curriculum based on principles derived from research on bilingual learners</li> <li>- Scope and sequence for literacy and language development in both languages based on standards (MN, WIDA, ACTFL)</li> <li>- Standards based language arts instruction in provided in two languages of instruction (2C)</li> </ul>

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# Why Now?

1. Academic growth and performance has stagnated and trended downward
2. Increased SEL needs of students and school dependent learners
3. As a new leadership team, we needed to conduct a review of program systems and practices.

# Cambio Demográfico: RSI

*Demographic Change: RSI*

## ETHNICITY

	2010	2015	2019
White	78%	68.9%	56.3%
Hispanic	9.7%	14.0%	20.5%
Black	7.4%	12.5%	15.4%

## NOTE

- Hispanic and African American population **doubled**
- Spanish Home Language Increase 10x

## LANGUAGE

	2010	2015	2019	2020
English	98.3%	93.8%	81.9%	83.2%
Spanish	1.3%	5.0%	12.1%	14.7%
EL	0	21 All Spanish	60 55 Spanish	72 68 Spanish









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# Rendimiento Académico

## Academic Performance

### ELEMENTARY - RSI

#### MCA Reading

	2014	2015	2016	2017	2018	Prelim 2019	
Spanish Immersion	59.3%	69.8%	66.7%	56.4%	49.0%	62.0%	
Asian	0.0%	33.3%	66.7%	100.0%	33.3%	100.0%	
Black/African Am	25.0%	50.0%	57.1%	0.0%	45.5%	50.0%	
Hispanic/Latino	42.9%	43.8%	57.1%	44.4%	21.4%	38.5%	
Two or more races	30.0%	80.0%	50.0%	53.8%	37.5%	45.5%	
White	68.8%	75.3%	70.5%	62.2%	57.4%	67.9%	
English Speaker	59.8%	69.8%	66.7%	56.9%	49.5%	63.5%	
English Learner	0.0%	0.0%	66.7%	0.0%	0.0%	25.0%	

- Greatest Gap among Latino (29.4%) and ELs (42.9%) (*majority Spanish-speaking*)

(At end of gr 8 students should have sufficient proficiency to pass AP Language and Culture Exam)

See Ohio State Lang. Proficiency Targets

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### HIGH 2015-2019

#### AP Spanish Language\*

- Passing: 94% (*After 2 year sequence*)

#### AP Spanish Literature

- Passing: *87%* (*After 2 year sequence*)

#### IB Spanish HL (Gr 12)

- Avg Score 5.12 / Avg 10 exams x year

#### IB Spanish SL (Gr 11)

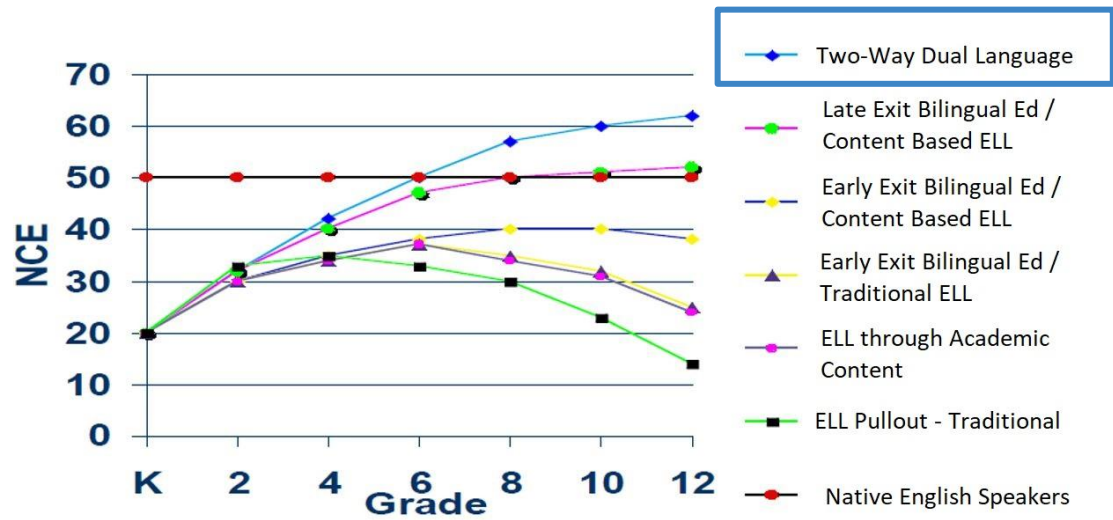
- Avg Score 5.45 / Avg 12 exams x year

# Por Qué Lenguaje Dual en RAS

## Why Dual Language in RAS

*Term K-12 Achievement on Standardized Tests in English Reading Compared Across Seven Program Models, Thomas \* & Collier, 2000)*

*1: English Learners Long Term K-12 Achievement on Standardized Tests in English Reading Compared Across Seven Program Models (Thomas \* & Collier, 2000)*



### Key findings:

- Portland Public Schools (PPS) students randomly assigned to dual-language immersion programs outperformed their peers on state reading tests by 13 percent of a standard deviation in grade 5 and by 22 percent of a standard deviation in grade 8.
- Immersion-assigned students did not show statistically significant benefits or deficits in terms of mathematics or science performance.
- There were no clear differences in the effects of dual-language immersion by students' native language.
- English learners assigned to dual-language immersion were more likely than their peers to be classified as English proficient by grade 6. This effect was mostly attributed to English learner students whose native language matched the classroom partner language.

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Portland Public Schools 2014





“RSI enlazado en una tradición de excelencia y construyendo puentes al futuro.”



# RSI 3 Year Plan

## Unified District Vision: *High Intellectual Performance Through Equity*

### Four Key Goals of the UDV

1. Implement policies and practices that open pathways to academic excellence for all students.
2. Utilize culturally responsive teaching and personalized learning for all students.
3. Engage family and community members as partners
4. Engage and Empower students by amplifying student voice.

### RSI Mission Statement

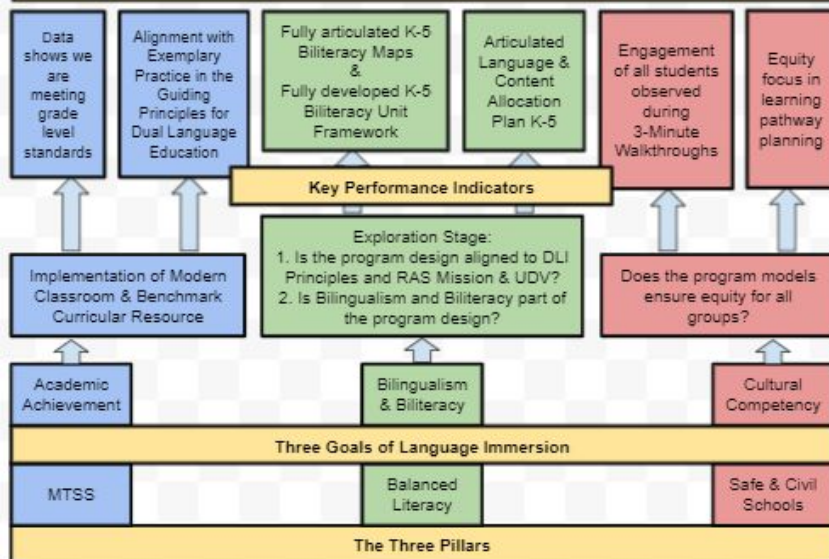
We are a community that promotes a passion for Spanish language and Hispanic cultures. Our mission is to inspire students to achieve academic excellence while becoming respectful and responsible citizens of our ever-changing global community.

### RSI Vision

RSI will become a Dual Language Immersion Program grounded in the goals of biliteracy & bilingualism, high academic performance, and social cultural competence in alignment with RAS Mission and UDV Goals.

### Four Focus Areas for 2020-2021

1. Implementing Modern Classroom
2. Building trusting relationships with staff as a Co-Principal Team
2. Implementing a Building Leadership Team
4. Leadership development to effectively lead DLI Program

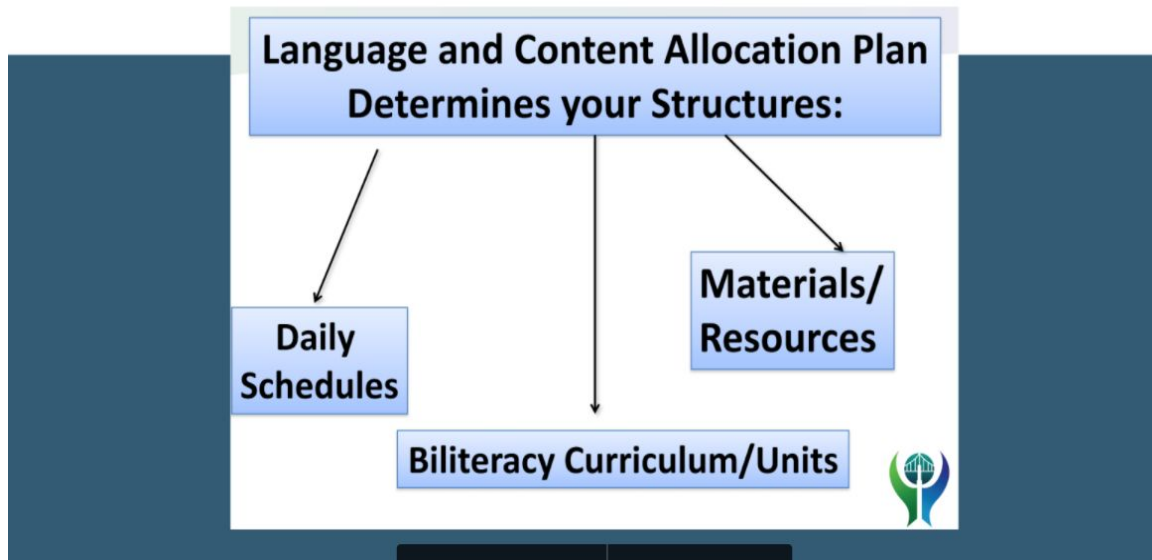


# DRAFT: RSI Language & Content Allocation Plan

GRADE	RATIO	SPANISH	BRIDGE	ENGLISH
K	85:15	Spanish Language Arts (SLA) Social Studies / Science Math	Spanish -> English Science / Social Studies	English Language Development (ELD)
1	85:15	Spanish Language Arts Social Studies / Science Math	Spanish -> English Science / Social Studies	English Language Development (ELD)
2	70:30	Spanish Language Arts Social Studies Math	Spanish -> English Social Studies Math  English -> Spanish Science	English Language Arts Science
3	70:30	Spanish Language Arts Science Math	Spanish -> English Social Studies / Science  English -> Spanish Math	English Language Arts Social Studies
4	60:40	Spanish Language Arts Science Math	Spanish -> English Math / Science  English -> Spanish Social Studies	English Language Arts Social Studies
5	50:50	Spanish Language Arts Social Studies	Spanish -> English Social Studies  English -> Spanish Math / Science	English Language Arts Science Math

# Why is this important?

## LANGUAGE / CONTENT ALLOCATION



# Why is this important?

- Allows us to optimize our time and reduce redundancy.
- Tailor instruction based on linguistic needs of ALL students.
- Allows us to offer program support in both program languages starting in Kindergarten.
- The Bridge ensures transfer of academic language between program languages. It is done at the end of each unit across both program languages.

# Goals for RSI

- DLI program aligned programmatically, curricularly and instructionally to current immersion best practices
- Build capacity & understanding of staff, families, and community about high performing DLI systems, structures, and practices
- Create equitable, linguistically inclusive, and rigorous learning environments for all students

## Significance of Work

- Improve outcomes for all students, specifically targeting closure of opportunity gap and strengthen core instruction
- RAS is pioneer in biliteracy instruction in Minnesota
- Opportunity for RSI to become leader in equitable dual language education in state serve as model for effective, equitable and inclusive DLI programming

# Biliteracy

- Biliteracy instruction includes a broad range of teaching and learning activities involving reading and writing that occur in **Spanish and English** across the curriculum.
  - Effective biliteracy educators embrace a holistic, **multilingual perspective** on teaching, learning, and assessment that sees the two (or more) languages that each student speaks as complementary parts of that student's developing linguistic repertoire.
-



# Biliteracy

- Teaching for biliteracy in Spanish and English in the United States involves complex processes that are informed by fundamental **sociolinguistic premises**.
- Instruction is most effective when it is differentiated to reflect the linguistic, cultural, and academic backgrounds of the students.
- The **biliteracy unit framework** is a flexible structure that teachers can use to plan and implement effective biliteracy instruction in any teaching-for-biliteracy context.

Monolingual perspective	Multilingual perspective
Students have an L1 (or dominant language).	Students are emerging bilinguals who have linguistic resources across languages.
Students are expected to behave and learn like monolinguals.	Students are expected to behave and learn like developing bilinguals.
Students who use words like “puchar” or who mix their languages are demonstrating that they are low in both languages.	Developing bilinguals are expected to use all of their linguistic resources, and will use language in a way that challenges the traditional labels of “Spanish dominant” or “English dominant”.
Students are taught in L1 and then transfer their learning to L2.	Students are taught in the language of heavy lifting (as defined by the content allocation plan) and are provided a Bridge to the other language.
Languages are strictly separated to avoid confusion on the part of the students: two linguistic spaces.	Languages are used strategically in three distinct linguistic spaces.


# WHAT DOES IT MEAN?

Integrating language, literacy and content.

<b>Unit Theme:</b> <ul style="list-style-type: none"><li>• Content Area Standards</li><li>• Spanish Language Arts Standards</li><li>• Spanish Language Development Standards</li><li>• English Language Arts Standards</li><li>• English Language Development Standards</li></ul>			Content Area Big Ideas/Understandings Language Arts Big Ideas/Understandings Content Targets Language Targets Summative Assessment
<b>Building Oracy and Background Knowledge</b> <ul style="list-style-type: none"><li>• Academic Language and experiences needed for the unit</li></ul>			
<b>Reading Comprehension</b> <ul style="list-style-type: none"><li>• Strategies and elements of balanced literacy</li></ul>		<b>Content Area Instruction</b> <ul style="list-style-type: none"><li>• Inquiry</li><li>• Investigations</li><li>• Experiments</li><li>• Experiences</li></ul>	
<b>Writing</b> <ul style="list-style-type: none"><li>• Strategies and elements of balanced literacy</li></ul>			
<b>Word Study and Fluency</b> <ul style="list-style-type: none"><li>• Areas of word study to be studied</li></ul>			
<b>Summative Assessment</b>			
<b>Bridge – Transfer</b> Illustration Side by Side or Así se dice	<b>Bridge – Transfer Practice</b> - Extension (includes: Listening, Speaking, Reading, and Writing in the other language)	<b>Bridge: Contrastive Analysis</b> While the teacher plans a specific metalinguistic teaching point in advance of the Bridge, the teacher also accepts and highlights other areas of metalinguistics noticed by the students.	

Formative Assessment

Teaching for Biliteracy means  
**always** teaching

 language

 literacy  
and

 content



# The Bridge

- The Bridge is the instructional moment in teaching for biliteracy when teachers bring the two languages together, guiding students to engage in **contrastive analysis** of the two languages and to **transfer** the academic content they have learned from one language to the other language.
  - Bridging involves the use of cross-linguistic strategies that leads to the development of **metalinguistic awareness**.
-

9:30-9:50	Morning Meeting				
9:55-10:25	Math (WIN- when we are ready)				
10:25-11:00	English Literacy EL push in 10:25-10:55				
11:00-11:20	Math & Snack				
	Day 1	Day 2	Day 3	Day 4	Day 5
11:20-11:50	Gym	Music	Math	<u>Week 1:</u> Art	Music
11:50-12:20	Math		Gym		Math
				<u>Week 2:</u> Media	
12:20-12:45	Math				
12:45- 1:35	Recess & Lunch				
1:35-1:50	Second Step				
1:50-3:20	Spanish Literacy				
3:20	Dismissal and bussing				