



Spanish Dual Language

Spring Update 5.5.25



DEFINING EXCELLENCE



Alignment with District Strategic Priorities

Strategy A.1:

Design and deliver curriculum, instruction and assessment focused on content rigor, critical thinking, student engagement

- Rigorous dual-language immersion
- Critical thinking across linguistic contexts
- Enhanced engagement through culturally responsive teaching

Strategy A.2:

Provide a coherent and differentiated educational experience that effectively engages every student

- Unique pathway option within district
- Differentiated instruction through bilingual strategies
- Challenge of developing multilingual proficiency

Strategy B.1:

Create learning environments that enable exploration of multiple perspectives and diverse identities

- Celebration of cultural and linguistic diversity
- Cross-cultural appreciation and understanding
- Development of intercultural competence

Strategy B.3:

Support equity by identifying and eliminating structural barriers to success

- Enhanced opportunities for heritage Spanish speakers
- Valuing diverse linguistic backgrounds
- Supporting academic success for all learners

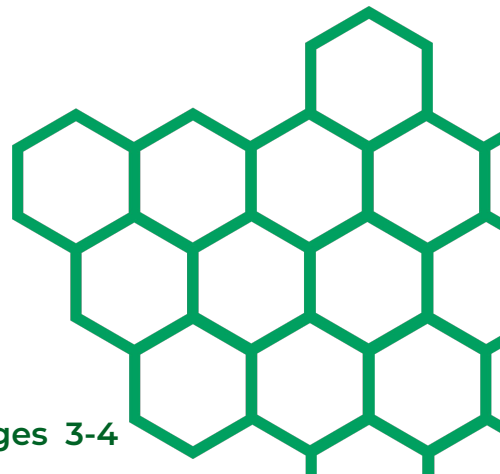


Program History and Development

2015-2022

Key Milestones:

- 2015: Initial concept emerged through Birth to Grade-5 Thought Exchange
- 2018: Morris Leatherman Survey identified community interest
- 2021 (February): Administration recommendation to pursue language program
- 2021 (May): Language Immersion Design Team established
- 2021 (November): Board approval for Spanish Dual Language at Countryside
- 2022-2023: Program launch with two kindergarten sections





Why Spanish Dual Language

Program Model Selection

Why Spanish?

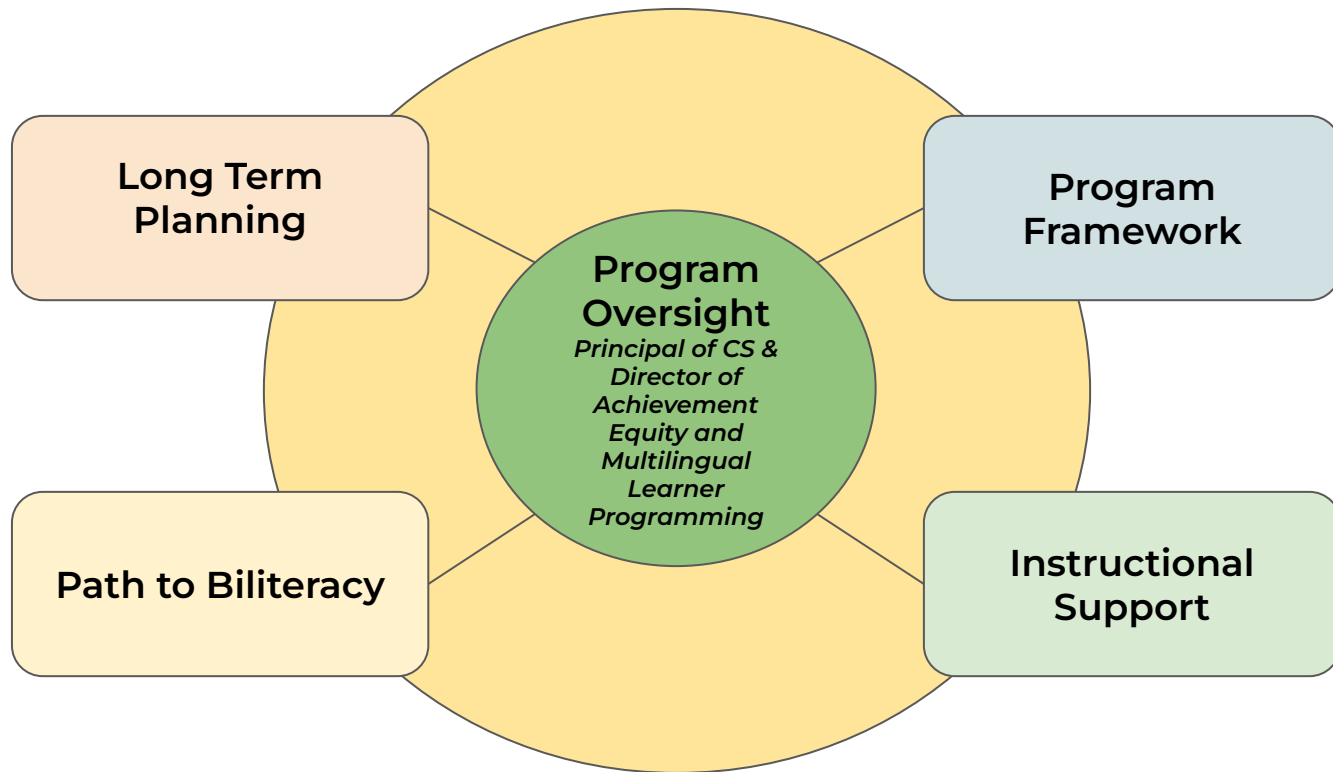
- 4th most spoken language worldwide
- 2nd most spoken in the United States
- Availability of curriculum resources
- Licensed staff availability
- High community interest

Why Dual Language Model?

- Accelerated language acquisition
- Higher academic achievement
- Deeper learning through multiple languages
- Mutual language support between speakers



Program Oversight and Role Clarity





Leadership and Organizational Structure

Long-Term Planning:

- Analyze successful implementation models from surrounding districts
- Study Edina Public Schools' French immersion pathway to middle school to leverage existing transition expertise
- Identify best practices and lessons learned from established programs in MN
- Board proposal for middle school implementation: Spring of 2026

Program Framework:

- Entrance Criteria
- Language allocation
- Content allocation
- Assessment Plan (Biliteracy)

Path to Biliteracy:

- Identify a schedule to support biliteracy
- Evaluating and supervising dual language teachers
- Maintaining fidelity to the model
- Assessments to support biliteracy
- PD Specific to Biliteracy

Instructional Support:

- Material Selection and Use (T & L)
- PD on curriculum resources (T & L)
 - English Language and Literacy
- Common Assessments
- Differentiated Instruction
- Collaboration among teachers
- Interventions



Leadership and Organizational Structure

Long-Term Planning:

Led by: Director of Achievement Equity & Multilingual Learner Programming

Support team: Countryside Principal, Assistant Superintendent, Middle School Leadership, Teaching & Learning

Path to Biliteracy:

Led by: Countryside Principal and Administrative Dean

Support team: Director of Achievement Equity, MDE Immersion Specialists, SDL Teacher Coordinator/Interventionist

Program Framework:

Led by: Director of Achievement Equity & Multilingual Learner Programming

Support team: Countryside Principal, SDL Teacher Coordinator/Interventionist, MDE Immersion Specialists, Enrollment leadership

Instructional Support:

Led by: Director of Teaching & Learning

Support team: Curriculum leaders, literacy coaches, MTSS specialists, special education leadership, SDL Teacher Coordinator/Interventionist



Communication & Community Engagement

Key Parent Concerns:

- Program leadership and direction
- Staffing and resource support
- Principal transition
- Program growth and enrollment (Heritage Speakers)
- Summer and extended learning - ongoing discussion

District Responses:

- SDL parent meetings
- SDL community meeting
- New SDL Coordinator/Interventionist position created and hired
- Weekly District on-site support from March 2025 - present
- Updated website information - in progress



Communication & Community Engagement

Future Plans:

- Joint monthly SDL meetings w/ District administration
- Provide additional teacher/family connections specifically related to SDL programming
- Develop and implement a process to identify a middle school site for program expansion
- Seek approval from the board for middle school site selection (Spring 2026)



Program Metrics and Student Achievement

Academic Performance:

Original Metric:

Meeting Academic Benchmarks in Literacy and Math (K)

Recommendation:

Meeting academic benchmarks in Literacy and Math for all grade levels as reported in the data metrics plan.

Language Development:

Original Metric:

Meeting Language Proficiency Targets

Recommendation:

Meeting academic benchmarks in Literacy and Math for all grade levels as reported in the data metrics plan.

- New SDL language assessment plan for 2025-26
- Collect longitudinal data at multiple levels

Program Retention:

Original Metric:

Retention of Students and Families in Program

Recommendation:

A balanced student population with approximately 30% Heritage speakers.

- Student departures limited to families relocating outside district

Family Engagement:

Original Metrics:

- Satisfaction and Engagement Ratings
- Family and Student Connections to School

Recommendation:

Satisfaction ratings on bi-annual family survey for 2025-26 and 2027-28

- Survey areas: communication, home-school connection, student experiences, cultural perspectives, and program value



Curriculum and Resource Planning

Curriculum Materials:

- Math in Focus (aligned with English curriculum)
- American Reading Company (ARC) Core Literacy (K-1) - **exiting 24-25**
- Estrellita Phonemic Awareness - **exiting 24-25**
- Benchmark Adelante K-5 (K-1 is transitioning for 25-26)
- Mystery Science (aligned with English)
- Character Strong SEL (aligned with English)

Balanced Instruction:

- Daily literacy in both languages
- Strategic timing of sound/concept teaching
- Deliberate connections between languages
- Structured 50-minute language blocks in 2nd grade

Professional Development Focus:

CORE training
Teaching for biliteracy

Science of Reading
Bridge techniques

Strategic language use
Intercultural competence



Commitment to Success

Thoughtful Planning

Research-based implementation with clear vision, clear alignment to the strategic plan through continued collaboration with Normandale elementary, other Immersion programs and MDE guidance.

Strategic Support

Comprehensive structures ensuring success

Future-Ready Focus

Preparing students for global society

Unified School

Honoring the programs at Countryside while staying committed to,
“We’re Countryside strong where we **ALL** belong.”



QUESTIONS?

Edina Public Schools