Franklin Township Public Schools
Bilingual/ESL Program at
Pine Grove Manor School

Bilingual Program at Pine Grove Manor School

I. Introduction

Pine Grove Manor is a relatively small elementary school of about 400 students total. Of those 400 students, about 130 - 150 of them are ELLs and receive some kind of second language assistance. Of those 130-150, about 50-70 are enrolled in the bilingual program. All students in the bilingual program receive ESL support.

	Bilingual Spanish 14-15	Bilingual Spanish 15-16	Total ELLs 14-15	Total ELLs 15-16
K	20	12	42	32
1	20	15	32	31
2	16	13	35	27
3	8	8	25	30
4	5	5	16	10
Totals	69	53	150	130

II. Goal

The bilingual program at Pine Grove Manor School is considered a Transitional Bilingual Education (TBE) program, where we prepare students for academic success in an English-speaking classroom.

The goal of our full-time and part-time bilingual program is:

- *to support students with content development in native language until evidence of success in an English-only classroom is documented*

We believe that bilingual education enhances and supports the acquisition of academic English through content. Therefore, we support students in their native language until their English proficiency has increased to such a level that they can start processing content in English. As students increase their English language proficiency, bilingual support is gradually decreased. This happens with the support of both bilingual and ESL teachers.

III. Identification and Placement Of Students

Students who enter the district at any grade (K-4 at Pine Grove) are evaluated for ELP. Entering students who score between 1.0 – 2.9 on the W-APT and who are also Spanish speakers qualify for the bilingual program. Therefore, students receiving bilingual support are generally those who are at the beginning levels of English learning. Generally, students who enter in Kindergarten "exit" the bilingual program and are placed in a general education class by grades 2 or 3. Therefore, newcomers make up most of the bilingual classes in grades 3 & 4, however, newcomers can be found in all grades.

At point of entry in the registration process, parents or guardians of the students are asked to complete the Home Language Survey. Should a language other than English be noted on this, students are sent to the ESL/Bilingual office for an appointment to be made for testing. These appointments are made with ESL teachers who test the students and also interview the parents and the students. Information gathered at the interview includes:

- Length of time in the US
- Experience and length of time in US schools
- Language use in the home and at school

In order to identify English language acquisition needs, most students are tested using the W-APT. At the Kindergarten age, the MODEL is used. In addition to the English proficiency test, Spanish speakers at the Kindergarten level are given a language dominance test (the Brigance). The criteria used for placement into the Bilingual Kindergarten are:

- An ELP of 1 or 2
- Spanish dominance

Students who are English dominant and/or score at a level 3 or higher are placed into general education, English-speaking classes and are supported with ESL services.

In all grades K-4, the bilingual program is structured by taking into consideration the English language proficiency levels of students. Bilingual and ESL students at levels 1-2 are at the earliest stages of English language acquisition and are given the most support. As they move through the English proficiency levels, bilingual scaffolds are gradually decreased while maintaining strong ESL support, with the goal being success in an English-speaking classroom.

Below is a chart summarizing the structure of the program at PGM:

	ENTERING	BEGINNING	DEVELOPING	EXPANDING	BRIDGING
Bilingual	Bilingual Homerooms in • K • Gr. 1 • Gr. 2 Bilingual Part-time in • Gr. 3 • Gr. 4		Bilingual if recommended by the ESL/Bilingual teachers	Exit when Multiple Criteria Supports Decision	Monitor exited students for 2 years
ESL	In addition to Bilingual services (if appropriate): Combination of • Pull-out (during Science and Social Studies) • Push–in (during literacy time)		Combination of • Pull-out (during Science and Social Studies) • Push–in (during literacy time)		

IV. Curriculum, Assessment & Instruction: Bilingual Program

Curriculum: The bilingual classrooms in all grades follow the general education curriculum.   The only difference is that it is delivered in native language. Second language strategies are used to transition students into English.

Assessments: The common assessments that are used in the mainstream classrooms are also used in the bilingual classes, such as running records, On Demand Writing Samples, Concepts of Print, etc. When appropriate, translations are provided for

assessments. For example, quarterly assessments in Math are translated by the bilingual teachers and administered to students in native language.

Instructional Practices: For language arts, a balanced literacy approach is taken, with the Workshop model implemented in both Reading and Writing. The same units of study that are used in general education classrooms, are used in the bilingual classes, with additional supports provided, such as mentor texts in Spanish. The workshop model is also used in Math classes in Franklin, therefore it is also used in the bilingual classes. Bilingual teachers attend all grade level meetings and professional development, so they are integral members of the school community.

All materials in the bilingual classes are provided in Spanish. Classroom libraries are filled with books in Spanish as well as books in English, which are used for those students ready to transition into English. It is a priority to ensure that every bilingual class has as many books as they need in order to support guided reading, independent reading and mentor texts for whole group instruction.   Reading is taught first in Spanish and then, when transitioning, in English. However, students are encouraged to continue to read in both languages.

V. Curriculum, Assessment & Instruction: ESL Program

It is important to note that all students in the bilingual program are supported with very strong ESL scaffolds. The ESL program is a combination of a pull-out and push-in model. Students are pulled out of Science and Social Studies for language development through those content areas. This is coupled with push-in support both in the general education class and bilingual classes during literacy time. At this time, ESL teachers support the process of transitioning to English for those students who are ready.

Curriculum: The ESL curriculum is all maintained in Rubicon, the online curriculum "warehouse" used by the district. A textbook or published ESL program is not used in Franklin as the curriculum. The units that were developed, which are constantly revised, reflect themes and topics of each grade level and they align with the Science and Social Studies standards. Each unit is supported with books that have been researched and vetted by each curriculum team. Books were found by referencing Appendix B of the Common Core, by researching authors and by looking at books individually to ensure that they meet the demands of the ESL class either in rich language or in visual supports. These books are the foundation of each ESL unit. Excerpts from academic online sources such as NASA, NOAA, USGS, etc. are also used at some levels to teach key academic language and concepts.

Assessment: Each unit is accompanied by end-of-unit assessments. The end-of-unit assessments are modeled after the ACCESS standardized assessment. This means that every unit assessment has a Listening, a Speaking, a Reading and a Writing section. Additionally, the Speaking and Writing sections are scored using the corresponding WIDA rubrics. Furthermore, the tests are adaptive, like the ACCESS, allowing students to demonstrate as much language proficiency as possible, until they reach their ceiling. Questions are crafted by keeping the ELP levels in mind. They increase in linguistic rigor, and elicit language at particular levels of proficiency. Lastly, the assessments have been modified once again to reflect the rigor of the PARCC assessments. We have made a concentrated effort to develop several types of questions modeled after PARCC which include questions based on real literature and texts, questions that ask for citing the text as evidence for an answer and questions that focus on vocabulary that is contextualized in a reading passage.

It is also important to note that because we use the WIDA rubrics for Speaking and Writing for each end-of-unit assessment, we are able track student progress with consistency and reliability by comparing students' scores to their end-of-the year targets. We determine these targets at the beginning of the year using multiple baseline measures.

Instructional Practices: A few years ago, the department had the good fortune to work with a consultant by the name of Maryann Cucchiara, who at the time was working with Dr. Lily Wong Fillmore on a book about teaching academic language. It was through this very rich and long-lasting professional development experience that we adopted the instructional strategies that integrate language and content that we use in the ESL classroom. We have had such success with these strategies that we have presented them at NJTESOL-NJBE since 2012. These instructional practices are unique because as a whole they address language at all three levels: word, sentence and discourse.

For example, the heart of an ESL lesson in the elementary grades includes reading from one of the content and language-rich books which supplement our units. From this book, a passage that is conceptually critical and complex is selected and analyzed for language and content. This contextualizes the learning that happens in the ESL classroom and integrates language and content.

Some of the strategies that we use on a regular basis are: lexical arrays, generative words, figurative language, deconstruct/re-construct, Tier 1 and Tier 2 word play, and pulling out language frames by language function. This means that the "anchor charts" in ESL classes are organized by functionality of language. For example, you might see charts for the language of comparisons, for language of persuasion or the language of cause and effect.

Collaboration: With the increase of push-in services to the mainstream as well as of co-taught classes, there has been a bigger emphasis on collaboration between the ESL teachers and the content area/general education teachers. This collaboration has brought about a true sense of shared responsibility for teaching *all* students. Such collaboration has led to the sharing of strategies and resources that also help all students. Our goal is for students to believe they have more than one teacher and for both teachers to assume responsibility for all students. In some cases, it is difficult to distinguish between the ESL teacher and the content area teacher in the classroom.

VI. Transitioning

A strong emphasis is placed on a collaborative approach to making decisions about students and their readiness to transition from one language to another. The bilingual teachers consult with the ESL teachers about students and their English readiness. They take into consideration:

- English proficiency level (at about a 3)
- Literacy levels in Spanish (approaching grade level standards)
- Literacy levels in English (when appropriate)
- Support at home
- Student personality and character traits
- Length of time in the bilingual program

When a determination is made that students are ready to begin transitioning into English, the process begins within the bilingual classroom. The ESL or Bilingual teacher begins with an introduction to guided reading and Word work in English with multiple supports and in small groups. With the assistance of the ESL teacher, writing is then addressed for those students who are transitioning..

Language Allocations within the Content Areas:

Because students enter at any grade level into the school and into the bilingual program, it makes more sense to look at the support students receive by proficiency level and content rather than by percentages of time spent in one language or the other.

See Language Allocation chart below:

Content Area	PL 1 (Bilingual HR)		PL2 (Bilingual HR)		PL 3 **		PL 4 (mainstream class)	
	SPA	ENG	SPA	ENG	SPA	ENG	SPA	ENG
Reading – Whole Group	X		X		X	X		X
Guided Reading – Small group	X		X	X	X	X		X
Independent Reading	X		X	X	X	X		X
Word Work	X		X	X	X	X		X
Writing	X		X	X	X	X		X
Math – Whole group	X		X		X	X		X
Math – small group	X		X		X	X		X
Science (via ESL)		X		X		X		X
Social Studies (via ESL)		X		X		X		X
Specials		X		X		X		X

**=Bilingual HR or Mainstream HR determined by multiple measures

VII. Exiting the Bilingual Program into ESL only

Students may exit the bilingual program and continue to receive ESL services. As students move up through the grades, their academic progress as well as their English language proficiency is evaluated individually via grade level team meetings which include the bilingual teacher, the ESL teacher, the Supervisor and the Principal. Once students show success and independence in English in the bilingual classroom, the decision is made to exit the students from the bilingual classroom into a general education classroom. At this point, they are still supported with ESL as described in the ESL Model Application, and usually placed with a homeroom teacher who has been SIOP trained.

VIII. Exiting the Second Language Assistance Program

Once a year in June, placement recommendations are made for every student in the ESL/Bilingual program. At this time, all measures of student academic performance are reviewed for evidence of success including:

- State tests
- District literacy assessments
- Reading levels
- Student writing samples
- Grades on mainstream report card (elementary)
- Gades in all content areas (secondary)
- ACCESS scores
- Mainstream teacher input

A placement recommendation form is completed for each student, which is then verified upon receipt of ACCESS scores. This form is also used for placement of students in each building.