



PCSD ELL PROGRAMS

June 2, 2014

Blueprint for English Language Learner Success

NYSED

“All teachers are teachers of English language learners.”

All school boards and district/school leaders are responsible for ensuring that the academic, linguistic, social and emotional needs of ELLs are addressed.”

- **ESL instruction should be through an integrated approach**
- **Bilingual education should be expanded**
- **Identification of ELLs or removal from ELL status- multiple measures**

ELL subcommittee

- **Examined current programs/practices grades k-5**
- **Discussed current literacy challenges in relation to dual language and bilingual education**
- **Generated recommendations for the CIA team (Curriculum, Instruction and Assessment Team) regarding dual language, bilingual and ESL programs**

School Data by Grade

	Uriah Hill	Woodside		Oakside		Hillcrest	
Grade	Pre-K	K	1	2	3	4	5
# Students	172	245	281	262 + 5 1 st graders	237	255	250
# ELLs total	Identification process 6/14	91	96	88	60	50	39
# ELLs in Bilingual	N/A	44	34	N/A	N/A	N/A	N/A
# ELLs in DL	N/A	20	23	40	28	18	19
# ELLs in ESL (general education)	N/A	27	23	45 + 3 1 st graders	32	32	20

**How do we best address
the unique literacy needs
of English Language
Learners?**

English Language Learner Programs

Program Names	Language of Content Instruction	Language of Language Arts Instruction	Linguistic Goal
Dual Language	Both English and Spanish	English and Spanish	Bilingualism
Bilingual	Spanish and English	Spanish and English	English
ESL	English adapted to students' proficiency	English	English

ESL Program Challenges

- **Scheduling/ Group Size/ Meeting Mandated minutes of ESL instruction**
- **Assessment/ progress notes for ESL quarterly**
- **Instructional methodologies/ Professional development**

Bilingual Program Challenges

- **Determination of Bilingual model (Early Exit or Developmental Bilingual)**
- **Instructional methodologies / Professional development**

Goals of Dual Language Programs

- **Attainment of challenging, age-appropriate academic skills and knowledge**
- **Advanced levels of functional proficiency in English along with an additional language**
- **Understanding and appreciation of cross-cultural differences**

(Cloud, Genesee & Hamayan, 2000)

Challenges

- **Fidelity to Spanish instruction with clear expectations and assessments for English dominant Students**
- **English dominant students in a dual language program who are not proficient in English literacy**

Current Literacy Reality for English Dominant Students in Dual Language

	Total English Dominant Students in each grade	English Dominant Students below grade in reading
Grade K	22	6
Grade 1	22	6
Grade 2	44	25
Grade 3	53	24
Grade 4	55	10
Grade 5	54	21

ELL Subcommittee Recommendations

- **Create a system of articulation between schools to ensure alignment/consistency of program models and instructional methodology**
- **Adjust present programs accordingly so there are clearly defined programs for ELLs that are tailored to student cohort needs**
- **Professional training to support the teachers (DL and Bilingual and ESL)**
- **Exact record of ELL student data for growth in four components of literacy (Listening, Speaking, Reading, and Writing)**
- **Maintain strong parent relationship/commitment to second language acquisition**

ELL Subcommittee Recommendations Specific to Dual Language

- **Academic entrance criteria for dual language- review for exit from the program if appropriate for student success**
- **Assess second language acquisition for the English dominant students**
- **Determine when an ELL would move from Spanish literacy to English literacy with defined assessments (Dual Language and Bilingual classes)**