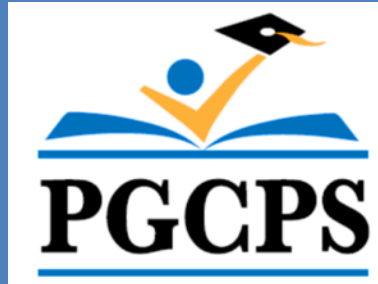


FINAL RECOMMENDATIONS



Prince George's
County Public
Schools

Language
Immersion Task

Force 2017-2018

PGCPS Language Immersion Task Force 2017-2018

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PGCPS Language Immersion Task Force 2017-2018

Charge of the Task Force

The Language Immersion Task Force will review a variety of educational options to provide continuity of services for our current elementary students in our Language Immersion Programs. The Task Force will make recommendations on which option they believe will meet the needs of our students. The following factors should be considered and discussed as part of the recommendation to the Interim Chief Executive Officer (CEO):

- type of grade structure (i.e., 6-8 and 9-12, 6-12 etc.);
- possible location for the secondary Language Immersion program;
- staffing (teachers and administrators);
- specific research-based educational program(s) to support Language Immersion program; and
- language proficiency assessment tools for program certification and completion.

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Committee Members

Prince George's County Public Schools

Judith J. White, Ed.D., *Director of Academic Programs*

David Dove, *Supervisor, Pupil Accounting and School Boundaries*

Carmen Henninger, *Immersion Programs Supervisor*

Jane M. Ness, *Immersion Instructional Specialistt*

Nina Lattimore, *Principal, Capitol Heights Elementary School*

External Language Immersion Experts

Susan DePlatchett, *Coordinator, PDS Programs and Partnerships, University of Maryland*

Kona-Facia Nepay, Ed.D., *Executive Director, Baltimore International Academy*

Community Advocacy Group Member

Delores Millhouse, *President, Language Immersion Parent Group*

Parent Volunteers

Silvia Amouzou
Capitol Heights Elementary School

Abel Olivo
César Chávez Dual Lang Span Immersion

Gina Bowler
Overlook Full Spanish Immersion

Taylor Padilla
Overlook Full Spanish Immersion

Bryan Champion
Maya Angelou French Immersion

Dawn Powers
Paint Branch Elementary School

Dalissa Cruz
César Chávez Dual Lang Span Immersion

Kent Roberson
Maya Angelou French Immersion

Rhonda Harris
Overlook Full Spanish Immersion

Qualahnia Suggs-Randall
Phyllis E. Williams Spanish Immersion

Martazsh Henderson
Dora Kennedy French Immersion

Alanna Smith
Phyllis E. Williams Spanish Immersion

Halima Jenkins
Dora Kennedy French Immersion

Christina Wren
Capitol Heights Elementary School

Avery Massey
Paint Branch Elementary School

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Meeting Dates and Topics Discussed

Date of Meeting	Meeting Topic
October 25, 2017	Current PGCPS Immersion Programs Model
November 28, 2017	Secondary Immersion Programs Model
January 11, 2018	Pupil Accounting and School Boundaries
February 28, 2018	Transportation
March 28, 2018	Budget and Human Resources
April 25, 2018	First Draft of the Task Force Recommendations
May 23, 2018	Final Draft of the Task Force Recommendations

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Background

The Prince George's County Public Schools (PGCPS) Immersion Programs are currently offered in nine schools with three different languages of instruction and several different Immersion models.

Immersion Language	School	Current Grade(s)	Immersion Model *See definitions on next page
Chinese	Paint Branch Elementary School	Kindergarten through Grade 4	Dual Language Immersion
French	Dora Kennedy French Immersion School	Kindergarten through Grade 8	Full Immersion
	Maya Angelou French Immersion School	Kindergarten through Grade 8	Full Immersion
	Central High School	Grades 9-12	Partial Immersion (2 classes per academic year)
Spanish	Capitol Heights Elementary School	Kindergarten through Grade 4	Dual Language Immersion
	César Chávez Dual Language Spanish Immersion School	Kindergarten through Grade 4	50-50 Two-Way Immersion
	Cool Spring Elementary School	Kindergarten through Grade 1	Maintenance Bilingual
	Overlook Full Spanish Immersion School	Kindergarten through Grade 4	Full Immersion
	Phyllis E. Williams Spanish Immersion School	Kindergarten through Grade 4	Full Immersion

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Definitions:

50-50 Two-Way Immersion - 50% of the students speak one language at home and 50% of the students speak English at home. 50% of the instruction is in one language and 50% of the instruction is in English.

Comprehensive - A traditional school with a neighborhood boundary and no Specialty Programs.

Full Immersion - 90% of instruction is in a language other than the language spoken at home.

Maintenance Bilingual - 100% of the students speak a language other than English at home. Half of their daily instruction is in English and half of the daily instruction is in the native language of the students. The goal is to maintain the native language of the students while building their English skills.

Partial Immersion - Only two classes are taught in the Immersion Language.

Dual Language Immersion – In Prince George’s County there is a focus on Science and Math along with a language course offered in the immersion language.

History of Immersion Programs in PGCPS

The French Immersion program has existed for over thirty years in Prince George’s County Public Schools and currently offers instruction in French from Kindergarten to Grade 12. The Spanish Immersion Programs were started during the 2014-2015 school year. The Chinese and Spanish STEM Content Programs were created through a grant with Maryland State Department of Education (MSDE) in 2012 and 2013 respectively and initially offered science classes in the Immersion Language. At the conclusion of the grant, PGCPS allocated funding to further develop these programs and added mathematics classes in the Immersion Language to the Chinese and Spanish STEM Content Programs in 2014.

Currently, the Spanish Immersion Programs, Chinese, and Spanish STEM Content Programs are developed through Grade 5 in the 2019-2020 school year, with the exception of Cool Spring Elementary School. The program at Cool Spring Elementary currently serves Grades K-1 and will expand to Grade 2 during the 2019-2020 school year. After reviewing enrollment and performance data, at Cool Spring Elementary School, a determination regarding the expansion of the program to Grades 3-5 will be made. The PGCPS Language Immersion Task Force has compiled the following recommendations on the subsequent pages in order to expand Immersion Programs to Grades 6-12.

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Current and Projected Immersion Enrollment

Language	Regional School	Region	Current Grade 1 Students	Current Grade 3 Students	Projected Grade 8 Students (SY 2022-2023)
Spanish					
	César Chávez (Dual Language)	North	71	53	50
	Overlook	South	61	46	47
	Phyllis E. Williams	Central	81	71	57
	Capitol Heights (Neighborhood School)	Central	23	59	70
	Cool Spring (Maintenance Bilingual)	North	50		
		SUB-TOTAL	286	229	224
French					
	Dora Kennedy French Immersion	North	100	87	82
	Maya Angelou French Immersion	South	74	57	92
		SUB-TOTAL	174	144	174

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Chinese					
	Paint Branch (Neighborhood School)	North	51	46	29
		SUB-TOTAL	51	46	29
		TOTAL	511	419	427

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The Language Immersion Task Force was tasked with reviewing a variety of educational options for continuity for the current elementary students in the Language Immersion Programs. The Task Force reviewed and discussed information regarding the school model, location, staffing, and specific needs for each Language Immersion Program. Based on their discussions and review, the Task Force made the following recommendations for the middle and high school continuity:

Recommendations

Chinese (Needed for School Year 2020-2021 for Grade 6)

Middle School Model

In order of preference

Option 1: Leave Grade 6 at Paint Branch Elementary and continue half day partial Immersion and matriculate Grades 7 and 8 to a middle school with one language course (with appropriate level course as determined by assessment, i.e., Chinese 1-Chinese 5) and one content course in Chinese (recommend Social Studies);

Option 2: Matriculate to centrally located middle school along with Spanish Immersion (with the option that students may be able to take some courses with Spanish Immersion if language proficiency exists);

Option 3: Matriculate Grades 6-8 to a middle school with one language course and one content course in Chinese (recommend Social Studies and would require a boundary change); and

Option 4: Change Paint Branch in to a K-8 model at its current location.

Curriculum Considerations

Offer a Chinese Language Course. Student placement will be determined by a language proficiency test.

Offer a content class in Chinese, preferably Social Studies. If co-located with the Spanish Immersion programs, follow their recommendation.

PGCPS Language Immersion Task Force 2017-2018

Staffing Considerations

A. Principal

1. If possible, hire a single dedicated principal-a native or near native speaker of Chinese for the Immersion Program.
2. Principal should demonstrate success in building a Dual Immersion Language curriculum with an objective to contribute to strategic planning of the future success of the school community and the Language Immersion Programs.
3. Key characteristics should include a visionary and strategist with a proven track record of the schools they led that reflected high proficiency test scores.

B. Program Coordinator

1. Dedicated Chinese Immersion Program Coordinator.

C. Teachers

1. Native or near native speakers of Chinese that are fully certified teachers according to MSDE COMAR regulations.
2. Staff should have an understanding of Dual Immersion Language instructional practices, the school design, and the unique characteristics of a multilingual student population.

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French

K-8 School Model

Continue the current K-8 Programs at Dora Kennedy French Immersion and Maya Angelou French Immersion.

Location

Continue the current K-8 Program at Dora Kennedy French Immersion and Maya Angelou French Immersion.

Curriculum Considerations

Continue the current K-8 Program at Dora Kennedy and Maya Angelou.

Staffing Considerations

A. Principal

1. Retain a single dedicated principal- a native or near native speaker of French.
2. Principal should demonstrate success in building a Dual Immersion Language curriculum with an objective to contribute to strategic planning of the future success of the school community and the Language Immersion Programs.
3. Key characteristics should include a visionary and strategist with a proven track record of the schools they led that reflected high proficiency test scores.

B. Program Coordinator

1. Dedicated French Immersion Program Coordinator for each K-8 Language Program.

C. Teachers

1. Native or near native speakers of French that are fully certified teachers according to MSDE COMAR regulations.
2. Staff should have an understanding of the Dual Immersion Language instructional practices, school design, and unique characteristics of a multilingual student population.

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Spanish (Needed for School Year 2020-2021 Grade 6)

School Model

Spanish:

- A. Identify one middle school centrally located to provide a continuation model for Grades 6-8 to accommodate the enrollment of Spanish Immersion students from Capitol Heights, César Chávez, Overlook, and Phyllis E. Williams Elementary Schools.
- B. If seats remain at the centrally located middle school, continue to allow prospective students to test-in who meet proficiency requirements in grades 6-8.

Location

- Identify a middle school in order to merge all Spanish Immersion Programs.
 - Option 1: Co-locate with the comprehensive program at a centrally located middle school and have a dedicated and Spanish Immersion-minded Program Coordinator and Administrator with proficiency in Spanish language and culture represented in the building.
 - Option 2: If option 1 is not viable, establish a dedicated Spanish Immersion school with a dedicated and Spanish Immersion-minded Program Coordinator and Administrator with preferred proficiency in an Spanish language and culture represented in the building.

Curriculum Considerations

Offer Spanish Language Arts courses and content courses in Spanish at each grade level.

Staffing Considerations

- A. Principal
 1. Hire a dedicated principal who is a native or near native speaker of Spanish for the Immersion Program at the middle school.
 2. Principal should demonstrate success in building a Dual Immersion Language curriculum with an objective to contribute to strategic planning of the future success of the school community and the Language Immersion Programs.

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3. Key characteristics should include a visionary and strategist with a proven track record of the schools they led that reflected high proficiency test scores.

B. Program Coordinator

1. Dedicated Spanish Immersion Program Coordinator.

C. Teachers

1. Native or near native speakers of Spanish that are fully certified teachers according to MSDE COMAR regulations.
2. Staff should have an understanding of the Dual Immersion Language instructional practices, school design, and unique characteristics of a multilingual student population.

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High School Model for Chinese, French, and Spanish

The following two options will be applicable to all three Immersion Programs:

Option 1: Consolidate the PGCPS Language Immersion Programs (French, Chinese, and Spanish) into an existing high school with the option of an International Baccalaureate program and opportunities for Dual Enrollment for Grades 9-12. If this leads to creating a school within a school, consider adding the word Immersion to the name of the school. This will unify the PGCPS language instruction and complete the pipeline for continuity of in-depth language study from Kindergarten through Grade 12.

Option 2: If option 1 is not available, consider the request below for each respective Immersion Program:

- a) **Chinese:**
Feeder from a middle school to a high school with one Language course and one content course.
- b) **French:**
Existing high school program will remain at Central High School with International Baccalaureate option.
- c) **Spanish:**
A co-located building, preferably with a high school program with an existing International Baccalaureate option.

Curriculum Considerations

- A. Continue the model currently in place at the high school level (two courses in the Language).
- B. Develop partnerships with local colleges/universities to not only offer the Dual Enrollment program, but college level Immersion courses for students who desire to continue a Language Immersion track while in college.

Staffing Considerations

- A. Principal
 - 1. Hire a single dedicated principal who is a native or near native speaker of Spanish, French, or Chinese for the Immersion Programs at the high school if the program is a school within a school or a dedicated school.

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2. Principal should demonstrate success in building a Dual Immersion Language curriculum with an objective to contribute to strategic planning of the future success of the school community and the Language Immersion Programs.
3. Principal should be a visionary and strategist with a proven track record of the schools they led that reflected high proficiency test scores.

B. Program Coordinator

1. Dedicated Language Immersion Program Coordinator for each language program: one for Chinese, one for French, and one for Spanish.
2. If Immersion Programs remain separate, a dedicated native or near native speaker of Spanish, French, or Chinese for the program housed within another building.

C. Teachers

1. Native or near native speakers that are fully certified teachers according to MSDE COMAR regulations.
2. Staff should have an understanding of the Dual Immersion Language instructional practices, school design, and unique characteristics of a multilingual student population.

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Transportation Considerations For All Programs at the Middle School Level

- A. Maintain the current transportation model at Dora Kennedy French Immersion and Maya Angelou French Immersion.
- B. Balance the desire to keep the bell times of the Immersion middle schools the same as the other specialty program schools with other transportation considerations.
- C. Combine the resources of centrally located middle school to provide ride sharing opportunity between schools or potential hubs.

Transportation Considerations For All Programs at the High School Level

- A. Balance the desire to keep the bell times of the Immersion high schools the same as the other specialty program schools with other transportation considerations.
- B. Combine the resources of centrally located high school to provide ride sharing opportunity between schools or potential hubs.