

English Learning Program (EL) and Model

At Chaney Monge School, there are two types of English Learning Programs: **Transitional Bilingual Program** and **Transitional Program of Instruction**. The **Transitional Bilingual Program (TBE)** is offered once there are 20 or more students in one particular language in the building. The **Transitional Program of Instruction (TPI)** is offered to students when there are 19 or less students in a particular language group. These programs are put into place to advance a student's English skills as they progress through the educational system.

The current English Learning Model for both the **Transitional Bilingual Education** and the **Transitional Program of Instruction** is Push-in/Pull-out. These styles of English instruction will allow the student full exposure to the curriculum while receiving instruction in English and Spanish (if in the Transitional Bilingual Education Program) or English support (if in the Transitional Program of Instruction). The Bilingual/EL Department will work hand in hand with the building staff and instructors to ensure that the students are receiving the English instruction needed for each individual student.



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CHANAY-MONGE
School District 88

English Learning Programs

Identification and Placement

When students are enrolled in Chaney-Monge District 88, parents/guardians are required to answer two questions on the Home Language Survey (HLS). These questions ask if another language is spoken in the home and if the student speaks another language. If either of the answers are yes and indicate that another language is spoken (besides English), per Illinois state guidelines, the student will be given an English Proficiency Test . The student's performance on the English Proficiency test will determine if the student will qualify for English Learner services.



ACCESS Testing

What: A language proficiency test administered yearly to help the school district monitor language growth of English learning students.

When: Winter of each school year (January/February)

Why: To measure students abilities in the four areas of the English language (reading, writing, speaking and listening).

Importance: It is important for your student(s) to work to attain proficiency. A student that attains proficiency will have attained a composite score of 4.8. This is a combined score that assesses the areas of reading, writing, speaking and listening in the English language. The 4.8 composite score exits a student from the English Learning Program.

Bilingual Parent Advisory Committee

Chaney Monge is in process of creating a committee which will include parents of students that qualify and are enrolled in the TBE or TPI program at Chaney-Monge 88. The committee aims to involve parents in decisions related to services for the EL students and families. Parent involvement and family participation lead to increased student achievement.

More information coming soon!

