

**BILINGUAL/ESL PROGRAM**

Each school district is required to offer a **Bilingual Education (PreK-5)** or **English as a Second Language (ESL)** program and shall provide each English Learner the opportunity to be enrolled in the required program at his or her grade level. All students in one of these programs are referred to as Emergent Bilingual (EB) students.

The required Bilingual Education and ESL programs shall be provided to every English Language Learner with **parental approval** until such time that the student meets reclassification criteria as described in §89.1226(i) of this title or graduates from high school.

The **Bilingual Education** program shall be a full-time program of instruction in which both the **students' home language** and **English** shall be used for instruction. The amount of instruction in each language within the Bilingual Education program shall be commensurate with the students' level of proficiency in each language and academic potential.

Center ISD uses the **Transitional Bilingual/Early Exit** program which is a bilingual program model that serves a student identified as limited English proficient in both English and Spanish and transitions the student to English-only instruction. This model provides instruction in literacy and academic content areas through the medium of the student's first language, along with instruction in English oral and academic language development. Non-academic subjects such as art, music, and physical education may also be taught in English.

An **English as a Second Language (ESL)** program can be either a content-based or a pull-out model. The **content-based program** is an English program that serves students identified as English learners by providing instruction from all four core content area teachers who are certified in both the appropriate content and grade level and have an ESL supplemental certificate. The **pull-out program** serves English learners through their RLA class with an English teacher who is certified in both the appropriate content and grade level and has an ESL supplemental certificate. The other three core area teachers do not have to be ESL certified to qualify for a pull-out program. The student remains in a mainstream instructional arrangement in the other three content areas (Math, Science, and Social Studies). Instruction may be provided by the English as a Second Language teacher in a pull-out or inclusionary delivery model. Center ISD employs both the **ESL content-based** and **ESL pull-out** programs at different grade levels.

Reclassifying, or Exiting of a student to an all-English program of instruction without English as a Second Language support, will occur no earlier than the end of Grade 1 or, if the student enrolls in school during or after Grade 1, no earlier than two years or later than five years after the student enrolls in school. A student who has met exit criteria in accordance with §89.1226(i) may continue receiving services, but the school district will not receive the bilingual education allotment for that student.

### **CISD BILINGUAL AND ESL LONG-TERM PROGRAM GOALS**

**Ensure ELA learners and all learners are successful in all content areas and proficient in the English Language.**

- (1) Transitional Bilingual/Early Exit program allows students to be exited at the end of first grade.
- (2) Increase the number of EBs that have been in the program for five years exiting the ESL and Bilingual Programs based on state criteria.
- (3) Increase the number of Bilingual certified teachers in Grades K-5 and ensure that all RLA teachers are ESL certified.

#### **Grade Levels:**

Pre-K 3 - Bilingual and ESL teachers

Pre-K 4 - Bilingual and ESL teachers

Kindergarten - Bilingual and ESL Teachers

First Grade - Bilingual and ESL Teachers

Second Grade- Bilingual ESL Teachers

Third Grade - Bilingual and ESL Teachers

Fourth Grade - Bilingual and ESL Teachers

Fifth Grade - Bilingual and ESL Teachers

Goal - Exit 50% of five-year students

Currently, CISD uses an ESL+ program and applies for a Bilingual Exception each year due to a need for additional bilingual teachers. The Transitional Bilingual/Early Exit model provides instruction in literacy and academic content areas through the medium of the student's first language, along with instruction in English oral and academic language development. CISD also applies for a waiver for the ESL program which provides students with ESL strategies and Spanish support as needed.

## Bilingual and ESL Services

Bilingual Teachers are provided in Grades PK3-2nd grades at F.L. Moffett as well as one Bilingual Teacher on CES campus for 3<sup>rd</sup>-5<sup>th</sup> grade students.

F. L. Moffett - Content-based Bilingual and ESL along with Alternative Bilingual and ESL programs. Bilingual para-professional pull-out support.

CES - ESL Content-based, ESL Pull-out with ESL certified RLA teachers; Alternative Bilingual and ESL programs

CMS - ESL pull-out with ESL certified RLA teachers

CHS - ESL pull-out with ESL certified RLA teachers

CISD PreK-12 teachers are annually trained in Sheltered Instructional Strategies.

## Reclassification (Exit) Criteria

All students must score Advanced High in Listening, Speaking, Reading and Writing on TELPAS and the following grade-specific requirements:

Grades 1 and 2 - 40% or above in Reading/Language on a TEA-approved Norm-Referenced Standardized Achievement Test

Grades 3 through 8 - Meet the STAAR Reading (English) test passing standard

Grades 9 and 10 - Meet the appropriate English I EOC/English II EOC passing standard

Grades 11 and 12 - 40% or above in Reading/Language on a TEA-approved Norm-Referenced Standardized Achievement Test

They are also required to have a Subjective Teacher Evaluation using the English Learner Reclassification Rubric.

## CISD English Learner Enrollment Procedures

### (1) Campus Registrar

**New Students:** Notify Dr. Byron Miller and Claudia Gonzalez-Tello when any new student enrolls in CISD from another country or another state through email on the date of enrollment. Include a copy of the student's Home Language Survey (HLS), first page (front and back) of the enrollment packet, and birth certificate via email.

**Returning students:** Please check the cumulative folders for the Home Language Survey. If the returning student was previously enrolled at CISD,

contact the appropriate campus to obtain their cumulative folder. Please call if you have any questions.

- (2) **Special Programs Department** - Test any student new to CISD that has a home language other than English, if student is enrolling in a Texas school for the first time, OR contact previous school for current LPAC records.
- (3) **LPAC Committee** - Hold the required initial LPAC meeting within 4 weeks from the date of enrollment.
- (4) **Bilingual/ESL Teacher** - Monitor progress of the EBs and the use and success of linguistic accommodations. Utilize DMAC LPAC forms for Monitoring and Accommodations. Help EBs set Reading & Writing progress goals and Listening, Speaking, Reading, and Writing proficiency goals. Encourage classroom teachers to set goals as well.
- (5) **Accommodations** - Our goal is for students to have accommodations **only** if they are used on a regular basis in the classroom and are necessary for the student to be successful. Students should be taught to utilize strategies to replace accommodations in an effort to prepare for eventual exit from the program as an English-proficient student.

### Center ISD Bilingual/ESL Teacher

The job of the Bilingual/ESL teacher focuses on providing support to the Emergent Bilingual student through instructional strategies that encourage learning. The teacher is specifically responsible for developing English Language Learners' ability to effectively perform courses of study in the English language. This is accomplished by the following:

- Supervising students within the classroom and other assigned areas
- Developing lesson plans and delivering group and individual student instruction within established curriculum guidelines
- Collaborating with other teachers, other professional staff, and administrators in addressing instructional and/or classroom issues, and
- Responding to a wide range of inquiries from students' parents or guardians regarding instructional program and student progress.

### A CISD Bilingual/ESL Teacher

- Uses effective research-based EB strategies for the classroom to instruct students. The purpose is providing students ELA required curriculum (TEKS) as well as instruction in the English Language Proficiency Standards (ELPS). These standards guide teachers to support EB instruction in established

content areas. Bilingual teachers instruct students in all core content areas using the student's home language to support.

- Administers tests (informal & formal) and language assessments for the purpose of evaluating student language ability. Notifies parents and/or legal guardians of student progress for the purpose of communicating expectations, student achievement, developing methods for improvement, and/or reinforcing classroom goals in the home environment.
- Assesses student progress towards objectives, expectations, and/or goals for the purpose of providing feedback to students, parents and administration.
- Collaborates with instructional staff, other school personnel, parents and a variety of community resources for the purpose of improving the overall quality of student outcomes, achieving established classroom objectives in support of the school improvement plan.
- Instructs Emergent Bilingual learners for the purpose of improving their proficiency skills and overall academic success.
- Manages student behavior for the purpose of providing a safe and optimal learning environment.
- Models English communication for the purpose of developing student ability to communicate effectively in the English language.
- Participates in a variety of meetings (e.g. LPACs, teacher/parent meetings, data meetings) for the purpose of conveying and/or gathering information required to perform functions and to optimize student learning.
- Prepares a variety of written materials and correspondence (e.g. grades, progress reports, attendance, anecdotal records, etc.) for the purpose of documenting student progress.
- Responds to inquiries from a variety of sources (e.g. other staff, parents, administrators, students, etc.) for the purpose of providing information and/or direction.
- Supports classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or English Language Proficiency Standards.

## **Addressing Student Needs**

All EB beginners complete Rosetta Stone lessons at the pace recommended by Rosetta Stone for their age group.

All EB beginners have small group reading instruction every day; reading goals are discussed.

All intermediate proficiency level students go to the ESL lab for support in language proficiency skills and support as needed.

Researched based instructional strategies are used and periodic assessments are given to guide instructional needs and student progress of goal attainment.

## **All Teachers - EB Students are in every Classroom**

All EB students have the same expectations as every other student. Even though some second language learners are above the Intermediate proficiency level, they still need Sheltered Instructional strategies in all content areas. Sheltered Instructional strategies are strategies that provide support for any student that needs assistance in understanding the subject area concepts and vocabulary terms.

## **DMAC- LPAC system for Teachers**

Know your EL students. You can identify them using DMAC LPAC

DMAC→LPAC→Campus/Grade→"All" on other selections→Select the magnifying glass to the right of the student's name.

After reviewing last year's accommodations, adjustments to accommodations for the current year can be made. Check classroom accommodations that the student needs to be successful. If they do not need any, don't select any.