



LIMITED ENGLISH PROFICIENCY

Center ISD

**Procedures and Requirements**  
**2018-2019**

## CENTER ISD BILINGUAL/ESL

Each school district required to offer a **bilingual education (PreK-5)** or **English as a second language** program shall provide each English Language Learner the opportunity to be enrolled in the required program at his or her grade level.

The required bilingual education and English Second Language programs shall be provided to every English language learner with **parental approval** until such time that the student meets exit criteria as described in §89.1225(h) of this title or graduates from high school.

**An English Second Language/pull-out program model** is an English program that serves **only students** identified as English language learners by providing a **part-time teacher** certified under the TEC, §29.061(c), to provide **ELAR instruction exclusively**, while the student remains in a mainstream instructional arrangement in the remaining content areas. **Instruction may be provided by the English as a second language teacher in a pull-out or inclusionary delivery model.** 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. At the high school level, the **English language learner receives sheltered instruction in all content areas and the ELAR teachers are ESL certified.**

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**, or another language, and **transfers 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.** **Exiting of a student to an all-English program of instruction** 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 §89.1225(h), (j), and (k) of this title (relating to Testing and Classification of Students) may continue receiving services, but the school district **will not receive the bilingual education allotment for that student.**

## CENTER ISD BILINGUAL AND ESL GOALS

### ● CENTER ISD PROGRAM AND LONG TERM PROGRAM GOALS

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

- (1) **Transitional Early Exit Bilingual Program** allows students to be exited at the end of first grade. Begin the process of exiting students at the end of second grade. Exit Criteria- Norm-Referenced Standardized English Rdg/Lang- 40% or above and AH in RLSW proficiency levels
- (2) Increase the number of ELLs that have been in the program for five years to exit the ESL and Bilingual Programs based on State Criteria.  
AH –Writing/AH-Reading-AH-Speaking/AH-Listening and passing the STAAR Reading with no accommodations by the end of 3<sup>rd</sup> Grade for five year students.
- (3) Increase Bilingual teachers in Grades K-5 and (long-term goal) implement a two-way Dual Language Program (50% English Speakers/50% non-Eng Speakers)

### Grade Levels :

Pre-K 3 – Bilingual Teachers and ESL teachers-Current

Pre-K 4 – Bilingual Teachers and ESL teachers-Current

Kindergarten – Bilingual Teachers and ESL Teachers-Current

First Grade – Bilingual Teachers and ESL TEACHERS-Current

Second Grade- Bilingual Teacher and ESL Teachers- Current  
goal-exit 50% of five year students

Third Grade – Bilingual Teacher and ESL Teachers -add bilingual teacher

Fourth Grade – Bilingual Teacher and ESL Teachers- current newcomer ELAR class

Fifth Grade – Bilingual Teacher and ESL Teachers -current newcomer ELAR class

- Center ISD has chosen to use 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 **transfers the student to English-only instruction**. (Currently, we use an ESL+ program and apply for a Bilingual waiver each year due to a need for additional Bilingual teachers.) **The transitional bilingual 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. (Currently we apply for a waiver to provide the ESL+ program which provides students with ESL strategies and Spanish support as needed).** Non-academic subjects such as **art, music, and physical education** may also **be taught in English**. **Exiting of a student to an all-English program of instruction** 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 §89.1225(h), (j), and (k) of this title (relating to Testing and Classification of Students) **may continue**

receiving services, but the school district **will not receive the bilingual education allotment for that student.**

### 2018-2019 Services

Bilingual Teachers provided in Grades Pk3-2nd grades at F.L. Moffett and CES as well as one Bilingual Teacher on CIS campus for 4<sup>th</sup>/5<sup>th</sup> grade students.

F. L. Moffett – Content Based ESL and bilingual para-professional pull-out support

CES –ESL Content Based and Newcomer Pull-Out support

CIS – Newcomer & Intermediate ESL Pull-Out and ESL certified- ELA teachers

CMS – ESL Pull-Out / ESL certified ELA teachers

CHS – Newcomer Pull-Out ESL- ELA Certified teachers

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

## Exit Criteria Test

1. **Grade 1 Texas English Language Proficiency Assessment System (TELPAS)**  
Advanced High L S W and 40% in Reading/Language Standardized Achievement Test.
2. **Grade 2 –TELPAS** Advanced High L S W and 40% in Reading/Language Standardized Achievement Test.
3. **Grade 3** TELPAS – Advanced High (Writing, Listening, and Speaking)  
STAAR Reading –pass
4. **Grade 4** TELPAS – Advanced High (Listening, and Speaking)  
STAAR Reading and Writing–pass
5. **Grade 5** Advanced High (Writing, Listening, and Speaking)  
STAAR Reading –pass
6. **Grade 6** Advanced High (Writing, Listening, and Speaking)  
STAAR Reading –pass
7. **Grade 7** TELPAS – Advanced High (Listening, and Speaking)  
STAAR Reading and Writing–pass
8. **Grade 8** - Advanced High (Writing, Listening, and Speaking)  
STAAR Reading –pass
9. **Grades 9-10** TELPAS – Advanced High (Listening, and Speaking and Writing) State Test – Reading/EOC1

10. Grades 11-12 Advanced High (Writing, Listening, and Speaking)  
40<sup>th</sup> percentile on Standardized Achievement Read/Lang.



## English Language Learner Procedures

### CISD LPAC Procedures

**1. Campus Registrar** – Notify Linda Snell, Claudia Gonzalez-Tello and Norma Perkins when any new student enrolls in CISD from another country or another state through email on the date of enrollment. If you do not get a reply by the end of the day please resend. Any student new to CISD that has a home language other than English must have an Initial LPAC meeting **within 4 weeks** from the date of enrollment. These students must be given a test to determine their oral language designation: Non-Eng. Speaking, Limited Eng. Speaking, Fluent Eng. Speaking; and their Oral Language Proficiency level: Beginning, Early Intermediate, Intermediate, Early Advanced, And Advanced. **Please send a copy of the Home Language Survey and the front page of the enrollment packet to the following people:**

1. FLM - Linda Snell, Claudia Gonzalez-Tello, Norma Perkins and the Homeroom Teacher assigned.
2. CES - Linda Snell, Claudia Gonzalez-Tello, Norma Perkins and Kelly Foehner.
3. CIS - Linda Snell, Claudia Gonzalez-Tello, Norma Perkins and Griselda Olalde.
4. CMS - Linda Snell, Claudia Gonzalez-Tello, Norma Perkins and Amy Chachere.
5. CHS - Linda Snell, Claudia Gonzalez-Tello, Norma Perkins and Margaret Bowden.

**REMINDER – Please check birth certificates for any students enrolling that meet Bilingual/ESL guidelines. 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.**

### **2. Campus ESL Pull-Out Teachers**

Contact a parent representative that has been trained to see if they can be present on the date you plan to schedule the LPAC meeting. If at all possible we need a parent representative from each campus. We can train all parents at our office. Just call Claudia to set up a training date and time. Schedule the LPAC meetings. Notify me of the scheduled LPAC meeting dates and a campus administrator (P or AP). Please let Claudia know if someone on your campus cannot translate.

2. FLM – Claudia and I will schedule the LPACs for Moffett within the 4 week rule.
3. CES – Kelly Foehner will schedule the LPACs for CES within the 4 week rule.
4. CIS – Griselda Olalde will schedule the LPACs for CIS within the 4 week rule.
5. CMS – Amy Chachere will schedule the LPACs for CMS within the 4 week rule.
6. CHS – Margaret Bowden will schedule the LPACs for CHS within the 4 week rule.

### 3. Campus ESL Campus Teachers

1. As soon as the Initial LPAC meeting has been completed, please give Claudia the LPAC Initial Review Forms to place in the Bilingual/ESL Program Documentation Folders.
2. Monitor progress of the ELLs. Please notify me if a student is failing.
3. Help ELLs set Reading & Writing progress goals and R, S, W, and L proficiency goals and encourage classroom teachers to set goals as well..

4. 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.

- Center ISD has chosen to use the **transitional bilingual/early** exit program which is a bilingual program model that **serves** students identified as limited English proficient in **both English and Spanish (PreK and newcomers)**, and **transfers the student to English-only instruction.** (Currently, we use an ESL+ program and apply for a Bilingual waiver each year due to a need for additional Bilingual teachers.) **The transitional bilingual 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. (Currently we apply for a waiver to provide the ESL+ program which provides students with ESL strategies and Spanish support as needed).** Non-academic subjects such as **art, music, and physical education** may also be taught in English. **Exiting of a student to an all-English program of instruction** 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 §89.1225(h), (j), and (k) of this title (relating to Testing and Classification of Students) **may continue receiving services,** but the school district **will not receive the bilingual education allotment for that student.**

## Center ISD ELL (Pull-Out) Teacher

2018-2019

The job of the pull-out campus ELL Teacher was established for the purpose/s of providing support to the instructional process by serving as a teacher with specific responsibility for developing English Language Learners' ability to effectively perform courses of study in the English language; 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.

- Uses effective research-based ELL strategies for the classroom to instruct students for the purpose of providing students ELA Required Curriculum as well as instructing students in English Language Proficiency requirements and provides other teachers with an Instructional Toolbox to support ELL instruction in established content areas.
- Administers tests (informal & formal) and language assessments for the purpose of evaluating student language ability. Advises 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 English language learners for the purpose of improving their success in academics and proficiency skills.
- 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.

### **Campus ELL (Pull-Out) Teacher**

All ELL beginners complete Rosetta Stone lessons four or five days a week for at least (30) minutes.

All ELL beginners have small group reading instruction every day; reading goals are discussed as well as 10+ goal.

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.

### **ELL Classroom Teachers- All Teachers- LEP Students are in every Classroom**

All ELL students have the same expectations as every other student. Even though some 2<sup>nd</sup> 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- Know your LEP students. Go to the LPAC system in DMAC. Enter your campus and grade-level. Select students you have in your classroom. Click on the magnifying glass to the right. After reviewing last year accommodations you may adjust accommodations for the current year by **October 15th, 2018**. Check classroom accommodations for the student needs to be successful. If they do not need any, don't select any. You may also select print. Print the last review and you will have the last year STAAR scores and TELPAS scores on one page so you can help students set TELPAS goals and STAAR 10+ goals.



## Center ISD ESL Campus(pull-Out) Teacher Requirements (2018-2019)

The job of the Campus ESL Teacher was established for the purposes of providing support to the instructional process. The instructional support will be provided as follows: serving as a teacher with specific ESL instructional strategies for developing the English Language Learners' ability to effectively perform courses of study in the English language; 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 concerns; and responding to a wide range of inquiries from students' parents or guardians. The ESL teacher will implement effective ELL strategies in the classroom to instruct students for the purpose of providing ELAR instruction (guided reading instruction-top priority) for ESL students with lower proficiency levels. Instruction will include the ELA Required Curriculum as well as instruction to increase student English Language Proficiency levels. In collaborating with other teachers the ESL Teacher is expected to provide other teachers with an Instructional Toolbox to support ELL instruction in established content areas, and recommend effective strategies for ESL students. The ESL teacher is an advocate for all ESL students on the campus.

- Administers tests (informal & formal) and language assessments for the purpose of evaluating student language ability. Advises 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. Utilizes the Rosetta Stone Computer program as a resource for improving and practicing English language skills.
- 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 members for the purpose of improving the overall quality of student outcomes achieving established classroom objectives in support of the school improvement plan.
- Instructs English learner students for the purpose of improving their success in academics and English Proficiency skills.
- Manages student behavior for the purpose of providing a safe and optimal learning environment.
- Models English communication for the purpose of developing students' ability to communicate effectively in the English language. Provides discussion, questions, group activities, and multiple opportunities to use their English language skills.
- 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.

