

CENTER ISD BILINGUAL/ESL PROGRAM

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

The required Bilingual Education and English as a 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 §89.1226(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, 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.

An **English as a Second Language** 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 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 a teacher who is certified in both the appropriate content and grade level and has an ESL supplemental certificate 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.

Center ISD employs both the **ESL content-based** and **ESL pull-out** programs at different grade levels.

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. **Begin the process of exiting students at the end of second grade.**
- (2) **Increase the number of ELs 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 – Current

Pre-K 4 – Bilingual and ESL teachers – Current

Kindergarten – Bilingual and ESL Teachers – Current

First Grade – Bilingual and ESL Teachers – Current

Second Grade- Bilingual ESL Teachers – Current

Goal – **Exit 50% of five year students**

Third Grade – Bilingual and ESL Teachers – **add bilingual teacher**

Fourth Grade – Bilingual and ESL Teachers – current Newcomer Class

Fifth Grade – Bilingual and ESL Teachers – current Newcomer Class

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.

2019-2020 Services

Bilingual Teachers are provided in Grades Pk3-2nd grades at F.L. Moffett and CES as well as one Bilingual Teacher on CIS campus for 4th /5th 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 with ESL certified ELA teachers

CHS – ESL pull-out with ESL certified ELA teachers

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

Exit Criteria

All students must score Advanced High in Listening, Speaking, Reading and Writing on TELPAS and have a Subjective Teacher Evaluation using the English Learner Reclassification Rubric in addition to 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

English Learner Enrollment Procedures

CISD Procedures

- (1) **Campus Registrar** – Notify Jennifer Guillory, 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. **Include a copy of the student's Home Language Survey (HLS) 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 ELs and the use and success of linguistic accommodations. **Utilize DMAC LPAC forms for Monitoring and Accommodations.** Help ELs set Reading & Writing progress goals and R, S, W, and L proficiency goals and encourage classroom teachers to set goals as well.

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 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.

A CISD Bilingual/ESL Teacher:

- 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 EL 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. 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 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 EL beginners complete Rosetta Stone lessons at the pace recommended by Rosetta Stone for their age group.

All EL 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.

All Teachers- LEP Students are in every Classroom

All EL students have the same expectations as every other student. Even though some 2nd 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 EL students.

- (1) Go to the LPAC system in DMAC.
- (2) Enter your campus and grade-level.
- (3) Select students you have in your classroom.
- (4) Click on the magnifying glass to the right.
- (5) After reviewing last year's accommodations, you may adjust accommodations for the current year by October 15th.
- (6) Check classroom accommodations that the student needs to be successful. If they do not need any, don't select any. You may also select print.
- (7) 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.