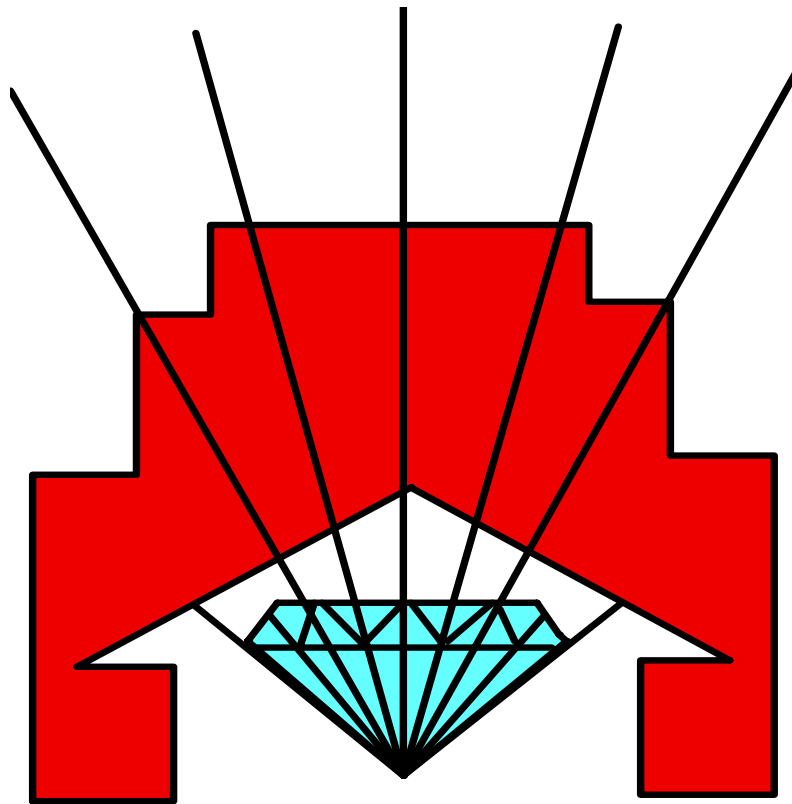


La Joya ISD
Office of Bilingual/ESL
Education



Early-Exit Transitional
Bilingual Program

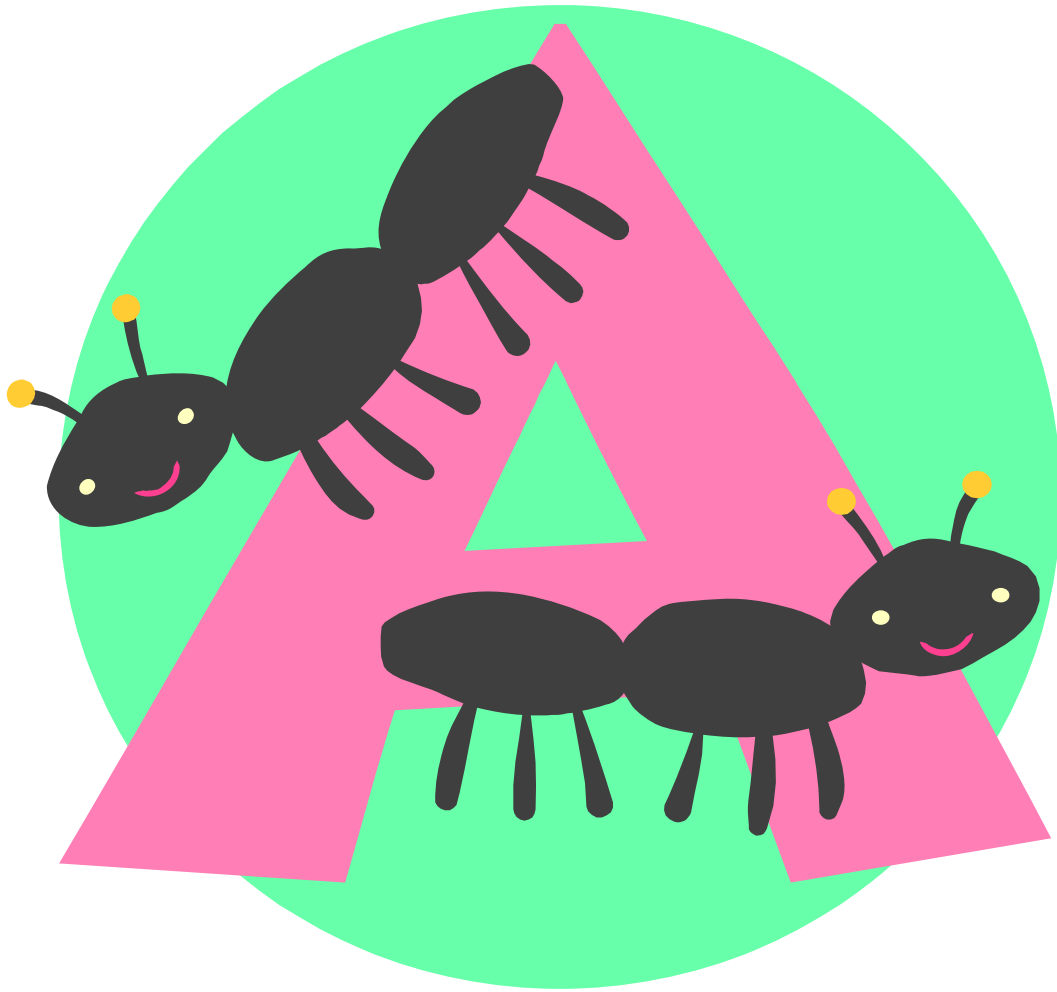
Program Protocol

Bilingual Education is an integral part of the total school program at La Joya ISD. Such programs use instructional approaches designed to meet the special needs of **all** identified English Language Learners. The intention of Bilingual programs is to make sure that students master the content of the essential knowledge and skills in their first language while learning English. La Joya ISD offers LEP students in 2nd -5th grade bilingual education through an **Early-Exit Bilingual Transition model**.

Early-Exit Bilingual Transition model: The Early-exit transition bilingual program provides students with native language instruction, English language development through second language strategies in listening, speaking, reading and writing (Avenues); and gradually transitions them to or mainstreams them into English-only instruction. The curriculum is based on the Texas Essential Knowledge and Skills (TEKS) including those for primary language and English Language Proficiency Standards as specified by the state. Content area instruction is taught in Spanish and English as outlined in the District's Daily Schedules.

Generally, most students are ready sometime during the second semester of second grade to begin the transitional phase. Few students, if any, may be ready at the beginning of second grade. The District's program design allows students to begin *formal* instruction in English language arts. This is done through *reading instruction (An Ant About Town)* that enables students to bridge Spanish/English reading skills and learn sounds, structures and/or patterns that are unique to the English language.

La Joya Independent School District



Transitional Bilingual Program

Transitional Phase

1. **Objective-** To provide opportunities for students to continue to acquire higher levels of Academic language, extend their vocabulary, transfer literacy skills from Spanish to English and learn sounds, structures and/or patterns that are unique to the English language by:

- adhering to specified transition criteria,
- following assessment, grouping and instructional processes and time schedules,
- utilizing core transition program for bridging Spanish to English reading and writing, and
- continuing the bilingual process during and after transition phase.

2. **Eligibility** – Required for all students identified as LEP and who meet the following:

- LAS Links Oral Spanish (4/5 Level)
- LAS Links Oral English (4/5 Level)
- LAS Links Lectura (4/5 Level)
- LAS Links Escritura (4/5 Level)
- Spanish – District Unit Reading Assessment total score of **80%****

****Students scoring 75% on district unit reading assessment would be allowed to retest to obtain 80%.**

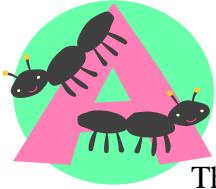
- ❖ **2nd/3rd grade students** starting transition at the beginning and during the year, will use District Unit Reading Assessment results.
- ❖ **4th grade students** will need to obtain a scale score of 2100 Spanish Reading TAKS of the previous year or 80% in the District Unit Reading Assessment.
- ❖ **5th grade students** will start Transition at the beginning of the year.
- Intermediate level of ESL (e-Assessment)

Assessment time frames – Periodic assessment to determine readiness for transition is based on individual student needs. To ensure valid and reliable data, students may not be retested at intervals less than twelve weeks between each test administration. Few students, if any, may be ready to be administered the LAS Links L/E at the beginning of second grade. Generally, most students are ready sometime during the second semester of second grade.

3. **Curriculum** – Curriculum is based on student needs for successful transition from Spanish to English literacy. This includes:

- expansion of oral language skills for increased fluency,
- development of comprehension,
- increased academic language, and
- exposure/introduction to sounds, structures and/or language patterns that are unique to the English language.

4. **Instruction**-The District's Program Design allows students to begin *formal* instruction in English language arts. This is done through ***reading instruction*** that enables students to bridge Spanish/English reading skills. Since all basic concepts of reading and writing (the mechanics of reading, alphabetic principles, decoding skills, study skills, comprehension strategies and appreciation of reading) are already **mastered in Spanish**, the **learning pace** of the transition instruction is *accelerated*.



The **An Ant About Town** program capitalizes on what the student already knows and introduces the phonetic sounds which are specific to the English language in a systematic but accelerated pace. This program will give students who are *literate in their primary language* a formal exposure to the new elements of English phonics that differ from the student's native language, and therefore, may be expected to cause reading difficulty. As a district, La Joya Independent School Independent District has incorporated the following:

- The Ant About Town program is a series of ten books about Tony and Lisa.

Readers

- Book 1 From The Anthill To Home
 - Book 2 Escape From The Refrigerator
 - Book 3 The Laundromat Mystery
 - Book 4 Message On The Hospital Wall
 - Book 5 A Piece Of The Sun
 - Book 6 Problems At The Carnival
 - Book 7 From Old To New
 - Book 8 Butterflies In Lisa's Stomach
 - Book 9 A Close Call
 - Book 10 Return To The Anthill
- An Ant About Town Resource Book
 - An Ant About Town Student Activities Book
 - District Transitional Binders (Binder 1 & 2 : vocabulary, comprehension, grammar, writing, phonics and fluency activities)
 - Supplemental Transitional Binders (Scott Foresman Leveled Readers Activities)

Language Arts – Spanish language arts, as per individual student's level, **continues during and after transition**. This ensures that students continue to develop higher comprehension skills and/or strategies needed for successful reading in the second language and success on Spanish TAKS.

Language Development – Second language instruction will be provided through:

- An Ant About Town
- Avenues (ESL adoption) - Students receive instruction in English based on their proficiency levels.

Content Area – (See Schedules)

- Language-mixing and/or translations are highly discouraged.
- Cooperative learning groups will be used extensively as will the use of manipulatives, graphic organizers, hands-on activities, games etc., as part of the regular implementation of instruction to help students negotiate meaning and comprehend English instruction.

Key Factors for Successful Transition

Before Transition

Students must meet all transitional criteria prior to transition. Eligibility forms must be submitted to school administrator and Bilingual/ESL Department.

- LAS Links Oral Spanish (4/5 Level)
- LAS Links Oral English (4/5 Level)
- LAS Links Lectura (4/5 Level)
- LAS Links Escritura (4/5 Level)
- Spanish – Unit Reading District Assessment total score of **80%**

****Students scoring 75% on district unit reading assessment would be allowed to retest to obtain 80%.**

- ❖ **2nd/3rd grade students** starting transition at the beginning and during the year, will use Unit Reading District Assessment results
- ❖ **4th grade students** will need to obtain a scale score of 2100 Spanish Reading TAKS of the previous year or 80% in the Unit Reading District Assessment.
- ❖ **5th grade students** will start Transition at the beginning of the year.
- Intermediate level of ESL (e-Assessment)

In Transition (See Schedules)

- Spanish Language Arts continues during this phase
- ESL instruction (Avenues)
- Second language instruction (An Ant About Town program - Transition Binders)
- District Assessments are administered in Spanish
- Students complete transition phase after 16 weeks of “An Ant About Town” Instruction

In Mainstream (See Schedules)

- Students begin on-level reading instruction in English
- Spanish Maintenance continues during this phase
- ESL instruction continues during this phase (Avenues)
- District Reading Assessments are administered in their dominant language
- Mainstream is completed in 16 weeks

3rd-5th grade TAKS

1 st Six weeks	2 nd Six weeks	3 rd Six weeks	4 th Six weeks	5 th Six weeks	6 th Six weeks	Language of Assessment
Transition--	-----	-----}	Mainstream--	-----	-----}	*English/Spanish
	Transition----	-----	-----}	Mainstream	-----}	*English/Spanish
		Transition	-----	-----}	Mainstream	Spanish
			Transition----	-----	-----}	Spanish

***Must meet eligibility testing criteria.**
After Mainstream

Eligibility Testing Criteria:

- Students are administered the LAS Links R/W **after the 16 weeks of Mainstream** to determine the language of assessment
 Students are administered the **English TAKS only** if they are competent literate in both the reading and writing (LAS Links R/W-separate scores) and score 65% or above on one District assessment (October & December) for students in grades 3rd through 5th.

**** Late enrollees must meet criteria to be eligible to assess with the English TAKS*****

- If students do not master the English TAKS, they will continue English instruction with ESL strategies, extended year tutorials, etc. and continue to test in English.
- Students are administered the **Spanish TAKS** if they are not Competent Literate in both Reading and Writing (LAS Links R/W) and do not score 65% or above on one District Assessment; this is why it is imperative that Spanish Maintenance continues during the mainstream phase.

Monitoring

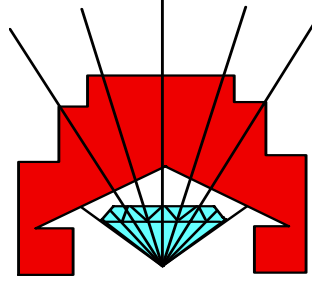
Transitional Criteria:

To ensure that the transitional process is being followed successfully, the Bilingual/ESL Department will request that the Transitional Eligibility Form (see transitional forms section) be completed, and reviewed by campus administrators to certify that all students meet the eligibility criteria prior to transition. **A copy must be submitted to the Bilingual/ESL Department.**

An Ant About Town:

Administrators should review the “An Ant About Town Classroom Profile Sheet” periodically.

Transitional Eligibility Forms



Bilingual Education Program for Elementary

Program Design

2nd-5th grade

2nd grade

Objective- To provide opportunities for students to successfully become bilingual by:

- ❖ Implementing instruction through a bilingual approach
- ❖ Intentionally organizing instruction in all curriculum areas to enable students to acquire and develop fluency in both languages;
- ❖ Making a more deliberate and effective use of current research in learning, bilingual education and English as a Second Language for planning and teaching
- ❖ Monitoring instruction on an on-going basis by campus staff with the assistance of central office C/I staff.

Eligibility-

- ❖ 2nd grade students who have been identified by the LPAC as Limited English Proficient (LAS Links -English Levels 1,2,3)

Curriculum The Curriculum is based on the Texas Essential Knowledge and Skills (TEKS) including those for primary language and English Language Proficiency Standards (ELPS) as specified by the state and supported by current research in each of the areas (See District Timelines & Daily Schedules).

Language Arts

- ❖ Spanish language development
- ❖ Formal reading in Spanish
- ❖ Formal writing process instruction in Spanish

ESL

- ❖ English language development through second language strategies in listening, speaking, reading and writing (Avenues)

Content Areas

- ❖ Math- Spanish
- ❖ Science/Social Studies- (3 days in Spanish and 2 days in English)

Instruction- Bilingual instruction will be utilized in heterogeneous/language-mixed, self-contained classrooms. Content area instruction will be taught in Spanish and English as outlined in the District's Daily Schedules. Grouping of students as needed for direct instruction of development reading in their dominant language may occur within the classroom or in a regrouping by language and teaming situation between two teachers.

Staffing-

- ❖ Bilingual teacher with elementary and bilingual education certification or endorsement.

Testing- Testing at this grade level will be for:

Initial Entry/Placement	LAS Links English Form C	LAS Links Spanish Form B
Language Acquisition	End of year LAS Links English Form D	End of year LAS Links Spanish Form C
Academic Achievement & Progress	Avenues e-assessment -Unit Progress Tests -Pre/Post e-assessment TELPAS (L,S,R,W)	Six Weeks Assessments Tejas Lee
*Transition	LAS Links English Level 1	LAS Links Lectura/Escritura Level 1

*Periodic assessment to determine readiness for transition is based on individual student needs. To ensure valid and reliable data, students may not be retested at intervals less than twelve weeks between each test administration. Some students are ready at the beginning of second grade. Generally, most students are ready sometime during the second semester of second grade. A general time frame for testing is recommended as follows: November, February, May.

Staff Development-

- ❖ Avenues
- ❖ Desarrollando la Lecto-escritura
- ❖ Transition Program Training
- ❖ English Language Proficiency Standards (ELPS)
- ❖ Sheltered Instruction Observation Protocol (SIOP)
- ❖ e-Assessment Training

Core Material- English/Spanish State Adopted

TEKS

District Timelines

Scott Foresman Reading Adoption

Math- Envisions

Avenues (ESL adoption)

Scott Foresman Science Adoption

Scott Foresman Social Studies Adoption

Transition

- An Ant About Town (District Program Binders)

3rd grade

Objective- To provide opportunities for students to successfully become bilingual by:

- ❖ Utilizing a bilingual approach in all curriculum areas for students who have not transitioned
- ❖ Enriching/enhancing native language literacy skills of students who have transitioned
- ❖ Making a more deliberate and effective use of current research in learning, bilingual education and English as a Second Language for planning and teaching
- ❖ Monitoring instruction on an on-going basis by campus staff with the assistance of central office C/I staff.

Eligibility-

- ❖ 3rd grade students who have been identified by the LPAC as Limited English Proficient (LAS Links-English Levels 1,2,3)
- ❖ Required for students who have not met transition criteria
- ❖ Required for all recent immigrant students (Please refer to BCRI section of this document)

Curriculum The Curriculum is based on the Texas Essential Knowledge and Skills (TEKS) including those for primary language and English as a Second Language as specified by the state and supported by current research in each of the areas. (See District Timelines and Daily Schedules)

Language Arts

- ❖ Spanish language development
- ❖ Formal reading in Spanish, language usage (grammar, spelling, mechanics)
- ❖ Formal writing process instruction in Spanish at grade level

ESL

- ❖ English language development through second language strategies in listening, speaking, reading and writing (Avenues)

Content Areas

- ❖ Math- Spanish
- ❖ Science/Social Studies- English

Instruction- Bilingual instruction will be utilized in heterogeneous/language-mixed, self-contained classrooms. Content area instruction will be taught in Spanish and English as outlined in the District’s Daily Schedules. Grouping of students as needed for direct instruction of development reading in their dominant language may occur within the classroom or in a regrouping by language and teaming situation between two teachers.

Staffing-

- ❖ Bilingual teacher with elementary and bilingual education certification or endorsement.

Testing- Testing at this grade level will be for:

Initial Entry/Placement	LAS Links English Form C	LAS Links Spanish Form B
Language Acquisition	End of year LAS Links English Form D	End of year LAS Links Spanish Form C
Academic Achievement and Progress	Benchmarks TPRI Avenues e-assessment -Unit Progress Tests -Pre/Post e-assessment TELPAS (L,S,R,W)	Benchmarks Tejas Lee
*Transition	LAS Links English Level 1	LAS Links Lectura/Escritura Level 1

*Periodic assessment to determine readiness for transition is based on individual student needs. To ensure valid and reliable data, students may not be retested at intervals less than twelve weeks between each test administration.

Staff Development-

- ❖ Avenues
- ❖ Desarrollando la Lecto-escritura
- ❖ Transition Program Training
- ❖ English Language Proficiency Standards (ELPS)
- ❖ Sheltered Instruction Observation Protocol (SIOP)
- ❖ e-Assessment Training

Core Material- English/Spanish State Adopted

TEKS

District Timelines

Scott Foresman Reading Adoption

Math- Envisions

Avenues (ESL adoption)

Scott Foresman Science Adoption

Scott Foresman Social Studies Adoption

Transition

- An Ant About Town (District Program Binders)

4th grade

Objective- To provide opportunities for students to successfully become bilingual by:

- ❖ Utilizing a bilingual approach in all curriculum areas for students who have not transitioned
- ❖ Enriching/enhancing native language literacy skills of students who have transitioned
- ❖ Making a more deliberate and effective use of current research on learning, bilingual education and English as a Second Language for planning and teaching
- ❖ Monitoring instruction on an on-going basis by campus staff with the assistance of central office C/I staff.

Eligibility-

- ❖ 4th grade students who have been identified by the LPAC as Limited English Proficient (LAS Links-English Levels 1,2,3)
- ❖ Required for students who have not met transition criteria
- ❖ Required for all recent immigrant students (Please refer to BCRI section of this document)

Curriculum The Curriculum is based on the Texas Essential Knowledge and Skills (TEKS) including those for primary language and English Language Proficiency Standards (ELPS) by the state and supported by current research in each of the areas. (See District Timelines and Daily Schedules)

Language Arts

- ❖ Spanish language development
- ❖ Formal reading in Spanish, language usage (grammar, spelling, mechanics)
- ❖ Formal writing process instruction in Spanish

ESL

- ❖ English language development through second language strategies in listening, speaking, reading and writing (Avenues)

Content Areas

- ❖ Math- Spanish
- ❖ Science/Social Studies- English

Instruction- Bilingual instruction will be utilized in heterogeneous/language-mixed, self-contained classrooms. Content area instruction will be taught in Spanish and English as outlined in the District’s Daily Schedules. Grouping of students as needed for direct instruction of development reading in their dominant language may occur within the classroom or in a regrouping by language and teaming situation between two teachers.

Staffing-

- ❖ Bilingual teacher with elementary and bilingual education certification or endorsement.

Testing- Testing at this grade level will be for:

Initial Entry/Placement	LAS Links English Form C	LAS Links Spanish Form B
Language Acquisition	End of year LAS Links English Form D	End of year LAS Links Spanish Form C
Academic Achievement and Progress	Benchmarks Avenues e-assessment -Unit Progress Tests -Pre/Post e-assessment TELPAS (L,S,R,W)	Benchmarks
*Transition	LAS Links English Level 1	LAS Links Lectura/Escritura Level 2

*Periodic assessment to determine readiness for transition is based on individual student needs. To ensure valid and reliable data, students may not be retested at intervals less than twelve weeks between each test administration.

Staff Development-

- ❖ Avenues
- ❖ Desarrollando la Lecto-escritura
- ❖ Transition Program Training
- ❖ English Language Proficiency Standards (ELPS)
- ❖ Sheltered Instruction Observation Protocol (SIOP)

❖ e-Assessment Training

Core Material- English/Spanish State Adopted

TEKS

District Timelines

Scott Foresman Reading Adoption

Math- Envisions

Avenues (ESL adoption)

Scott Foresman Science Adoption

Scott Foresman Social Studies Adoption

Transition

- An Ant About Town (District Program Binders)

5th grade

Objective- To provide opportunities for students to successfully become bilingual by:

- ❖ Utilizing a bilingual approach in all curriculum areas for students who have not transitioned
- ❖ Enriching/enhancing native language literacy skills of students who have transitioned
- ❖ Making a more deliberate and effective use of current research on learning, bilingual education and English as a Second Language for planning and teaching
- ❖ Monitoring instruction on an on-going basis by campus staff with the assistance of central office C/I staff.

Eligibility-

- ❖ 5th grade students who have been identified by the LPAC as Limited English Proficient (LAS Links-English Levels 1,2,3)
- ❖ Required for students who have not met transition criteria
- ❖ Required for all recent immigrant students (Please refer to BCRI section of this document)

Curriculum The Curriculum is based on the Texas Essential Knowledge and Skills (TEKS) including those for primary language and English Language Proficiency Standards (ELPS) by the state and supported by current research in each of the areas. (See District Timelines and Daily Schedules)

Language Arts

- ❖ Spanish language development
- ❖ Formal reading in Spanish, language usage (grammar, spelling, mechanics)
- ❖ Formal writing process instruction in Spanish
- ❖ All 5th grade students will complete transition program by the end of the year
 - (An Ant About Town)

ESL

- ❖ English language development through second language strategies in listening, speaking, reading and writing (Avenues)

Content Areas

- ❖ Math- Spanish
- ❖ Science/Social Studies- English

Instruction- Bilingual instruction will be utilized in heterogeneous/language-mixed, self-contained classrooms. Content area instruction will be taught in Spanish and English as outlined in the District’s Daily Schedules. Grouping of students as needed for direct instruction of development reading in their dominant language may occur within the classroom or in a regrouping by language and teaming situation between two teachers.

Staffing-

- ❖ Bilingual teacher with elementary and bilingual education certification or endorsement.

Testing- Testing at this grade level will be for:

Initial Entry/Placement	LAS Links English Form C	LAS Links Spanish Form B
Language Acquisition	End of year LAS Links English Form D LAS Links R/W Form 2B	End of year LAS Links Spanish Form C
Progress	Avenues e-assessment -Unit Progress Tests -Pre/Post e-assessment TELPAS (L,S,R,W) Benchmarks	Six Weeks Assessments Benchmarks
*Transition	LAS Links English Level 1	LAS Links Lectura/Escritura Level 2

*Periodic assessment to determine readiness for transition is based on individual student needs. To ensure valid and reliable data, students may not be retested at intervals less than twelve weeks between each test administration.

Staff Development-

- ❖ Avenues
- ❖ Desarrollando la Lecto-escritura
- ❖ Transition Program Training
- ❖ English Language Proficiency Standards (ELPS)
- ❖ Sheltered Instruction Observation Protocol (SIOP)
- ❖ e-Assessment Training

Core Material- English/Spanish State Adopted

TEKS

District Timelines

Scott Foresman Reading Adoption

Math- Envisions

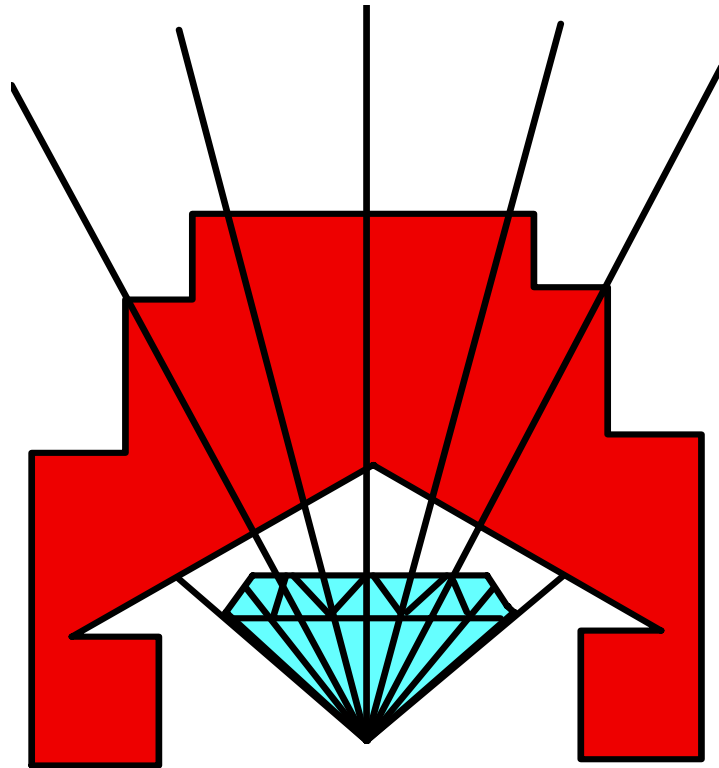
Avenues (ESL adoption)

Scott Foresman Science Adoption

Scott Foresman Social Studies Adoption

Transition

An Ant About Town (District Program Binders)



La Joya Independent School District
Bilingual Classroom for Recent Immigrant
BCRI

Recent Immigrant Students

Bilingual Classroom for Recent Immigrant Students (BCRI) - 3rd -5th grade

1. **Objectives-** To provide an opportunity for recent immigrant students to gain confidence and experience success in their first encounter with education in the United States by:
 - implementing the district curriculum through bilingual and differentiated instruction for preliterate and literate students
 - creating more opportunities for parents of recent immigrants to become involved with their children's education
 - making a more deliberate and effective use of current research on bilingual education and English as a Second Language of planning and teaching
 - monitoring of instruction on a n on-going basis by campus staff and central office (Curriculum and Instruction staff)

2. **Eligibility-**
 - First year recent immigrant students or second year students (Third through fifth grade) who have not developed BICS (Basic Interpersonal Communicative Skills and CALP (Cognitive Academic Language Proficiency) to a level which enables them to be successful in bilingual or mainstream classes.
 - required for all

3. **Curriculum-** For all content areas you must follow district timelines and daily schedules

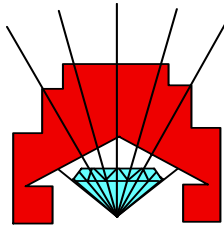
4. **Staffing**
 - Elementary bilingual teacher with elementary and bilingual certification/endorsement

- Instructional Assistant for recent immigrants

5. Testing

Initial Entry	LAS Links English Form 1C/D
Placement	LAS Links Spanish Form 1B LAS Links Lectura/Escritura 1A(3 rd), 2A (4 th - 5 th)
Language Acquisition	LAS Links English Form 1C/D
Academic Achievement and Progress	Spanish TAKS /LAT LAS Links Reading and Writing (2 nd & 3 rd year recent immigrants and 5 th grade students)
Transition	3 rd & 4 th grade students will begin transition when they have met transition criteria 5th grade students are required to go through the transition program

Program Monitoring



La Joya ISD

Early-Exit Bilingual Transitional

- Students will receive appropriate differentiated instruction, needed instructional support services, and timely interventions based on their individual **LEP Intervention Plan**.
- Second language instruction will be provided through Avenues (ESL adoption). Students receive instruction in English based on their proficiency levels.
 - **Language and Literacy Pretest** is administered at the beginning of year to identify each student's language proficiency level and skill profile. Based on results, teachers provide **differentiated instruction** to ELL students.
 - **Unit progress tests** are administered at the end of each unit throughout the year based on the student's language proficiency.
 - **Post-tests** are administered at the end of the year and compared to the Pretest to determine growth in language proficiency and skills.
- Pre-LAS/LAS Links data will be reviewed at beginning and end of the year to monitor student's English and Spanish proficiency.
- Texas English Language Proficiency Assessment System (**TELPAS**) Results
- To ensure that the transitional process is being followed successfully, a Transitional Eligibility Form must be completed, reviewed by campus administrators to certify that all students meet the eligibility criteria prior to transition; and submit a copy to Bilingual/ESL Department. Administrators should review the "An Ant About Town Classroom Profile Sheet" periodically.
- Classroom Observations
- Grade Level Meetings
- Lesson Plan Review