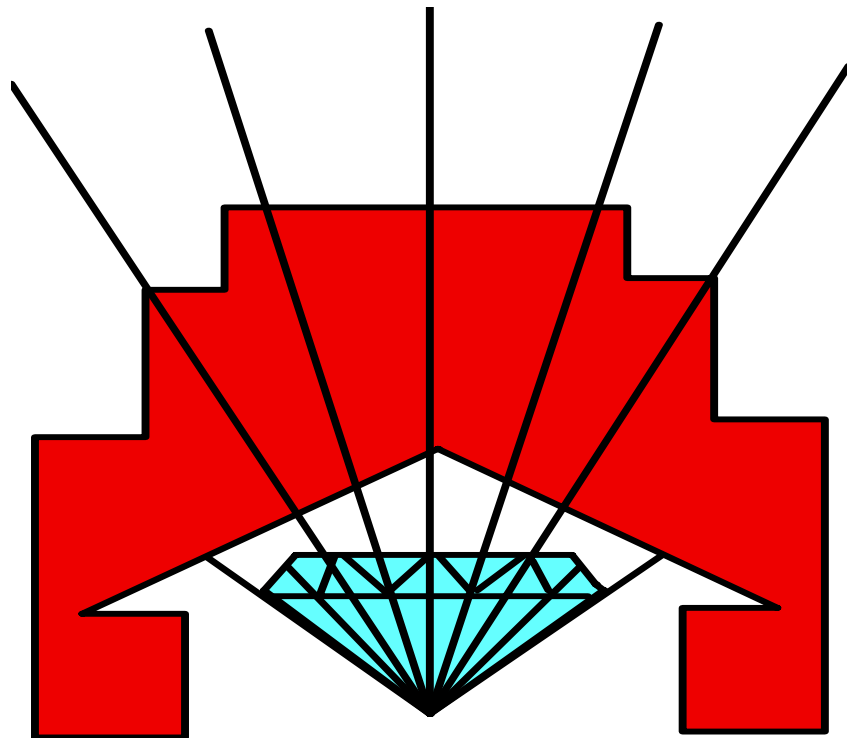


La Joya ISD

Office of Bilingual/ESL

Education



Secondary-Content-Based ESL

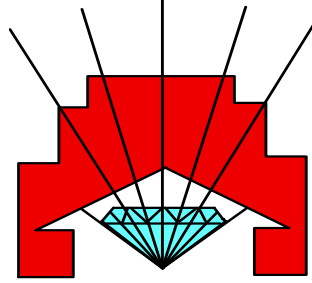
Program for Middle Schools

Frameworks for Successful English Language learning at



The Bilingual/ESL programs outline six guidelines of principles that characterize an effective school setting in which English Language Learners are able to realize their fullest potential:

- ELLs are held to the same high expectations of learning established for all students.
- ELLs develop full receptive and productive proficiencies in English in the domains of listening, speaking, reading, and writing, consistent with expectations of all students
- ELLs are taught challenging content to enable them to meet performance standards in all content areas, including reading and language arts, mathematics, social science, the fine arts, health, and physical education, consistent with those for all students
- ELLs receive instruction that builds on their previous education and cognitive abilities and that reflects their language proficiency levels
- ELLs are evaluated with appropriate and valid assessments that are aligned with state and local standards and that take into account the language acquisition stages and cultural backgrounds of students
- The academic success of ELLs is a responsibility shared by all educators, the family, and the community



A Quality Bilingual/ESL Program

- ❖ The Bilingual/English as a second language program 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.

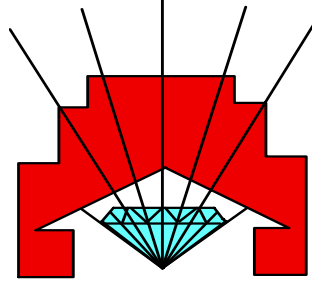
- ❖ The primary goal of the Bilingual/ English as a second language programs is to enable **ALL** English Language Learners to become competent in the speaking, reading, and comprehending, as well as composition of the English language through the integrated use of second language methods. The ESL program emphasizes the mastery of English language skills, as well as mathematics, science, and social studies, as integral parts of the academic goals for all students to enable English Language Learners to participate equitably in school.

- ❖ Teachers need to provide information in a way that is clearly understood.

- ❖ Teachers need to utilize variations of instructional strategies

- ❖ Teachers should differentiate instruction for ELLs students

- ❖ Students understand complicated concepts by transferring known language competency to English and by developing conversational language abilities to abstract academic levels.



Secondary-Content-Based ESL Program For Middle School

Program Design
6-8th grade

Bilingual/ ESL Education

- ❖ All LEP students for whom the district is not required to offer a bilingual education program shall be provided English as a second language program, regardless of the students' grade levels and home language and regardless of the number of such students. 19 TAC 89.1205(d)

- ❖ The ESL program shall be provided by offering either an ESL program that meets State Board requirements for program content and design, as established in 19 TAC 89.1210, or an ESL program designed by the district and approved by the commissioner of education, as provided by 19 TAC 89.1255. The district-designed program shall address the affective, linguistic, and cognitive needs of the LEP students. 19 TAC 89.1205(d)

Purpose- The English as a Second Language Program 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 (LEP). The ESL program emphasizes the mastery of English language skills, while developing the academic language of all content areas (language arts, mathematics, science, and social studies); as integral parts of the academic goals for all students to enable English Language Learners to participate equitably in school. This program will enable students to progress and attain cognitive academic language proficiency while continuing to expand their social language in English in order to meet all exit criteria. The program shall include intensive instruction in English through the use of the SIOP model, second language acquisition methodologies and learning strategies.

Objectives- To provide opportunities for students to successfully become competent in the attainment of English Language Proficiency by:

- ❖ Demonstrating academic language growth in the second language
- ❖ Demonstrating mastery of the TEKS, ELPS, and LJISD's curriculum objectives on grade level every year in the second language
- ❖ Becoming competent in the listening, speaking, reading, and comprehending, as well as writing of the English language through the integrated use of second language methods
- ❖ Improving proficiency in their first language through Language Other Than English (LOTE) classes so that second language proficiency can be enhanced
- ❖ 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
- ❖ Graduating from high school, preparing for concurrent enrollment, and higher education courses

Eligibility-

- ❖ Sixth through eighth grade students, who have been identified by the LPAC as Limited English Proficient and have not met exit criteria.

Curriculum- The Curriculum is based on the Texas Essential Knowledge and Skills (TEKS) including the newly adopted English Language Proficiency Standards (ELPS).

- ❖ English Language Arts for 6th through 8th grade (sheltered)
- ❖ Math (sheltered)
- ❖ Science (sheltered)
- ❖ Social Studies (sheltered)
- ❖ Spanish
- ❖ Reading
- ❖ Electives

Instruction- An English program that serves students identified as students of limited English proficiency in English only by providing full-time certified teachers under **TEC §29.061(c)** to provide supplementary instruction for all content area instruction; it integrates English-as-a-second-language instruction with subject matter instruction which focuses not only on learning a second language, but using that language as a medium to learn mathematics, science, social studies, or other academic subjects.

English Language Arts- Sheltered instruction will be used to support the BICS (Interpersonal Communicative Skills) and CALP (Cognitive Academic Language Proficiency) so students increase their social, academic, and language proficiency. Eligible students for these classes will be scheduled to receive instruction which addresses the four language domains (listening, speaking, reading, and writing) as stated in the Texas Essential Knowledge and Skills (TEKS) while promoting content development. ELA classes will be taught using the state curriculum and the district developed timelines.

Acquisition requires meaningful interaction in the target language-natural communication- in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding.” Steven Krashen

Reading- Reading will be taught using state curriculum, TEKS, and the read 180 programs for selected groups of students to target individualized needs.

Math/ Science / Social Studies / Electives- English Language Learners will be scheduled to take the appropriate subject area courses as per grade requirements. Sheltered English/ ESL strategies will be used for instruction to further develop BICS and CALPS. The sheltered instruction approach will be implemented in order to make subject matter concepts comprehensible while promoting academic language development. Cooperative learning groups will also be used extensible as the use of manipulatives, pictures, concrete objects, other visuals, and auditory materials to help students comprehend concepts.

Use of Native Language in Secondary English as a Second Language Programs- LJISD is fortunate to employ many teachers who are fluent in Spanish. Bilingual teachers can be an asset to the ESL program for language support.

It is recognized that native language development and support are strategies that can lower the affective filter and facilitate the academic achievement of ESL students. Native language development/support is very effective with pre-literate and beginning level students.

However, using native language instruction exclusively or for a significant portion of the content classes does not foster target language development and may inhibit the development of English language and academic skills. Additionally, code switching or repetitive translating of language can also hinder the development of English acquisition, as students often “tune out” the English and only “tune in” the native language.

Personnel- To help our schools with the implementation of programs and monitoring of the academic success of our ELL population, the following personnel are available at each campus:

- ❖ ELA teacher with ESL endorsement for Language Arts/ ESL
- ❖ Core content area teachers trained with sheltered English instruction
- ❖ 1- LPAC Clerk- assists campus with LPAC documentation / data entry (Data Quality)

Testing- Testing at these grade levels will be for:

Initial Entry/Placement	LAS Links Oral English English NRT-Reading and Language (IOWA)
Language Acquisition	LAS Links Oral English – Pre/Post
Academic Achievement and Progress	Content Area Assessments District and campus benchmark assessments TELPAS (listening, speaking, reading, and writing) TAKS and LAT

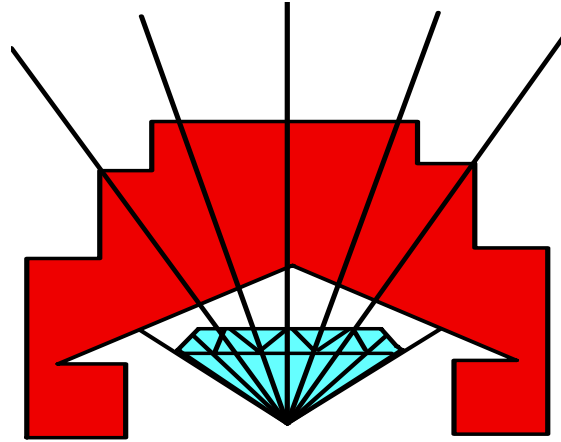
Staff Development- Teachers will receive training as per District Improvement Plan.

- ❖ Sheltered Instruction Observation Protocol (SIOP)
- ❖ English Language Proficiency Standards (ELPS)
- ❖ Texas English Language Proficiency Assessment System (TELPAS)
- ❖ Grade Level/ Department Meetings based on campus needs

Exit- Exit from state funded English as Second Language Program is based on LPAC recommendation, as per state guidelines. Refer to LPAC manual.

Core Material:

- ❖ TEKS
- ❖ ELPS
- ❖ District Scope and Sequence/ Timelines
- ❖ Math, Science, Social Studies- grade level textbooks and resources
- ❖ Reading Renaissance
- ❖ Math Renaissance
- ❖ Read 180



La Joya Independent School District

**Newcomers Classroom for Recent Immigrants
NCRI**

Middle School Recent Immigrant Students

Purpose- English as a Second Language (ESL) is a state funded instructional program designed for 6th through 8th grade Recent Immigrant students, who have been in the U.S. for three years or less and identified as Limited English Proficient by LPAC and have not met exit criteria. This program enables students to acquire Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP), while assisting their families to experience success in a new environment. It also provides effective instruction in content areas based on the TEKS through Sheltered English instruction (SIOP).

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:

- ❖ Becoming competent in the listening, speaking, reading, and comprehending, as well as writing of the English language through the integrated use of second language methods
- ❖ Demonstrating academic language growth in the second language
- ❖ Demonstrating mastery of the TEKS, ELPS, and LJISD's curriculum objectives on grade level every year in the second language
- ❖ Improving proficiency in their first language through Language Other Than English (LOTE) classes so that second language proficiency can be enhanced
- ❖ Making a more deliberate and effective use of current research in learning, bilingual education and English as a Second Language for planning and teaching
- ❖ Smoothly transition to mainstreamed or regular classes
- ❖ Monitoring instruction on an on-going basis by campus staff with the assistance of central office C/I staff
- ❖ Graduating from high school, preparing for concurrent enrollment, and higher education courses

Eligibility-

- ❖ Sixth – Eighth grade recent immigrant students who have attended U.S. schools for three years or less would qualify to be part of this program.

Texas is required to use the federal definition under title III of the NCLB in order to determine immigrant students' counts for funding and for coding in PEIMS. Under title III of the No Child Left Behind Act of 2001 (NCLB), the term "immigrant children and youth" is defined as, "individuals who are aged 3 through 21; were not born in any state; and have not been attending one or more schools in any or more states for more than 3 full academic years. The term "State" means each of the fifty states, the District of Columbia, and the Commonwealth of Puerto Rico." P.L. 107-110 Title III, part C 330 (6).

Please note the following:

- ❖ Students who were born in the United States, but have lived in another country for 2 or more years can be placed in the program for educational purposes. **Do not classify these students as recent immigrant in PEIMS**
- ❖ Students who were born in another country and immigrated to the United States where they attended school and later returned to their native (foreign) country for two or more years become first year recent immigrant students when they re-enroll in the U.S. schools and must be updated in PEIMS.

Curriculum- The Curriculum is based on the Texas Essential Knowledge and Skills (TEKS) including the newly adopted English Language Proficiency Standards (ELPS).

- ❖ English Language Proficiency Standards (replaced the ESL TEKS)
- ❖ Spanish Language Instruction (literacy development for pre-literates)
- ❖ Math (sheltered)
- ❖ Science (sheltered)
- ❖ Social Studies (sheltered)
- ❖ Spanish
- ❖ Reading
- ❖ Physical Education/ Health
- ❖ Electives

Instruction- An English program that serves students identified as students of limited English proficiency in English only by providing full-time certified teachers under **TEC §29.061(c)** to provide supplementary instruction for all content area instruction; it integrates English-as-a-second-language instruction with subject matter instruction which focuses not only on learning a second language, but using that language as a medium to learn mathematics, science, social studies, or other academic subjects.

English as a Second Language – ESL/ English Teacher- Sheltered English instruction will be used to develop Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP). Students for whom ESL is required will be scheduled to receive a class period of instruction which addresses the language domains (listening, speaking, reading, and writing) as addressed in the Texas Essential Knowledge and Skills (TEKS). Students may be grouped by second language ability (L2). Teachers will use clear content and language objectives with plenty of visuals, supporting clues and relevant teaching strategies combined with appropriate manipulatives allowing the students to have real world experiences.

Spanish Language Arts- Native language (L1) instruction will be used to develop literacy skills. Identified students will receive at least 90 minutes of Spanish instruction which will address the language strands through content-area-material.

Math- The sheltered instruction approach will be implemented to teach content math in strategic ways that make subject matter comprehensible while promoting language development. Students may be grouped by first or second language proficiency and/or heterogeneously.

Science / Social Studies / Electives- Students will be scheduled to take the appropriate core courses as per state requirements. The sheltered instruction approach will be implemented in order to make subject matter concepts comprehensible while promoting academic language development. Cooperative learning groups are used extensible as is the use of manipulatives, pictures, concrete objects, other visuals, and auditory materials to help students understand concepts. First or second language proficiency level and/ or heterogeneous grouping may be implemented.

Additional Instructional Services- Recent Immigrant Instructional Assistants will provide small group instructions in content areas based on the needs of the students within the program. Assistants will help pre-literate students with the first or second language skills. Teachers must provide initial instruction/lesson to students and then the assistant will review/reinforce instruction. Lessons must target specific content skills that need further development in either language.

Schedules- Grouping can influence positively the levels of students' engagements and academic progress. In all content areas, students can be grouped by abilities in their first or second language. Same-ability groups allow instruction that targets individual needs. It also provides extensive opportunities for practice and feedback while allowing students to express their knowledge of language and content. However, in order to have successful grouping strategies, it is crucial to continually monitor student progress and regroup if necessary to increase students overall performance.

Form whole-class groups for English as a Second Language (ESL) and Math.

Group 1	Group 2	Group 3
LAS Links Oral English 1 LAS Links Lectura 1 LAS Links Escritura 1 TELPAS Beginning	LAS Links Oral English 1/ low 2 LAS Links Lectura 2/3 LAS Links Escritura 2/3 TELPAS Intermediate	LAS Links Oral English high 2/3 LAS Links Lectura 3 LAS Links Escritura 3 TELPAS Advance

Personnel- To help our schools with the implementation of programs and monitoring of the academic success of our ELL population, the following personnel are available at each campus:

- ❖ ELA teacher with ESL endorsement for Language Arts/ESL
- ❖ Core content area teachers with ESL endorsement
- ❖ Certified Spanish Language Arts Teacher (Foreign Language)
- ❖ Assistants for recent immigrants with all mandated requirements and proficient in English and Spanish
- ❖ 1- LPAC Clerk- assists campus with LPAC documentation / data entry (Data Quality)

Testing- Testing at these grade levels will be for:

Initial Entry/Placement	LAS Links Oral English English NRT- Reading and Language (IOWA)
Language Acquisition	LAS Links Oral English LAS Links Reading and Writing
Academic Achievement and Progress	Content Area Assessments District and campus benchmark assessments Empowerment Program TELPAS (listening, speaking, reading, and writing) TAKS and LAT

Staff Development- Teachers will receive training as per District Improvement Plan.

- ❖ Sheltered Instruction Observation Protocol (SIOP)
- ❖ English Language Proficiency Standards (ELPS)
- ❖ Texas English Language Proficiency Assessment System (TELPAS)
- ❖ 2009-2010 Locally Developed Math and Science Curriculum
- ❖ Grade Level/ Department Meetings based on campus needs

Exit- Exit from the recent immigrant classes to state required or regular local program is determined on an individual student basis. Consideration for mainstreaming includes students’ academic performance and aptitude in the particular content area. Most students should be ready to be mainstreamed after two years of instruction in the recent immigrant programs. Pre-literate students may require more time. However, students need not be kept in these classes for more than three years.

Core Material:

- ❖ TEKS
- ❖ ELPS
- ❖ ESL Language Arts - National Geographic (HighPoint)
- ❖ Empowerment Program
- ❖ Math, Science, Social Studies- grade level textbooks and resources
- ❖ Reading Renaissance
- ❖ Math Renaissance
- ❖ Read 180