



BISD's English as a Second Language Program Overview

Brownwood ISD's English as a Second Language (ESL) Department provides appropriate planned instruction to identified students that are linguistically and culturally diverse.

BISD uses English as a Second Language as its educational approach to align academic content and the acquisition of English language skills for Emergent Bilingual (EB) students. Academic services are appropriate to each student's developmental and instructional level.

ESL instruction is delivered through the classroom-based and the pull-out models. It is designed to teach social and academic skills as well as cultural aspects of the English language. Planned instruction in the ESL program is aligned with Texas Education Agency's English Language and academic standards in Reading, Writing, Listening and Speaking. Teachers focus on specialized vocabulary, learning strategies, and literacy skills.

The goal of this program is to provide students a positive and culturally responsive environment to ease transition into participation in core academic classes required for graduation. Teachers trained in English Language Proficiency Standards (ELPS) strategies provide instruction. They provide meaningful, comprehensible instruction that incorporates the English Language Proficiency Standards as an overlay to academic content standards. In order to maintain a high-quality program, the district provides an aligned curriculum, appropriate textbooks with related resources, as well as on-going professional development for teachers, administrators and other school-based educators.

Imagine Learning Program

To engage students KG-7th grade one-on-one, BISD purchased 48 licenses for an award-winning language and literacy software program called Imagine Learning. It features interactive content, including activities, videos, songs, and games. It is research-based, instructionally differentiated, and incredibly fun to use for the students. The best part is that Imagine Learning offers personalized, systematic instruction that adapts to each student.

Summit K-12 Program

To engage 8th-12th grade students one-on-one, BISD purchased 24 licenses to ensure learner are making steady progress toward their English Language Proficiency Growth Goals throughout the year and being prepared for spring testing through this online TELPAS Review and Readiness program.

English Language Proficiency Standards (ELPS Training)

The ELPS are an outline of the English language proficiency level descriptors and student expectations for EBs (Similar to the TEKS). They are required by 19 Texas Administrative Code, Chapter 74, Subchapter A, §74.4. They focus on reading, writing, listening and speaking. All of BISD's classroom teachers, numerous support and administrative staff are on track to complete their four-hour ELPS training.

Goals and Initiatives of the ESL Program

The goal of the ESL program is to help students develop language skills necessary to be successful students and members of society.

This can be done most effectively by meeting the following initiatives:

- ❖ Nurture self-pride and self-identity in each student's linguistic and cultural heritage.
- ❖ Develop proficiency in the English language.
- ❖ Reach a level of proficiency in reading, writing, speaking, and listening as determined by the Texas Essential Language Proficiency Assessment System (TELPAS).
- ❖ Meet or exceed a level of proficiency in all content areas.
- ❖ Provide curricular and extra-curricular opportunities for EB in a similar fashion to our non-EB students.

Another goal of the ESL program is to help teachers develop the skills needed to help EBs become successful members of society.

This can be done most effectively by meeting the following initiatives:

- ❖ Offer professional development opportunities during the school year and summer to address the needs of the teachers, support staff and administrators to improve instruction focused on EBs.
- ❖ Provide administrative support through collaborative individual, team, staff and district-level meetings.
- ❖ Grant financial assistance towards for those teachers who are asked to acquire their ESL certification. (Reimburse for testing expenditures)
- ❖ Afford preference to those teachers who have their ESL certification when hiring.

BISD



English as a Second Language Program Report (as of 9/23/2022)

KEY:

EB = Emergent Bilingual

ESL= English as a Second Language Program

PD = Parent Denial (Only 1 at this time ☺)

Monitor= Student who has met ESL program exit criteria.

F & S Monitor = First and Second Year Monitor

F3+ Monitor = Third Year or More Monitor

EMERGENT BILINGUAL ENROLLMENT by GRADE	EE/PK	Kinder	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	CAMPUS TOTALS
COGGIN	3	5	4	2	1	5	4	9							33
Coggin Parent Denial				1											1
EAST	2	1	1		3		1								8
NORTHWEST	4	1	5	1	5	1	2								19
WOODLAND HEIGHTS	1	1	1	1	3										7
MIDDLE SCHOOL									11	4					15
HIGH SCHOOL											11	11	6	7	35
TOTALS PER GRADE	10	8	11	5	12	6	7	9	11	4	11	11	6	7	118

	Currently in a classroom setting serving LEP students	
	22-23	21-22
COGGIN	26	14
NORTHWEST	15	8
EAST	10	7
WOODLAND	17	4
MIDDLE SCHOOL	5	3
HIGH SCHOOL	7	6
BAHS/DAEP	2	2

District-wide we have over 100 ESL certified staff members, including campus administrators.

Monitor students are students who have met eligibility to exit the ESL program. These students are no longer classified as "emergent bilingual".

Requirements to Exit:

- Ratings of "Advanced High" in all 4 domains of TELPAS (listening, speaking, reading, writing) AND
- Pass current year STAAR/EOC Reading/English without the use of linguistic accommodations AND
- Teacher recommendation

MONITOR STUDENTS	1st Year Monitor Students	2nd Year Monitor Students	3rd Year+ Monitor Students
COGGIN			9
EAST			1
NORTHWEST		1	5
WOODLAND HEIGHTS			
MIDDLE SCHOOL			14
HIGH SCHOOL			34