



BILINGUAL/ESL EDUCATION PROGRAM REPORT

GREGORY-PORTLAND ISD



October 19, 2026

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BILINGUAL/ESL PROGRAM AND RESULTS

of the Program Effectiveness Review

TEC 7.028 states: (b) The board of trustees of a school district or the governing body of an open-enrollment charter school has primary responsibility for ensuring that the district or school complies with all applicable requirements of state educational programs.

TEA requires that we conduct a program evaluation for the board annually, before November 1 of each school year and the report shall be retained at the district level in accordance with **TEC, §29062.**

PRIORITY 1



Exceptional Student Performance

- 1.1 Annually increase performance in reading for all students and all student groups
- 1.2 Annually increase performance in math for all students and all student groups
- 1.3 Annually increase performance in college, career, and military readiness for all students and all student groups
- 1.4 Annually increase student engagement for all students and all student groups
- 1.5 Annually increase percentage of students who feel safe at school

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Educate.
Inspire
EMPOWER!



PROGRAM TYPES IN G-PISD

Elementary

- **Dual Language Immersion (Two-Way)**
- **Transitional Bilingual (Early Exit)**
- **ESL: Content-Based**

Secondary

- **ESL: Pull-Out**



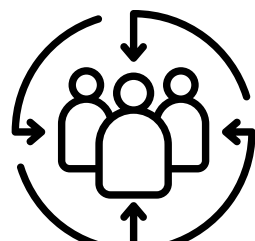
DUAL LANGUAGE IMMERSION

Two-Way (PK-4th Grade)



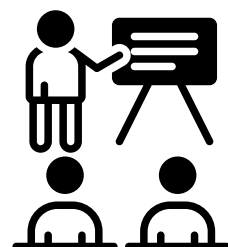
Goal

Emergent bilingual students attain bilingualism, biliteracy, and sociocultural competence to reach high levels of literacy and academic achievement in the partner language and English.



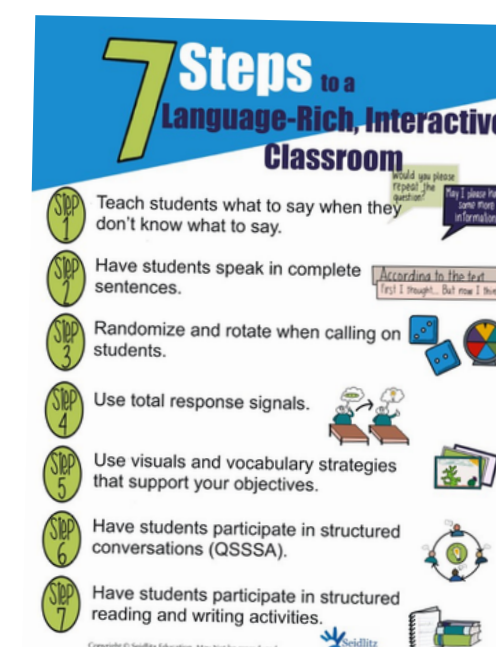
Participation

Emergent bilingual students and English proficient students



Instruction

Emergent bilingual students receive instruction in literacy and academic content in their partner language as well as English from teachers certified in bilingual/ESL education. At least 50% of the instruction is delivered in the students' primary language for the duration of the program.





TIME ALLOTMENT

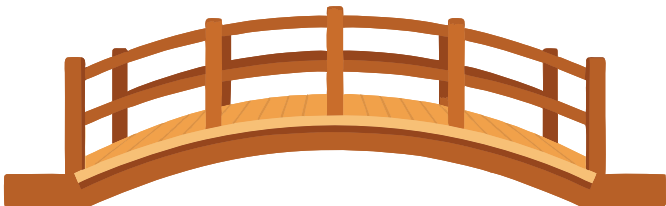
Dual Language Immersion Two-Way

PK		
Minutes	Content	Language
105	SLA	Spanish
25	ELD/ELA	English
50	SCI/SS	Spanish
55	Math	Spanish
90/10		

Kinder		
Minutes	Content	Language
115	SLA	Spanish
55	ELD/ELA	English
40	SCI/SS	Spanish
65	Math	Spanish
80/20		

1st		
Minutes	Content	Language
60	SLA	Spanish
60	ELD/ELA	English
15	SCI/SS	Spanish
60	Math	Spanish
25	Math SG	English
60	WIN	Spanish
70/30		

Strategic Cross-
Linguistic Connections





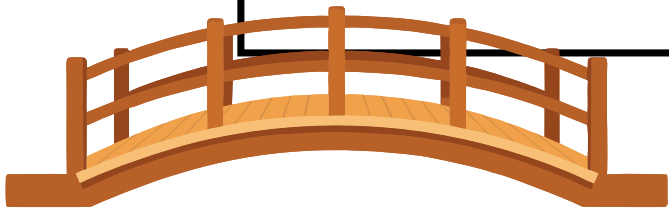
TIME ALLOTMENT

Dual Language Immersion Two-Way

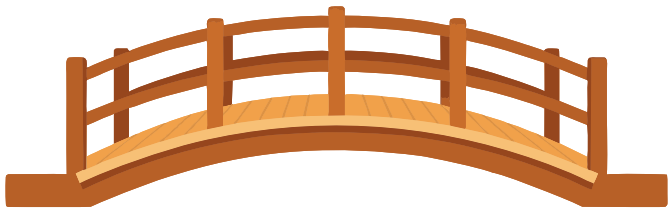
2nd Grade		
Minutes	Content	Language
65	SLA	Spanish
60	ELAR	English
15	SCI	Spanish
15	S.S.	Spanish
60	Math	English
30	Math SG	Spanish
60	WIN	Span/Eng
50/50		

3rd Grade		
Minutes	Content	Language
70	SLA	Spanish
50	ELAR	English
30	SCI	English
15	S.S.	Spanish
60	Math	English
60	WIN	Spanish
50/50		

4th Grade		
Minutes	Content	Language
70	SLA	Spanish
50	ELAR	English
30	SCI	English
25	S.S.	Spanish
75	Math	English
60	WIN	Spanish
50/50		



Strategic Cross-Linguistic Connections





CROSS LINGUISTIC CONNECTIONS

Dual Language Immersion Two-Way



What are Cross-Linguistic Connections?

Teachers intentionally help students make connections between Spanish and English throughout daily instruction.

What does it do?

- Connects what students already know in one language to the other
- Helps students recognize similarities and differences between English and Spanish
- Builds vocabulary, reading, writing, and speaking in both languages
- Develops bilingualism and biliteracy over time



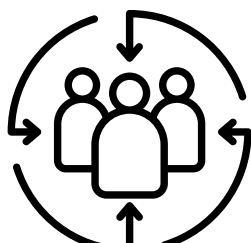
TRANSITIONAL BILINGUAL

Early Exit (5th Grade Only)



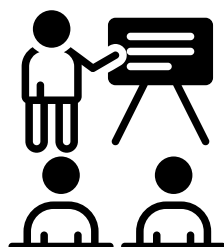
Goal

Emergent bilingual students utilize their primary language as a resource while acquiring full proficiency in English to participate equitably in school.



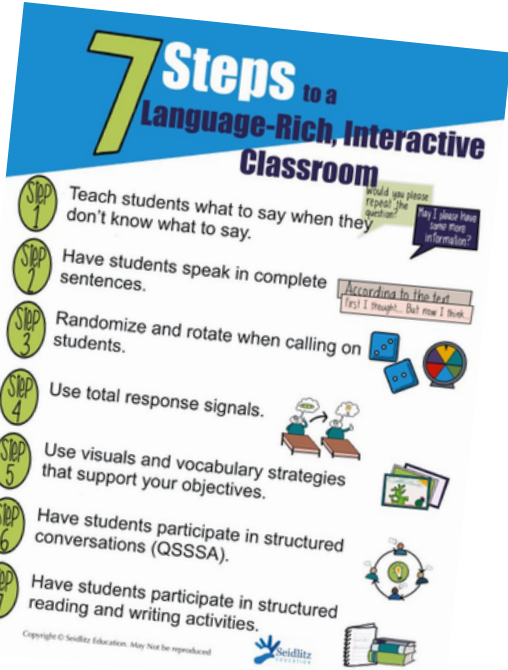
Participation

Emergent bilingual students



Instruction

Emergent bilingual students receive instruction in literacy and academic content in their primary language as well as English from teachers certified in bilingual education. As the child acquires English, the amount of instruction provided in the primary language decreases until full proficiency in English is attained.





ENGLISH AS A SECOND LANGUAGE - CONTENT-BASED

(Elementary Only)



ELAR
ESL CERTIFIED



MATH
ESL CERTIFIED



Science
ESL CERTIFIED

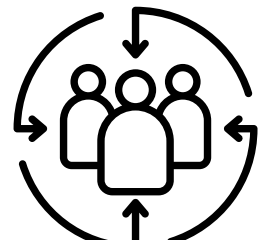


Social Studies
ESL CERTIFIED



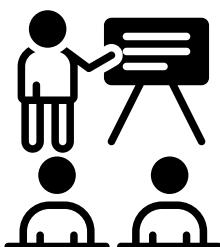
Goal

Emergent bilingual students will attain full proficiency in English in order to participate equitably in school.



Participation

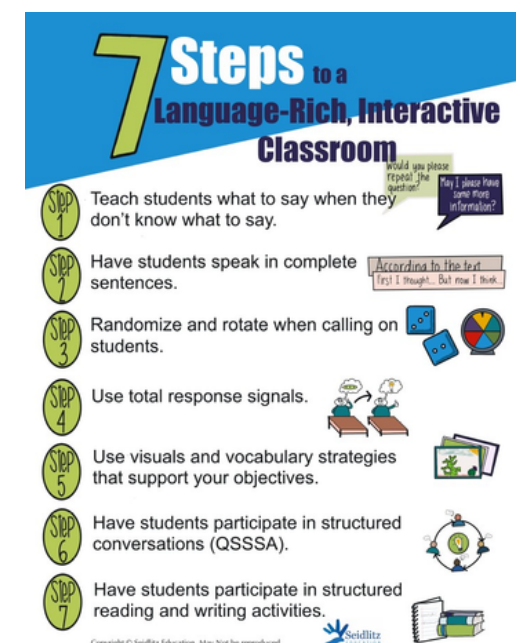
Emergent bilingual students



Instruction

Emergent bilingual students receive **all content area instruction (English language arts and reading, mathematics, science, and social studies) by **ESL-certified teachers**. Delivery of content includes CBLI (Content-Based Language Instruction) practices.**

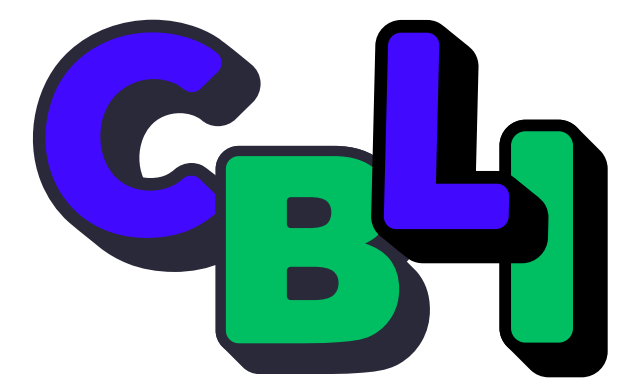
CBLI





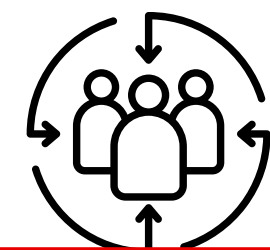
ESL PULL-OUT

(Elementary and Secondary)



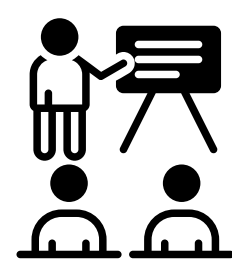
Goal

Emergent bilingual students will attain full proficiency in English in order to participate equitably in school.



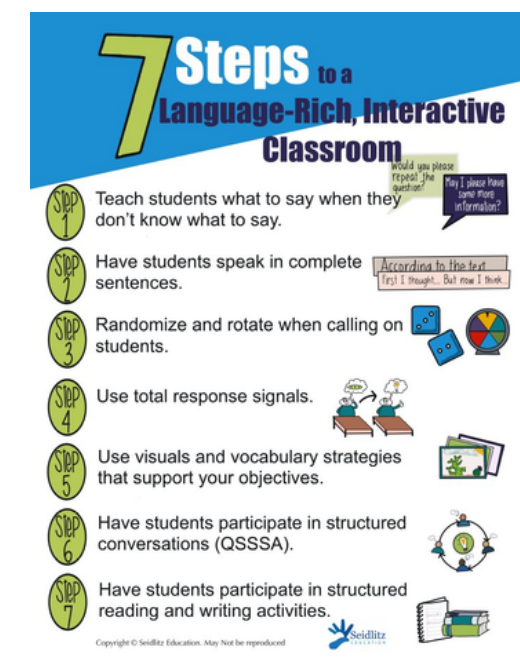
Participation

Emergent bilingual students



Instruction

A pull-out model can be implemented **within emergent bilingual students' classrooms, or emergent bilingual students may be provided their **English language arts and reading instruction** by an ESL-certified teacher in another classroom setting. These settings will include CBLI practices.**





ENGLISH LANGUAGE PROFICIENCY STANDARDS

(Elementary and Secondary)

First Year with updated ELPS

The updated English Language Proficiency Standards (ELPS) provide a stronger framework for intentionally developing students' listening, speaking, reading, and writing across all content areas.

How We're Supporting Teachers

- District ELPS Roadshow training
- Professional development through Seidlitz Education
- Practical strategies teachers can embed into daily instruction
- TELPAS Support



COMPARISON OF ESL AND BILINGUAL

Program Enrollment

Program Type	EE	PRE-K	K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	10TH	11TH	12TH	Total
ESL	0	12	20	21	20	11	16	16	23	29	24	24	22	29	22	289
TBE/DLI		27	30	29	21	25	19	15								166



ACADEMIC PROGRESS

Elementary TELPAS Data

Grades K-5		
	2025	2026
Total Students	211	232
Beginning	13%	19%
Intermediate	36%	38%
Advanced	35%	31%
Advanced High	16%	11%



ACADEMIC PROGRESS

Secondary ESL Pull-Out TELPAS Data

G-PMS TELPAS Summary

	2025	2026
Total Students	100	84
Beginning	16%	4%
Intermediate	32%	25%
Advanced	44%	54%
Advanced High	8%	17%

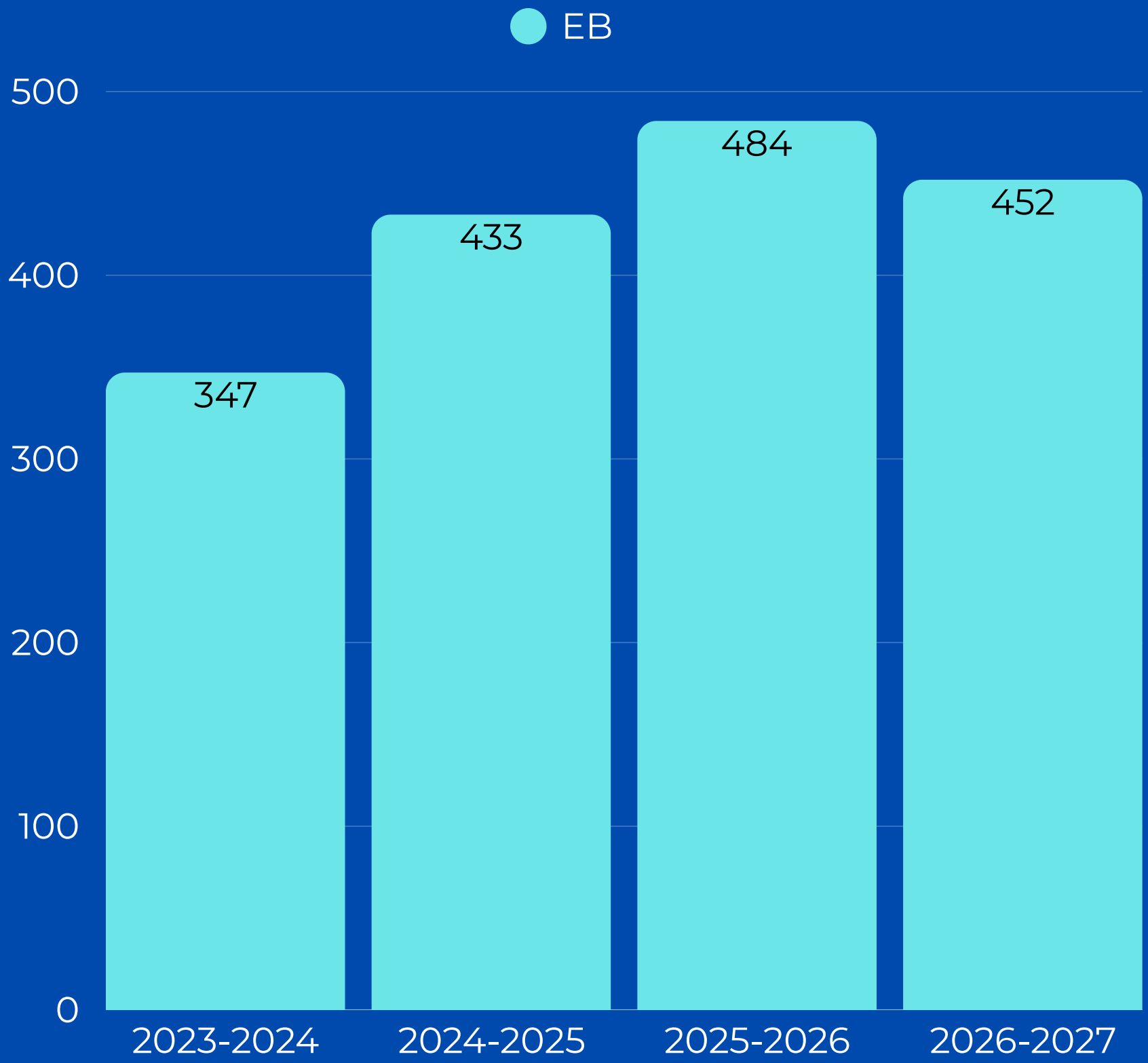
G-PHS TELPAS Summary

	2025	2026
Total Students	105	101
Beginning	15%	11%
Intermediate	42%	44%
Advanced	32%	35%
Advanced High	10%	10%



NUMBER OF EMERGENT BILINGUAL STUDENTS

Being Served at G-PISD



**Our current emergent
bilingual population
decreased.**



NUMBER OF RECLASSIFICATIONS

14 Elementary
14 Middle School
7 High School



28 Students Reclassified in 2025



SUMMER SCHOOL GUIDANCE

54 Emergent Bilingual students participated in our Bilingual/ESL Summer Language Program at the Early Childhood Center.

PROGRAMS OFFERED

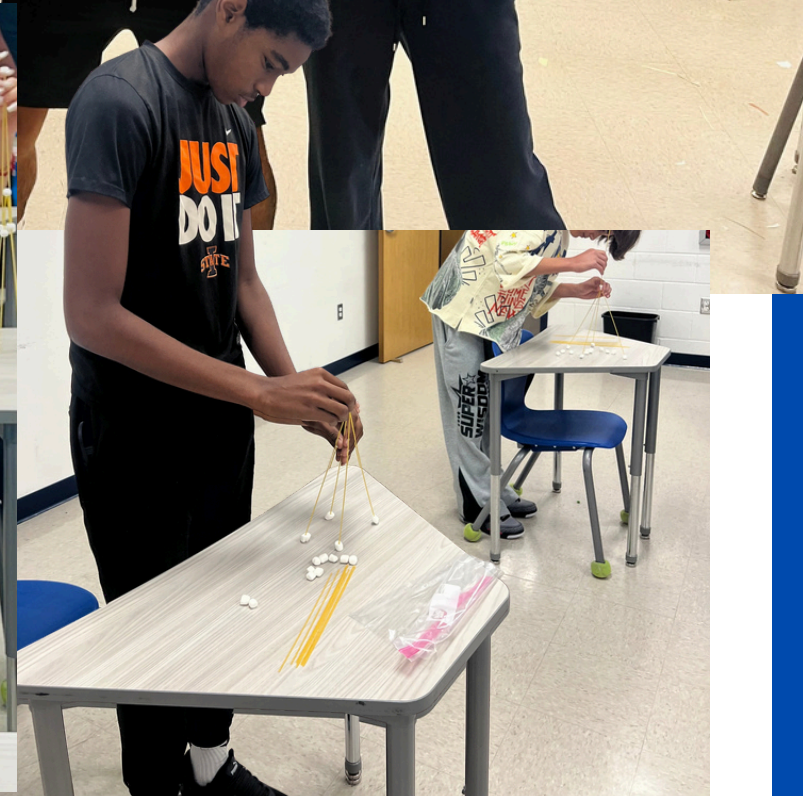
- **Dual Language Immersion (Two-Way)**
- **ESL: Content-Based**
- **ESL: Pull-Out**

Required: PK and Kindergarten

Next Level: First Grade and Middle School



SUMMER SCHOOL





NUMBER OF TEACHERS ON WAIVERS

2025-2026

3

2026-2027

0



NUMBER OF TEACHERS ON PERMITS

2026-2027

3

Pending ESL Certifications

3/3 Hard to Fill Positions



PROACTIVE COMPREHENSIVE PLAN

HR, Finance, and C&I Department

ALTHOUGH NOT REQUIRED, WE WILL PROACTIVELY PROVIDE:

HUMAN RESOURCES

-RECRUITMENT

- Recruitment of bilingual and ESL teachers (UTRGV, TAMU-CC, AND TAMU-K)

-MONITORING/VERIFYING

- Monitor and verify certifications and certification progress on a monthly basis

CURRICULUM AND INSTRUCTION

-PROFESSIONAL DEVELOPMENT

- *ESL Certification Test Prep*
- *Second Language Acquisition*
- *English Language Proficiency Standards*
- *Content-Based Language Instruction*
- *7 Steps to a Language-Rich, Engaging Environment*

-Verify Emergent Bilingual student placement in an ESL-certified classroom before school starts

FINANCE DEPARTMENT

- Certification Reimbursement
- Substitute Costs, if needed



BILINGUAL/ESL PROGRAM REPORT

Thank you!