



Emergent Bilingual Programs

2025-2026

Vanessa Hurtado-Jaramillo
Emergent Bilingual Coordinator



THE LEARNER EXPERIENCE

Love the learner; drive the rigor
Responsible for one's own learning
Interdependent self-managers

Systems • Structure • Scaffolding • Accountability

Mission

The mission of Celina ISD Bilingual Programs is to ensure all Emergent Bilinguals attain the highest levels of proficiency in the English language and achieve high academic standards, while creating educational equity for the academic, linguistic and social success of all language learners by advocating a culture of collaboration that embraces cultural and linguistic diversity to promote an inclusive learning environment.

Vision

Celina ISD fosters an environment that equips bilingual and multicultural learners to become lifelong learners and empowers them to succeed in an increasingly diverse and multilingual society.

Emergent Bilingual Programs Offered

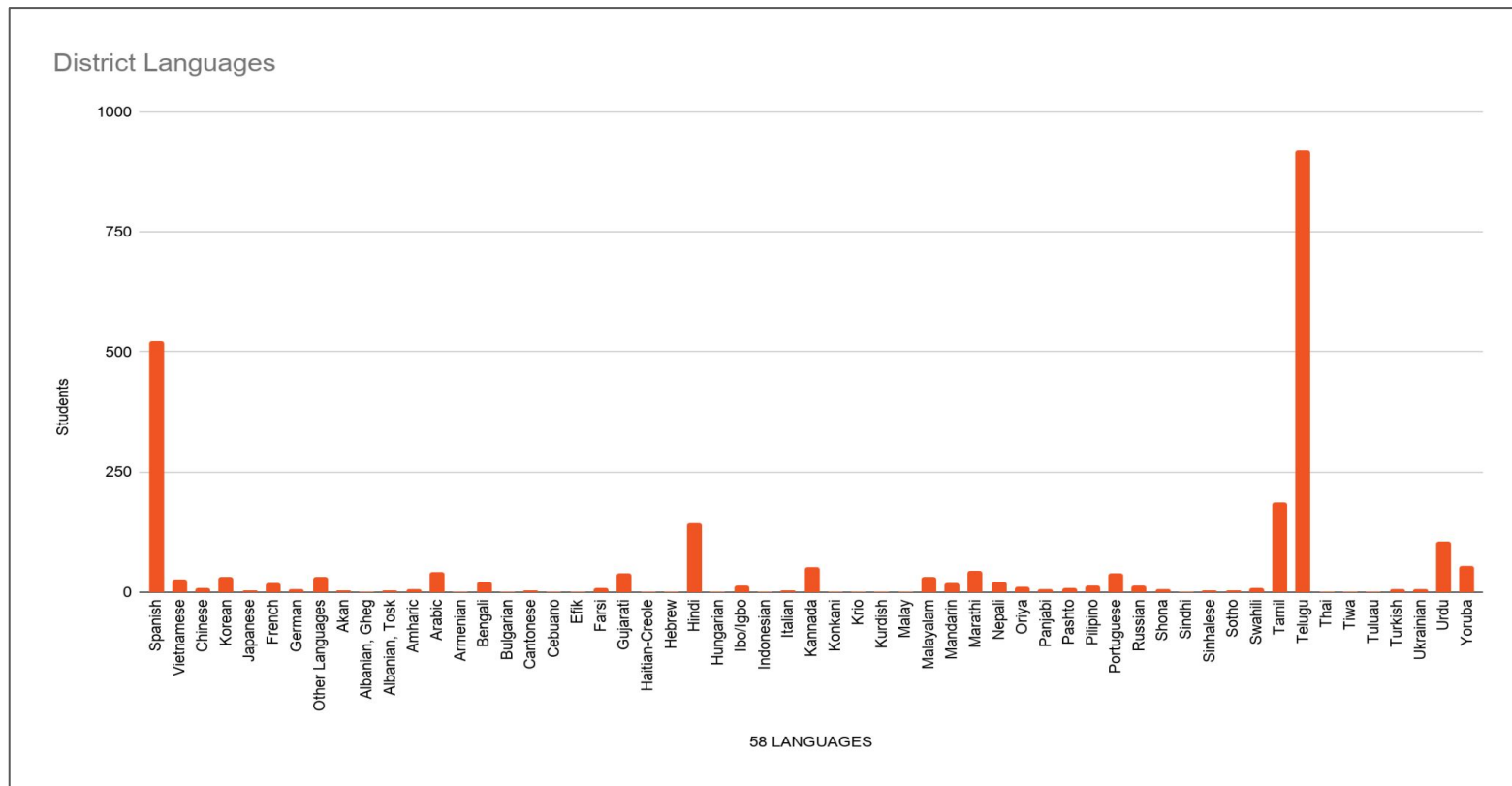
English as a Second Language (PK-12)

Dual Language One-way (PK-5)

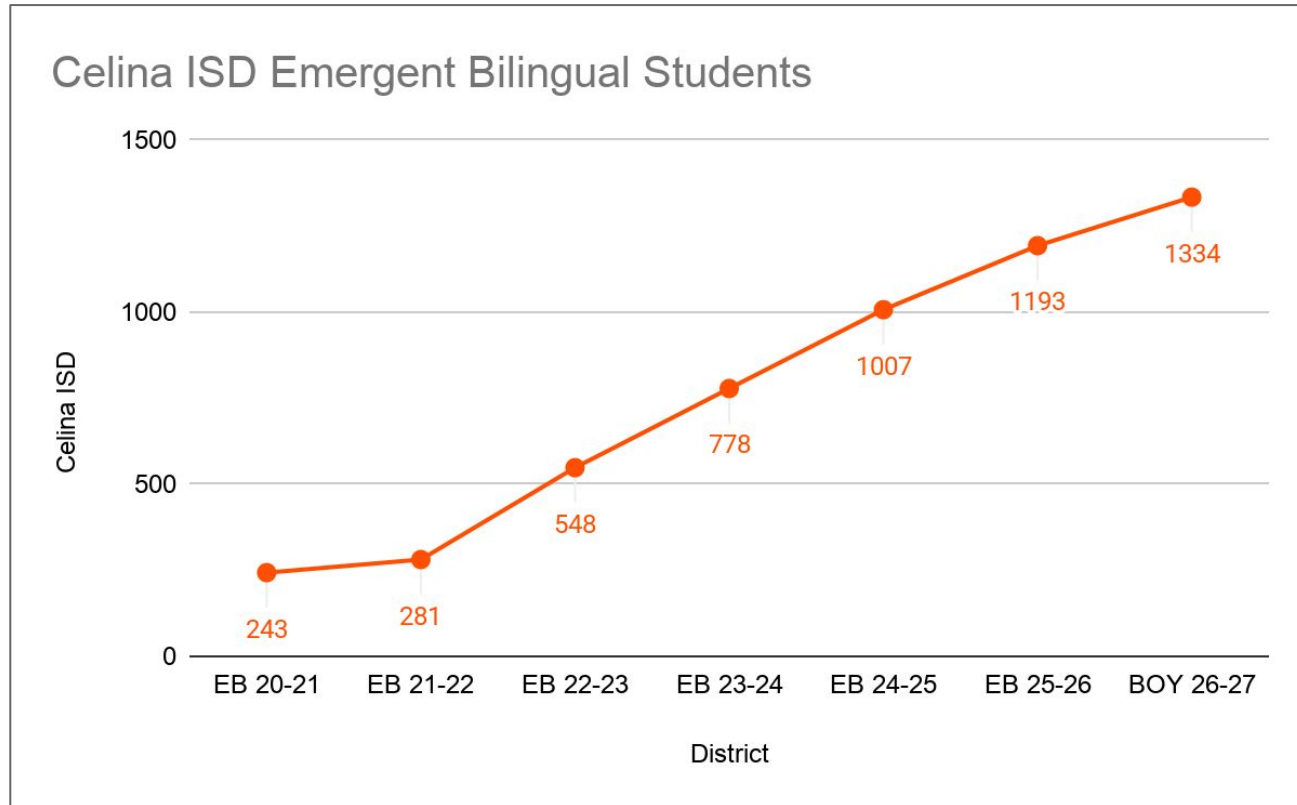
Newcomer



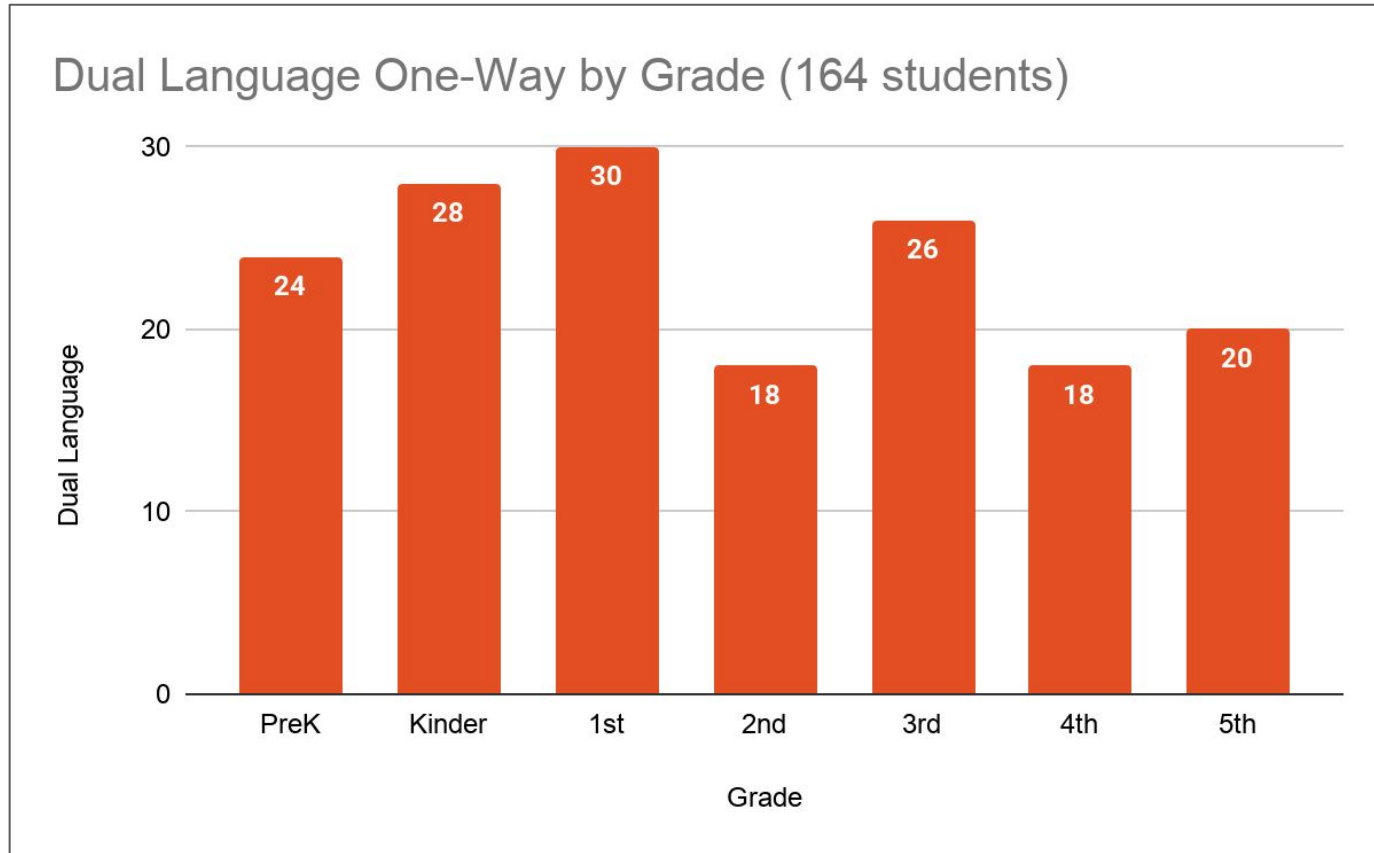
Emergent Bilingual District Languages by Home Language Survey (HLS)



Emergent Bilingual Program Growth 2020-2026



Dual Language Program: Early Childhood School and Lykins Elementary School



Newcomer Data

Elementary Schools	89
Middle School	29
High School	23
TOTAL CISD	141
Represented: China, Columbia, Costa Rica, Ecuador, France, Guatemala, India, Korea, Malaysia, Mexico, Nigeria, Pakistan, Portugal, South Africa, Turkmenistan, Ukraine, Venezuela, Vietnam	

Elementary incorporated Imagine Lit and Imagine Español with our beginning and newcomer students. Secondary newcomer students in grades 6th -10th grade utilized Continental- Ready Set Go!

EB Participation in Special Programs: G.T.

	2022-2023	2023-2024	2024-2025	2025-2026
High School	0	0	0	1
Middle School	2	16	5	2
Elementary Schools	14	24	17	25
Total CISD	16	40	22	28

EB Participation in Special Programs: Sp.Ed.

	2022-2023	2023-2024	2024-2025	2025-2026
High School	9	20	21	56
Middle School	27	22	21	32
Elementary Schools	58	108	118	228
Total CISD	94	150	160	316

* 15.89% of Emergent Bilingual Students are dually coded

Emergent Bilingual Programs Staffing

Position	Duties
Emergent Bilingual Coordinator	Oversees district EB programs, ensures Title III compliance, analyzes data, supports facilitators, and coordinates PD
Emergent Bilingual Facilitators (8)	Coaches teachers, monitors student data, coordinates LPAC processes, and supports instructional planning focused on language acquisition
Dual Language Teachers (10)	Teaches in English and Spanish to build bilingualism, biliteracy, and academic growth
ESL Aides (8)	Supports EB instruction, reinforces English language learning, assists teachers, and helps organize materials
Bilingual Aides (3)	Supports bilingual instruction, provides home-language assistance, helps with translation, and supports classroom learning

Bilingual Exceptions and ESL Waivers

Bilingual Program Exception (November 1st, 2025)

- Pre-K & Kinder Bilingual Early Transition-Telugu

Bilingual Exception

- One teacher was placed and completed bilingual certifications

ESL Waivers

- EB Facilitators - inclusion and teacher support for non-ESL Certified ELAR teachers of students in the ESL program
- Professional Development and exam preparation

Emergent Bilingual Enrichment Opportunities



Title III

Parent, Family & Community Engagement

Initiative	Purpose/Focus
Quarterly Newsletter (TXEL)	Share Region 10 updates and family resources
TELPAS Night	Inform families about TELPAS and language progress
TEA Live Feed Series	Provide family engagement sessions from TEA EL Support Division
Campus Cultural Activities	Promote cultural awareness and celebrate diversity across campuses
Multilingual Celebration	Showcase Dual Language student performances (K–5)
Technology Assistance	Support families with registration and communication tools
Community Partnerships	Collaborate with local organizations, ESL classes, and colleges
Spanish Spelling Bee	Promote biliteracy and celebrate Spanish language achievement



Emergent Bilingual Summer School

- Incoming Kindergarten and 1st Grade students
- PreK
 - ESL students- 119
 - Dual Language students- 13
- Kindergarten
 - ESL students- 105
 - Dual Language students- 19
- CISD total students- 256



**TEXAS ENGLISH LANGUAGE
PROFICIENCY ASSESSMENT SYSTEM
(TELPAS)
Spring 2026 Reports**

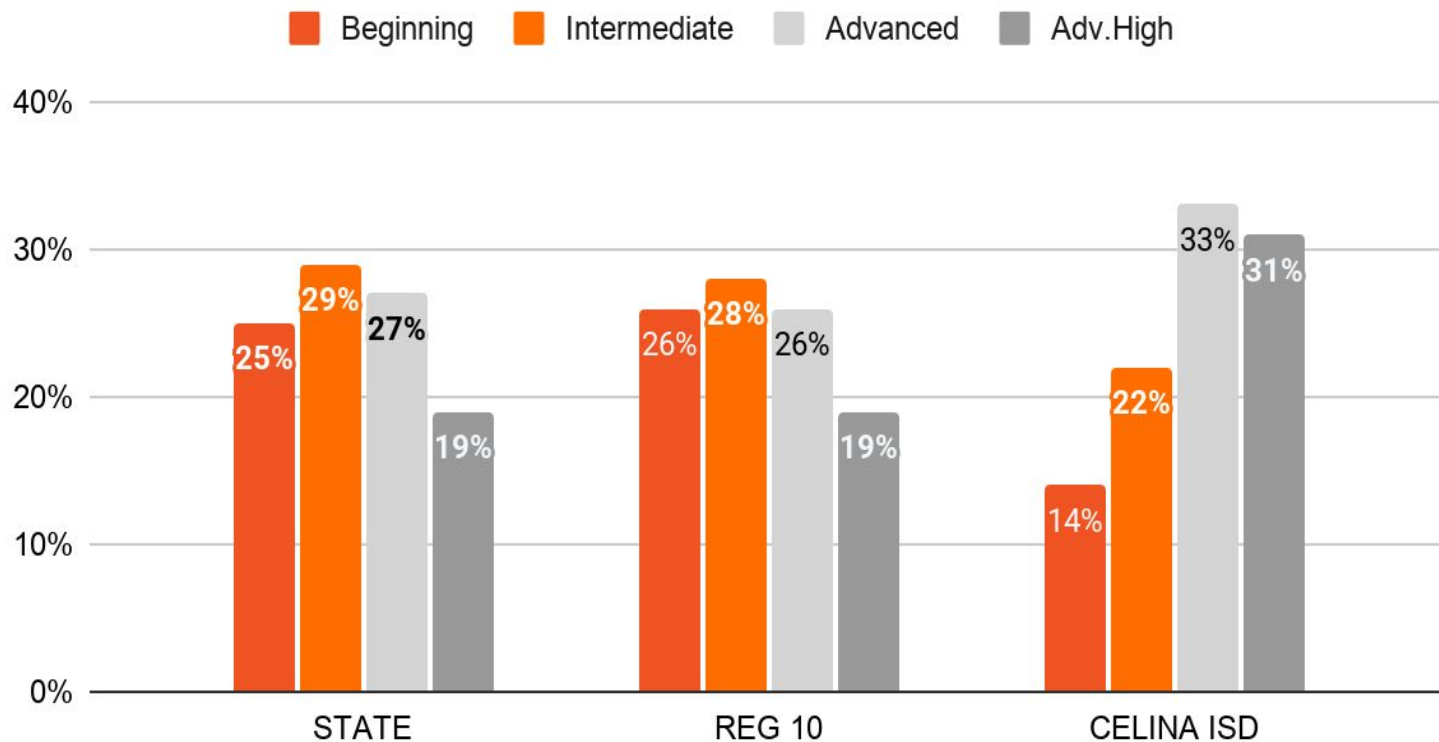


Key TELPAS Understandings

- Holistic in grades K-1
- Online for grades 2-12
- Four Domains: Listening, Speaking, Reading, Writing
- Ratings: Beginning (B), Intermediate (I), Advanced (A), Advanced High (H)
- Composite: Average of all four domains

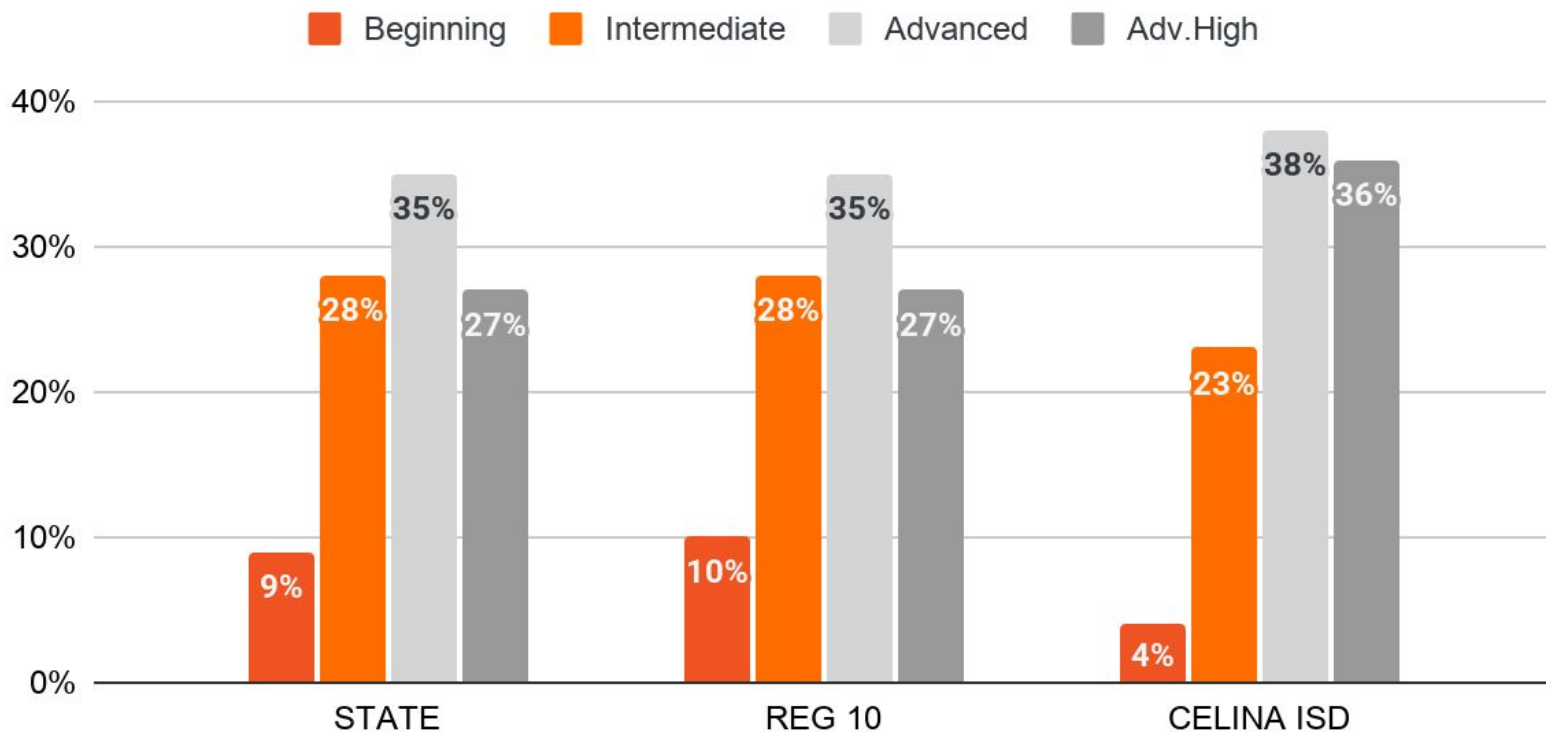


Listening Domain Grades K-2 Cluster



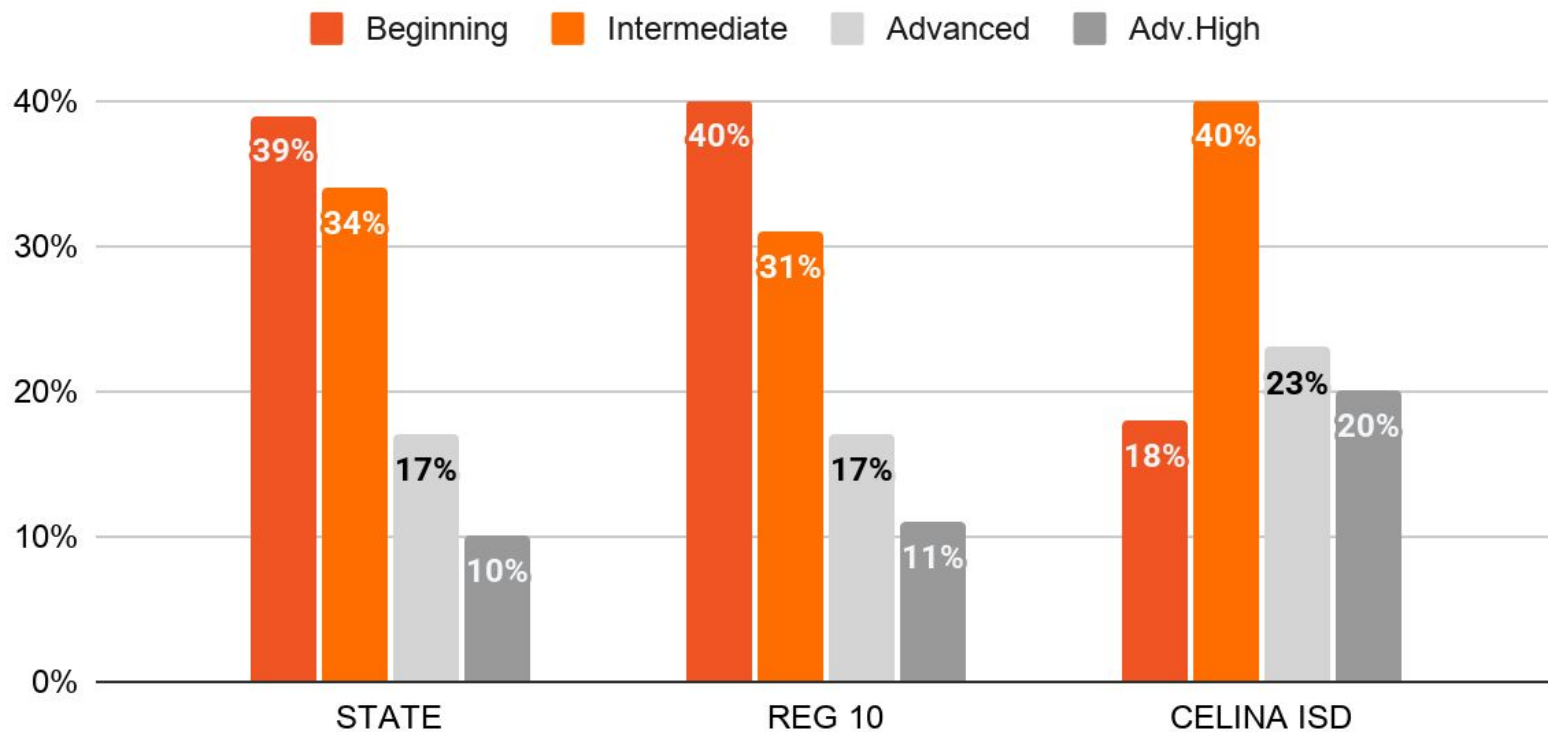
TELPAS Spring 2026 (CISD N=561)

Listening Domain Grades 3-12 Cluster



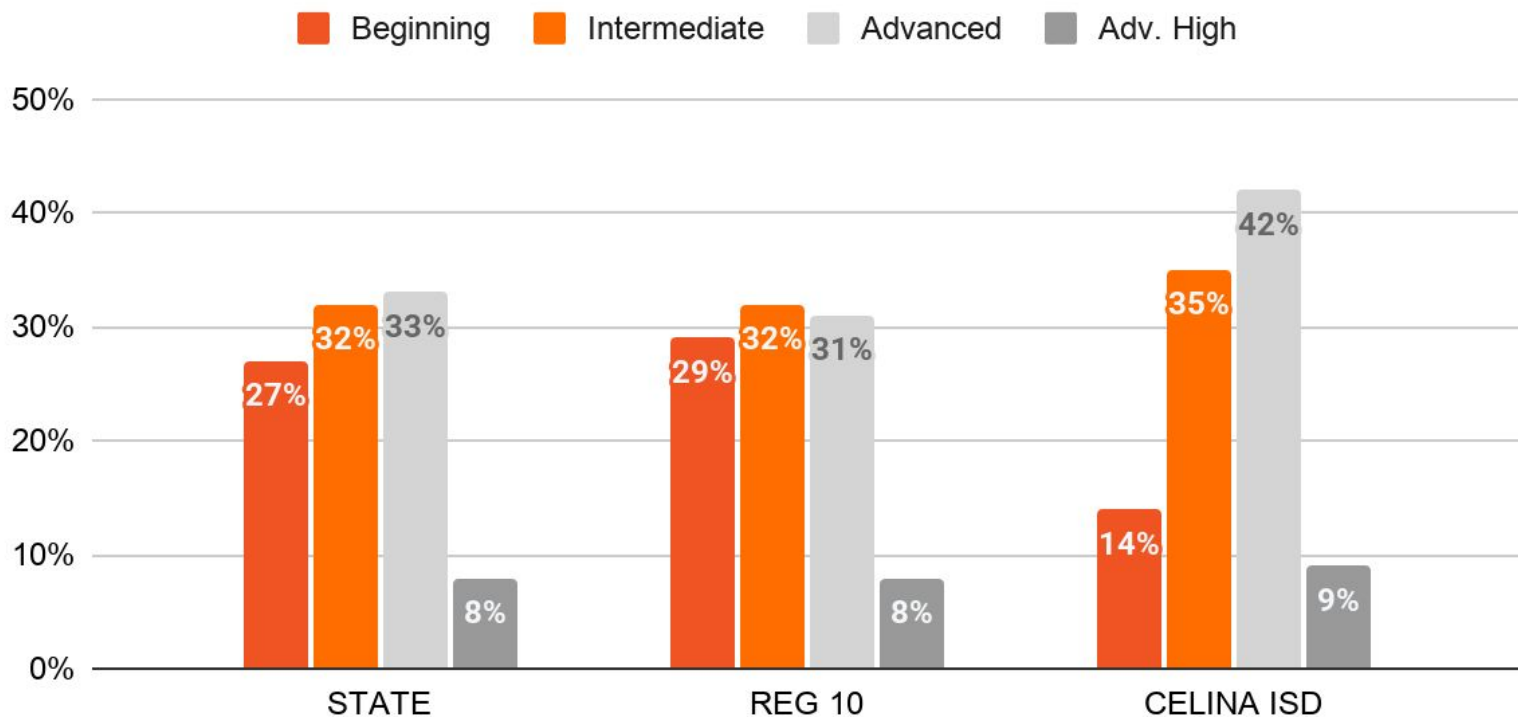
TELPAS Spring 2026 (CISD N=474)

Speaking Domain Grades K-2 Cluster



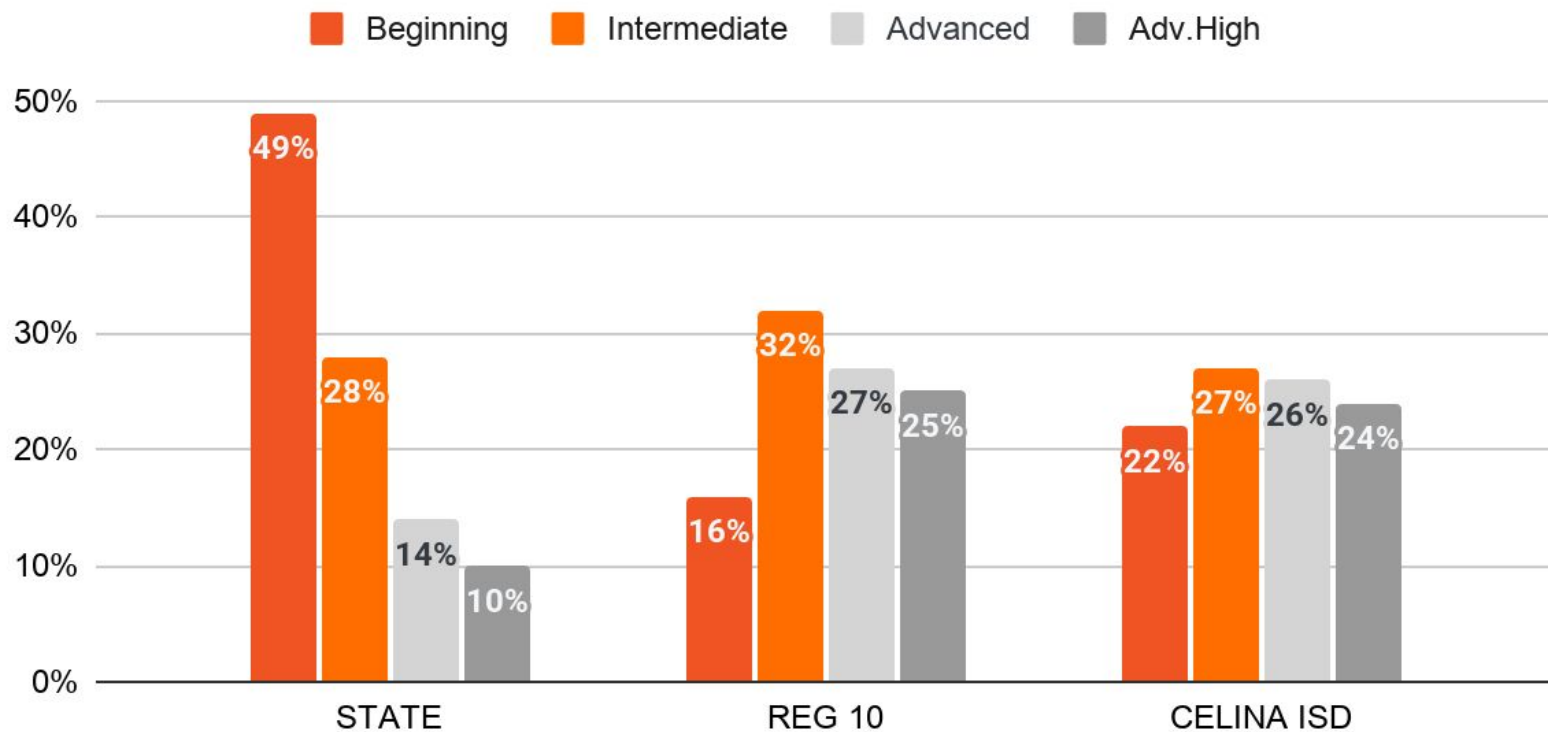
TELPAS Spring 2026 (CISD N=561)

Speaking Domain Grades 3-12 Cluster



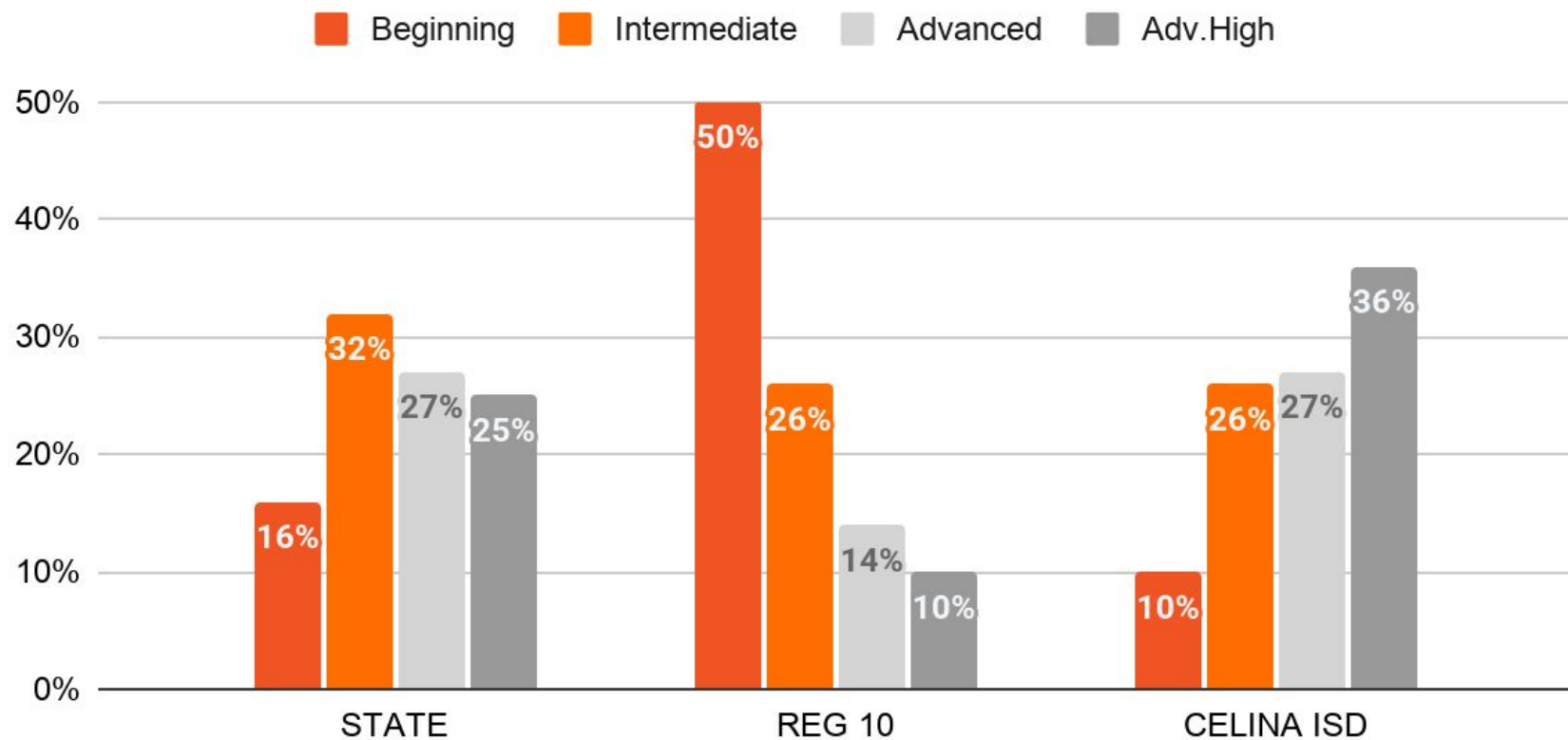
TELPAS Spring 2026 (CISD N=474)

Reading Domain Grades K-2 Cluster



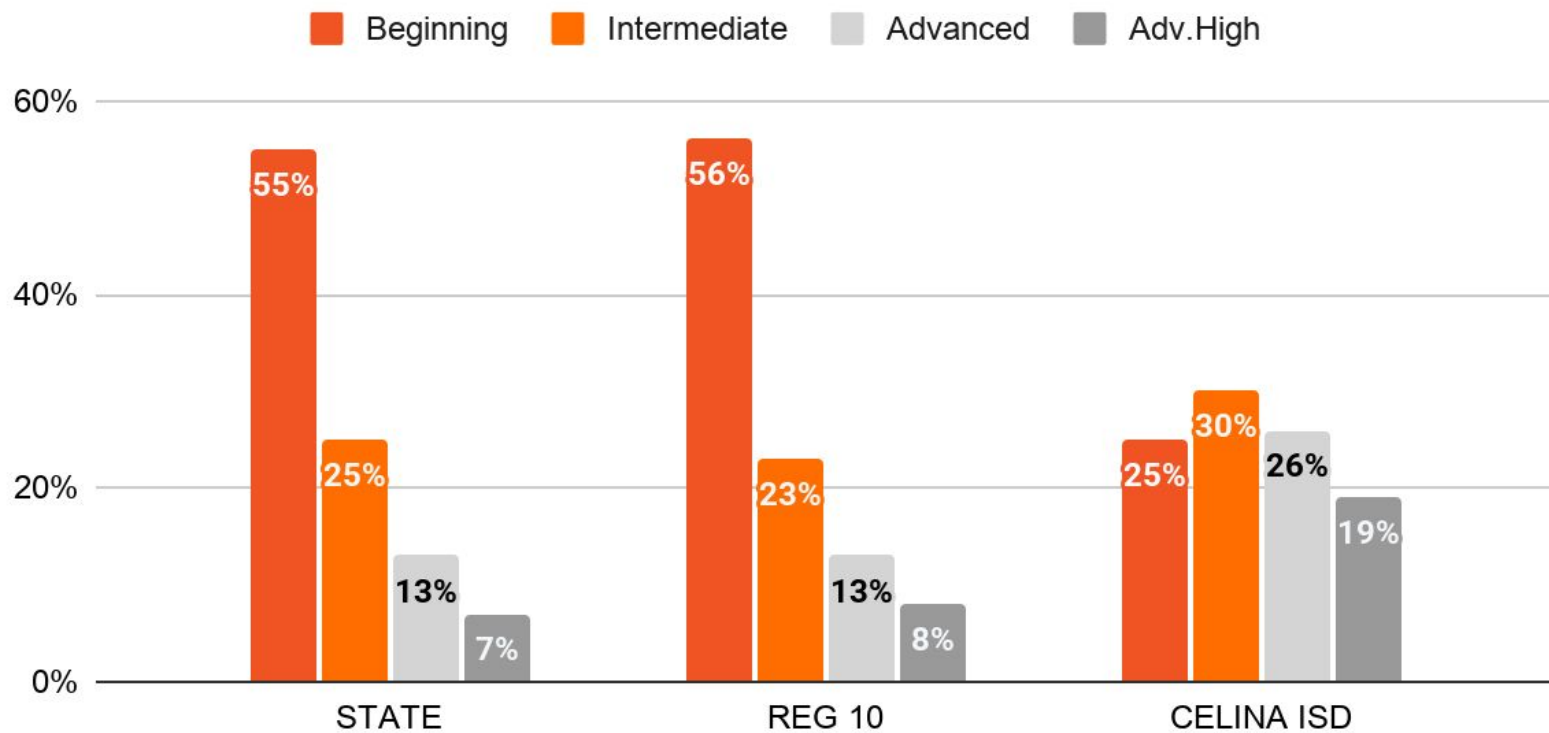
TELPAS Spring 2026 (CISD N=561)

Reading Domain Grades 3-12 Cluster



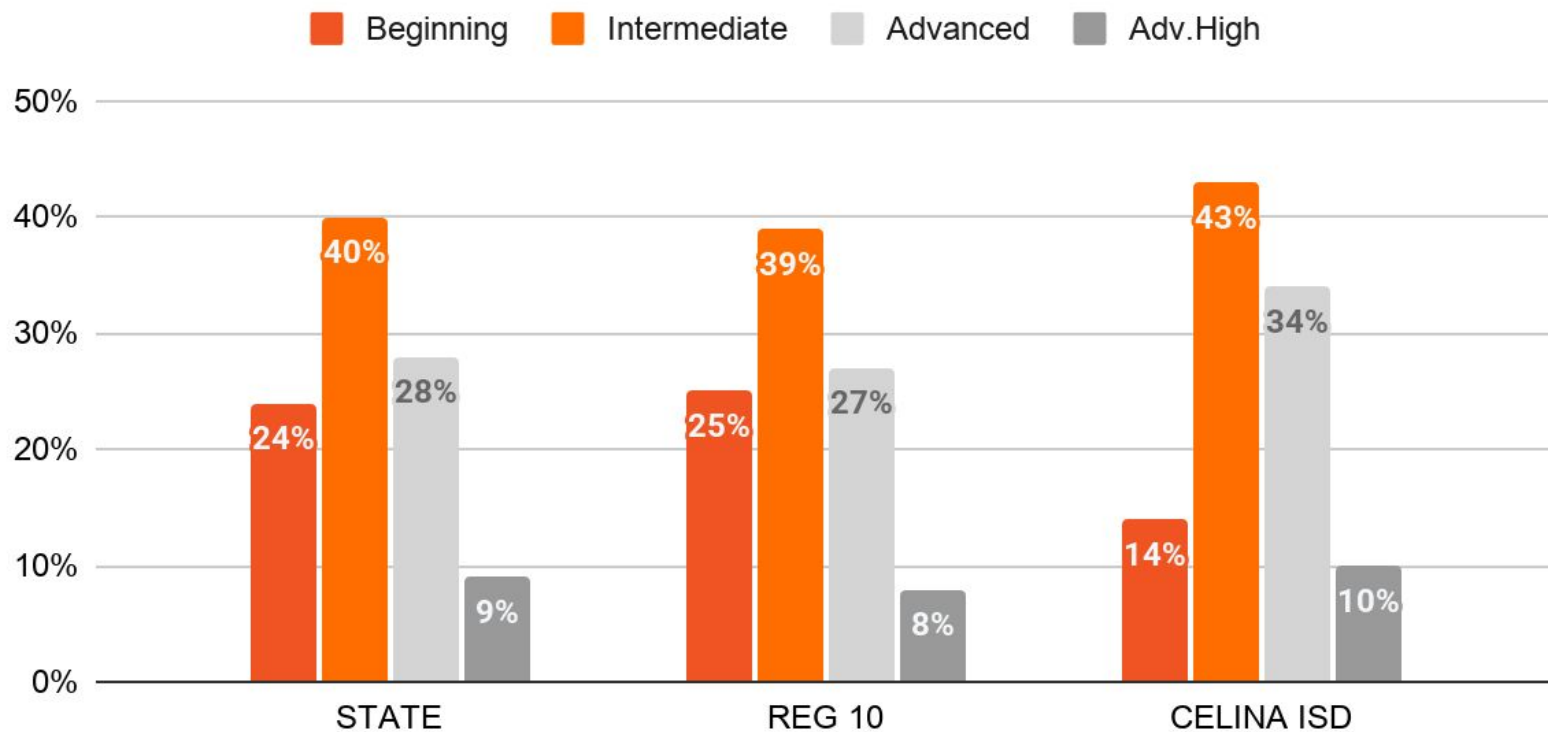
TELPAS Spring 2026 (CISD N=474)

Writing Domain Grades K-2 Cluster



TELPAS Spring 2026 (CISD N=561)

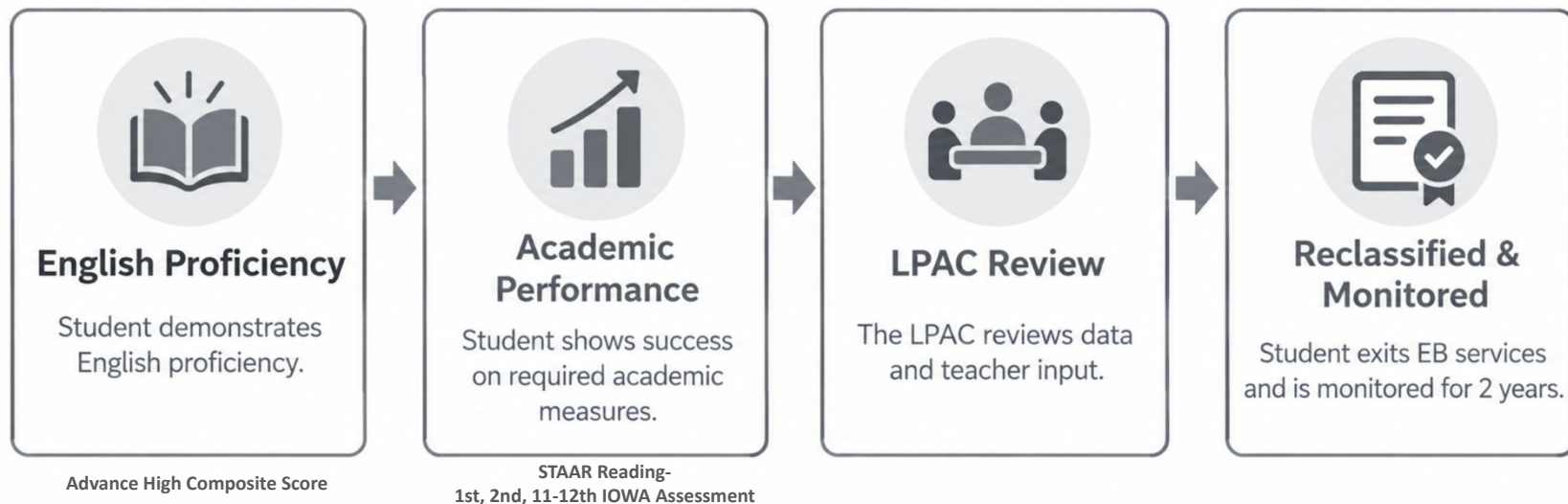
Writing Domain Grades 3-12 Cluster



TELPAS Spring 2026 (CISD N=474)

Reclassification Criteria

Reclassification is the process used to determine when an Emergent Bilingual student is ready to exit EB services.



Criteria are based on state requirements and LPAC determination.

Reclassification Data

High School	13
Middle School	27
Elementary	105
Total CISD Reclassifications	145

Conclusion

The 2025-2026 Emergent Bilingual Program Evaluation highlights both continued progress and opportunities for growth. TELPAS and academic achievement data will guide our ongoing focus on language development, grade-level instruction, and targeted student support.

Moving forward, Celina ISD will continue strengthening instruction across listening, speaking, reading, and writing through data-driven intervention, progress monitoring, professional learning, and collaboration with campuses. As our EB population continues to grow, we remain committed to providing equitable, rigorous learning opportunities that support both English language development and academic success.

Additional Program Information

Dual Language One-Way Program

Language of Instruction, Pre-K-1st grades

- Math: English
- Science: Spanish
- Social Studies: Spanish
- Spanish Language Arts: Spanish
- Language Partners-Bilingual Pairs
- Bilingual Literacy Centers (ELAR/SLAR)
- Language of the Day(LOD): Spanish/English

Language of Instruction, 2nd-5th grades

- Math: English
- Science: Spanish
- Social Studies: Spanish
- Spanish Language Arts: Spanish 50%
- English Language Arts: English 50%
- Language Partners: Bilingual Pairs
- Bilingual Research Centers: English/Spanish
- Language of the Day(LOD): Spanish/English
- Specialized Vocabulary Content (SVC)



English as a Second Language Programs

English as a Second Language

- Intensive English language instruction program provided by ESL certified teachers who are trained in effective second language acquisition methods
- The goal is for EB students to attain full proficiency

ESL Pull Out

- All ELAR teachers are ESL Certified

ESL Content

- All core content teachers are ESL Certified

District Campus Support

- Emergent Bilingual Facilitator provides sheltered instruction guidance for teachers, provides extra language acquisition support both academically and socially to ESL students, and serves as LPAC administrators
- ESL Aides assist the ESL teacher in providing language acquisition support to ESL students.



EB Program Support

Area	Programs/Support
Language & Literacy	<ul style="list-style-type: none">• Imagine Literacy & Imagine Español – K–6 supplemental support• Reading A-Z & Español Plus – reading fluency (PreK–5); Science & vocabulary support (Grades 4–5);• Ready Set Go – newcomer program kits
Assessment & Progress Monitoring	<ul style="list-style-type: none">• TELPAS K–12 Summit – progress monitoring & individualized student pathways (Grades 2–12)• AWARE Assessments – accessible content-language supports
Instructional Strategies & Teacher Support	<ul style="list-style-type: none">• Seidlitz Seven Steps, Sheltered Instruction, ELPS Implementation/revision – integrated during planning & team/campus meetings• Dual Language Program – peer evaluations, Gomez & Gomez walkthroughs, content-area training (math/science)
Content-Area & Intervention Support	<ul style="list-style-type: none">• Science & Math Intervention – Engage Mathematics/Science (Grades 1–5); Imagine Math for Dual Language program• Secondary Focus – increasing access to academic content for English Learners