

## **Bilingual Exception/ESL Waiver for 2024-25 Decatur ISD**

### **BILINGUAL EDUCATION PROGRAM USING AN ALTERNATIVE LANGUAGE PROGRAM CODE DESCRIPTION**

**Describe how the district plans to align the temporary alternative methods as closely as possible to the required bilingual program to meet the affective, linguistic, and cognitive needs of EB students. Be sure to describe the activities and how they will aim to meet the expected goal during this year's cyclical process.**

#### **Activity:**

Teachers using the alternative language program will follow the district's dual language 90-10 time and treatment model just as fully certified bilingual teachers. They will collaborate regularly with the fully certified bilingual teachers as well as their grade level colleagues in trainings and PLCs. They will prepare for and sit for the certification exam in order to add it to their certificate.

#### **Goal of this Activity:**

##### **Affective**

Teachers will adhere to the language allocation plan of the district program model and use second language acquisition methods along with their personal Spanish fluency to connect with students linguistically and culturally. They will integrate culturally appropriate literature and activities to ensure students feel comfortable in their learning environment.

##### **Linguistic**

Teachers will focus strategically on academic language development in both English and Spanish with consistent practice in all four language domains throughout content instruction. While teachers will welcome students' entire linguistic repertoire, they will also plan and deliver opportunities for students to directly connect the similarities and differences between the two languages, especially with regard to content-specific vocabulary.

##### **Cognitive**

Teachers will plan instruction using the TEKS and overtly present content objectives for each lesson both orally and in writing. Teachers will integrate both higher order thinking skills as

well as content-based language instructional strategies (especially sentence stems and turn and talks) based on state assessment, CBA, and formative assessment data. Teachers will involve students in the review and analysis of their individual data to set goals for their personal learning.

## **ESL PROGRAM USING AN ALTERNATIVE LANGUAGE PROGRAM CODE DESCRIPTION**

**Describe how the district plans to align the temporary alternative methods as closely as possible to the required ESL program to meet the affective, linguistic, and cognitive needs of EB students. Be sure to describe the activities and how they will aim to meet the expected goal during this year's cyclical process.**

### **Activity:**

ELAR teachers who are not ESL certified will collaborate with colleagues in planning and built-in PD. Teachers will utilize the CBLI approach to language instruction to meet the needs of our EB students. They will prepare for and sit for the certification exam in order to add it to their certificate.

### **Goal of this Activity:**

#### **Affective**

Students will be offered meaningful opportunities to participate in all general education, extracurricular activities, and special programs with their English proficient peers. The middle school and high school has an ESL teacher who connects individually with the students to provide additional assistance to meet students' needs.

#### **Linguistic**

EBs will be provided equitable opportunities to develop social and academic English proficiency in all four domains. Teachers will provide linguistically accommodated content instruction through language-rich strategies and integration of the ELPS alongside the TEKS.

#### **Cognitive**

Teachers will plan instruction using the TEKS and overtly present aligned objectives for each lesson both orally and in writing. Teachers will integrate both higher order thinking skills as well as content-based language instructional strategies (especially sentence stems and turn and

talks) based on state assessment, formative assessment, and CBA data. Teachers will engage in PLCs with their content departments in order to review and consider data to inform instruction.

### **ACTION PLAN WITH TARGETED RECRUITING ACTIVITIES.**

**Describe the district's action plan for the current school year. The plan should include 3-5 measurable targeted activities the district will complete during the year to recruit, hire, and retain appropriately certified teachers. A description of the activity and goal will be included with the expected complete date during this year's cyclical process. The activities should (1) demonstrate support for teachers seeking certification (2) reflect efforts to recruit certified teachers to the district, and (3) strengthen program implementation by preparing teachers under the bilingual exception or ESL waiver to better serve the needs of the district's emergent bilingual students.**

Teachers who are on a waiver will attend ESL and or Bilingual exam prep courses by May 2024 so that they will pass the ESL and or Bilingual exam. All bilingual teachers will discuss biliteracy development in their weekly PLCs during the 2024-25 school year. The Assistant Superintendent will attend job fairs across the state during the fall and the spring of the 2024-25 school year to recruit and hire ESL and Bilingual certified teachers and resumes will be shared with campus administrators. The district will increase the bilingual stipend to 6000 dollars during the 2024-25 school year in order to recruit and retain ESL and Bilingual certified teachers. During the 2024-25 school year, the Bilingual and ESL teachers attended TMCP and lead4ward training to learn how to provide effective instructional strategies for all learners, and how to use the curriculum efficiently. The secondary ELA teachers will attend Writeable HMH training during the 2024-25 school year to increase student achievement in writing and literacy.

### **COMPREHENSIVE PROFESSIONAL DEVELOPMENT PLAN**

**Include how the district plans to use the 10% of the Bilingual Education Allotment (BEA) funds to prepare teachers under an exception or waiver with high-impact professional learning opportunities during this year's cyclical process.**

The district uses its bilingual allotment towards salaries of the Instructional Coach who facilitates ESL and Bilingual teachers in their classrooms and during their PLCs on effective literacy instruction for EB students. The district also uses BEA funds towards the salary of a campus Bilingual Interventionist who works with the Bilingual teachers on the Bilingual campus

to assist them in providing instruction that increases literacy and language development. The campuses also use the BEA allotment for instructional materials to assist EB students.