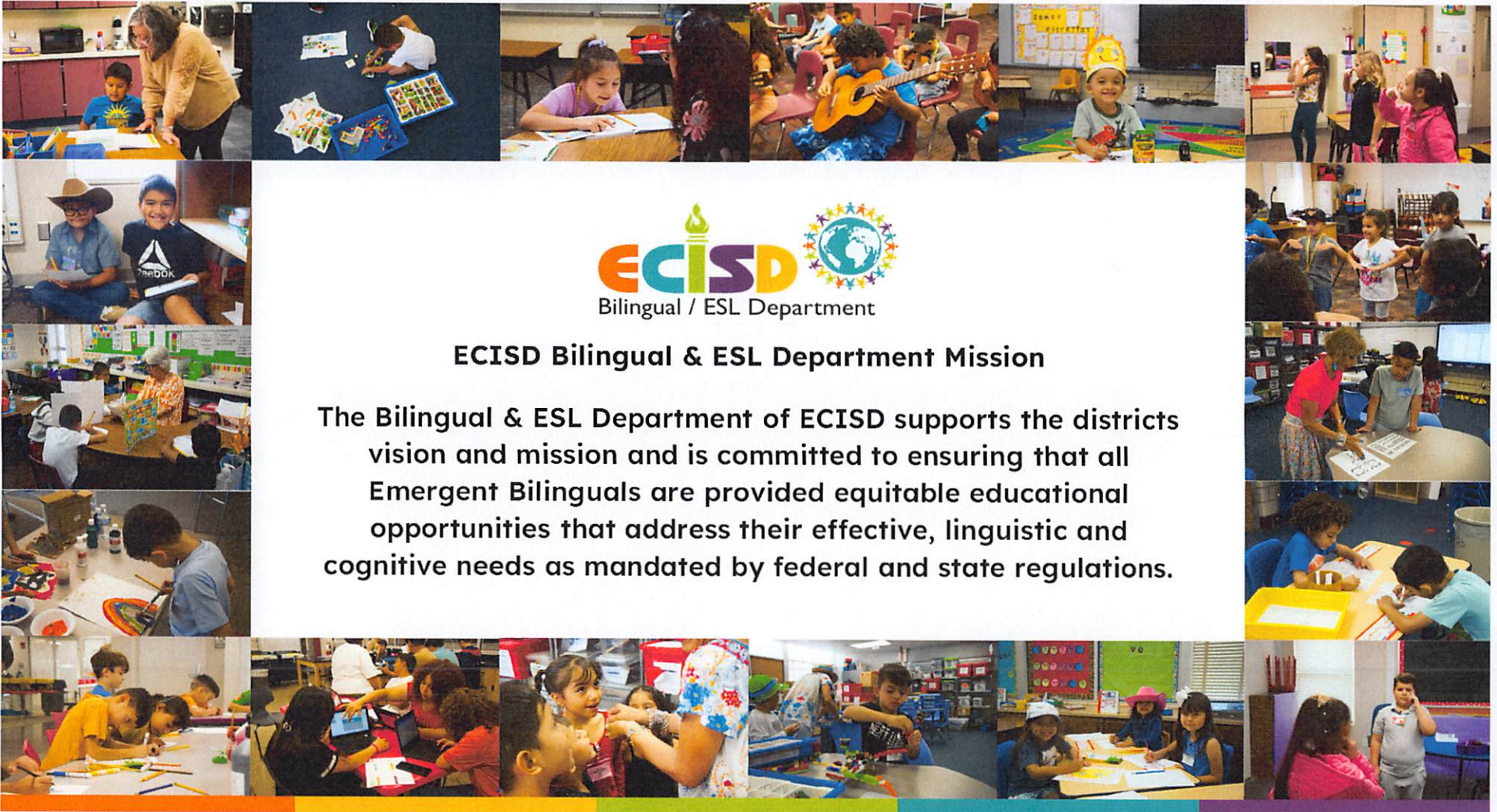




# Dual Language Program Progress & ESL Support

*2024-2025*



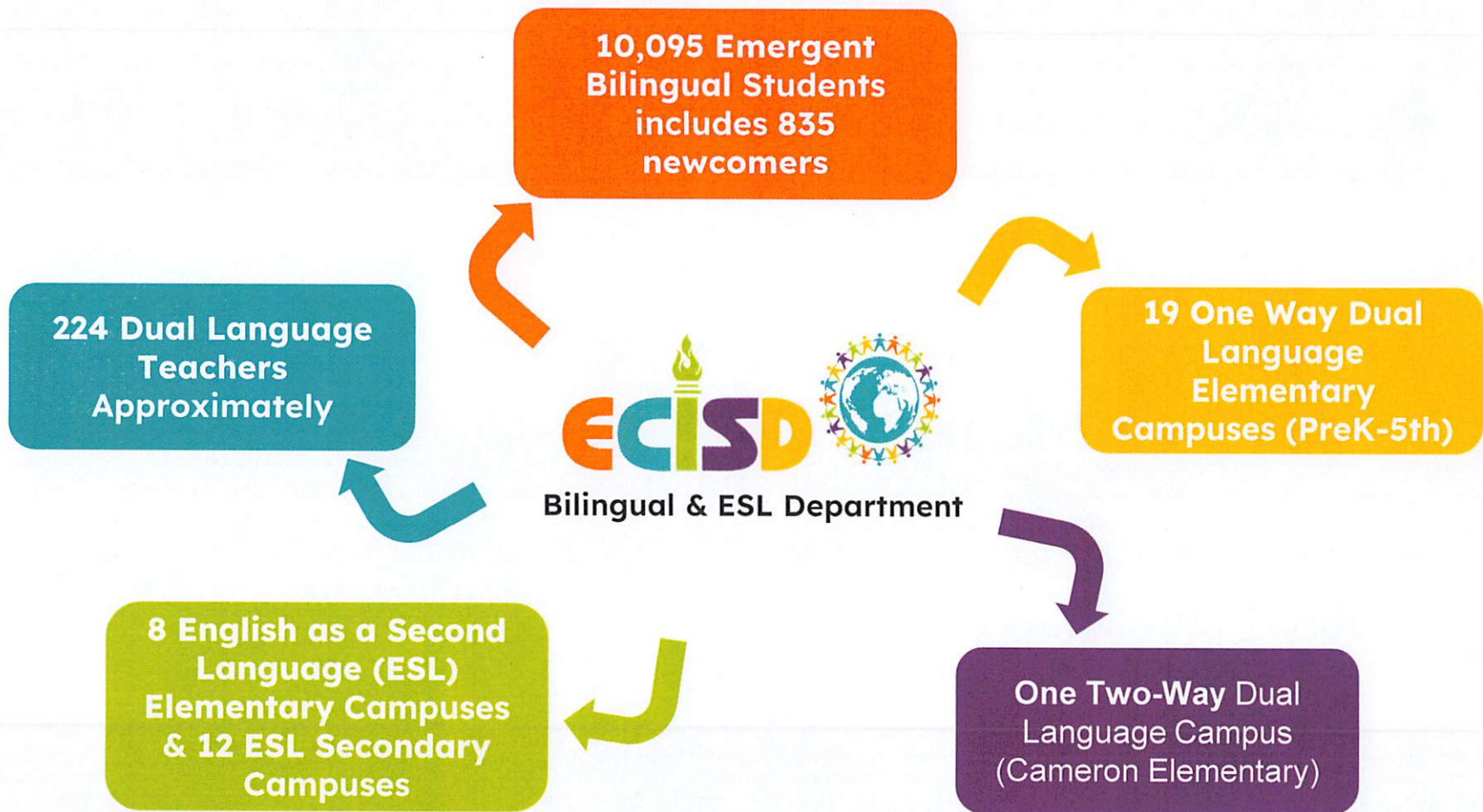


### **ECISD Bilingual & ESL Department Mission**

**The Bilingual & ESL Department of ECISD supports the districts vision and mission and is committed to ensuring that all Emergent Bilinguals are provided equitable educational opportunities that address their effective, linguistic and cognitive needs as mandated by federal and state regulations.**









# Emergent Bilingual Counts

Total Numbers	Emergent Bilinguals
2021	6879
2022	7984
2023	9009
2024	10095



# ECISD Dual Language Teacher Counts



	2023-2024	2024-2025
Certified Dual Language Teachers	128	121
Instructional Facilitators	38	64
Certified International Teachers	18	18
Certified Visiting International Spain Teachers	28	21
<b>Total Dual Language Teachers</b>	<b>212</b>	<b>224</b>



# Bilingual Education Programs

## Program Content and Design TEC 89.1210.



As students acquire an additional language, the loss of the native language and culture takes place

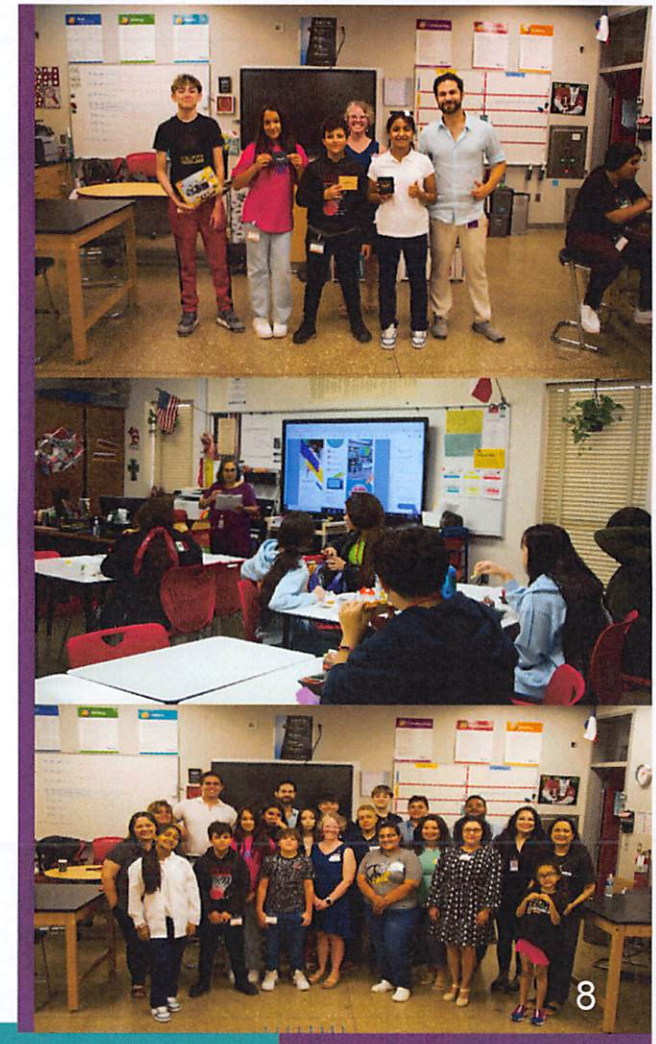
Students are provided the opportunity to add an additional language to their repertoire, but at no cost of their home language and culture.

Subtractive - Additive

# English as a Second Language (ESL) Program

The ESL Program at the Secondary is designed to provide instructional support in English using second language acquisition strategies to make content comprehensible.

The goal of the program is to develop reading, writing, listening and speaking competence in English while valuing the academic and cultural experience of each student.





## Language Acquisition

Researchers, Krashen and Cummins determined that it takes between 5-7 years to attain advanced language fluency in a second language.

### Stages

- ★ Pre-Production
- ★ Early Production
- ★ Speech Emergence
- ★ Beginning Fluency
- ★ Intermediate
- ★ Advanced Fluency

## One-Way Dual Language Program

The program is designed to make academic content accessible to emergent bilinguals through the development of literacy and academic skills.

The program develops a second language (English) for students while maintaining and enriching the student's own language and culture.

### Benefits of Being Bilingual:

- ★ Advanced Levels of Language Proficiency
- ★ Higher Academic Achievement
- ★ Better scores on standardized state tests
- ★ Biculturalism



# Dual Language Pillars

## Bilingualism & Biliteracy

Because students are learning content via two languages, they must be able to speak, write, read, listen, and use each of the two program languages as a support for the other.

Dr. José L. Medina



## Grade Level Academic Achievement

This is extremely important because students in dual language programs must excel in mathematics, science, social studies, language arts, physical education, music, and art, in both languages of instruction.

Dr. José L. Medina



## Sociocultural Competence

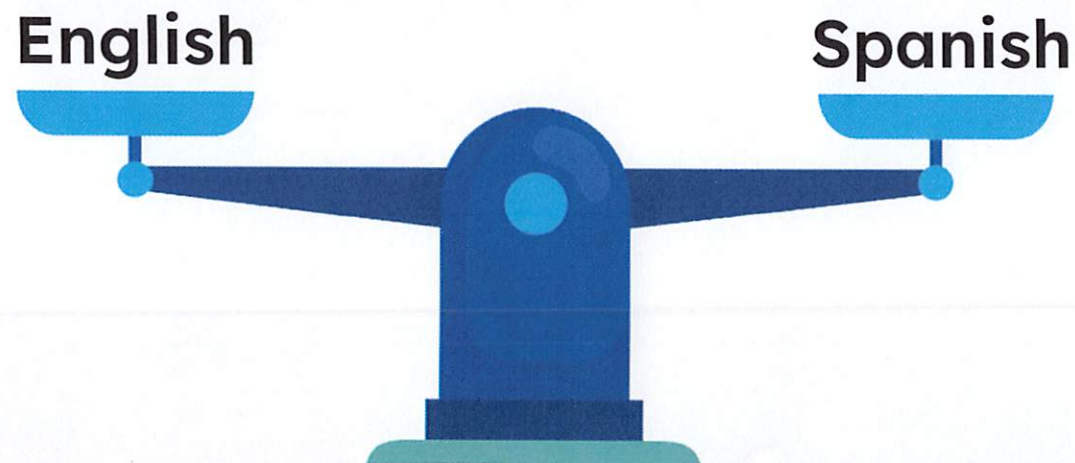
Students in dual language programs should be able to see the similarities and differences in each other, but rather than identifying the differences as obstacles to overcome, they should be viewed as opportunities to connect.

Dr. José L. Medina



The goal of Dual Language Program is **NOT** to transition students into English...

... the goal is to build **BOTH** languages equally high!





# EHEB REG & LOCAL



**ECISD Dual Language Policies approved by Board of Trustees in February of 2024.**

**Purpose**

The pillars of the District's dual language one-way program are as follows:

1. Students shall develop bilingualism and biliteracy, defined as achieving linguistic and academic proficiency in another language as well as English. Students must be able to speak, write, read, listen, and use each of the two program languages as a support for the other.
2. Students shall achieve high academic proficiency in the core content areas in English and the partner language with special attention given to emergent bilingual students participating in the program.
3. Students shall develop positive cross-cultural competence.

**Dual Language Programs**

The DLP's expectations include:

1. Emergent bilingual students shall be served in their dual language classroom by their bilingual teacher.
2. The program's content and design shall adhere to practices that are supportive of state rules and state law.
3. The DLP schedule shall include 45 minutes of language development to support the intentional transfer of languages through bridging and cross-linguistic connections.

**Monitoring Progress**

The DLP will monitor progress using MAP and dual language short-cycle assessments.

**Future Middle and High School DLP**

12. The District shall provide secondary DLP at identified middle school and high school campuses.

**Eligibility**

1. Students who have completed an elementary DLP, or
2. Students who demonstrate sufficient proficiency in the partner language as determined by administrative process.

**Language Proficiency Assessment Committee**

The professional staff members of the LPAC(s) shall be assigned those duties by the Superintendent or designee. Selection of panel members of LPAC(s) shall be made after soliciting volunteers and upon the recommendation of professionals involved in the bilingual/ESL programs.

**Training**

The District shall provide orientation and training for all members of the LPAC(s), which shall include a discussion of the committee's duties and a thorough explanation and review of all laws and rules governing the confidentiality of information regarding individual students. In performing their duties, committee members shall be accountable for the District and shall observe requirements regarding confidentiality of student records. [See FL]

**District Dual Language Programs (DLP)**

The District shall implement for students a dual language one-way program in which students learn academic content through two languages, English and Spanish, and develop bilingualism, biliteracy, and positive cross-cultural competence. At least 50 percent of instructional time shall be provided in the second language at all grade levels offered at each school as designated by the District's instructional framework for each grade.

The District shall also implement a Dual Language Two-Way Model at appropriate campuses.

Unless otherwise specified, the dual language program (DLP) in this policy shall refer to the dual language one-way program.

**Grade Levels**

Enrollment in elementary DLPs shall begin at pre-kindergarten or kindergarten and continue without interruption through the elementary grades.

**Eligibility**

The DLP shall be available according to each student's attendance zone and participating campus.

**Equitable Access**

The District is committed to providing equitable access to services for emergent bilingual students. Access to the DLP shall not be based on race, creed, color, religious affiliation, age, or disability. The recommended integration of emergent bilinguals and students proficient in English in a DLP shall be reached while ensuring that the District fulfills its obligation to provide required bilingual program services to emergent bilinguals in accordance with state law.

**Support of Program Goals**

The Board and the administration shall support the DLP's purpose and goals by hiring and retaining highly qualified staff, funding appropriate professional development, and providing program instructional materials.

**EHEB REGULATORY**

**EHEB (LOCAL)**

# Language of the Day

**ECISD** BILINGUAL & ESL DEPARTMENT

**AUGUST 2024**  
LANGUAGE OF THE DAY

**PK-1ST**  
GRADE LEVELS

SPANISH / ENGLISH

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
			1	2
5	6	7	8	9
12 Opening Activities SLAR LD/Math/Sci/SS	13 Opening Activities SLAR LD/Math/Sci/SS	14 Opening Activities SLAR LD/Math/Sci/SS	15 Opening Activities SLAR LD/Math/Sci/SS	16 Opening Activities SLAR LD/Math/Sci/SS
19 Opening Activities SLAR LD/Math/Sci/SS	20 Opening Activities SLAR LD/Math/Sci/SS	21 Opening Activities SLAR LD/Math/Sci/SS	22 Opening Activities SLAR LD/Math/Sci/SS	23 Opening Activities SLAR LD/Math/Sci/SS
26 Opening Activities SLAR LD/Math/Sci/SS	27 Opening Activities SLAR LD/Math/Sci/SS	28 Opening Activities SLAR LD/Math/Sci/SS	29 Opening Activities SLAR LD/Math/Sci/SS	30 Opening Activities SLAR LD/Math/Sci/SS

**ECISD** BILINGUAL & ESL DEPARTMENT

**AUGUST 2024**  
LANGUAGE OF THE DAY

**2ND-5TH**  
GRADE LEVELS

SPANISH / ENGLISH

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
			1	2
5	6	7	8	9
12 Opening Activities SLAR LD/Math/Sci/SS	13 Opening Activities ELAR LD/Math/Sci/SS	14 Opening Activities SLAR LD/Math/Sci/SS	15 Opening Activities ELAR LD/Math/Sci/SS	16 Opening Activities SLAR LD/Math/Sci/SS
19 Opening Activities ELAR LD/Math/Sci/SS	20 Opening Activities SLAR LD/Math/Sci/SS	21 Opening Activities ELAR LD/Math/Sci/SS	22 Opening Activities SLAR LD/Math/Sci/SS	23 Opening Activities ELAR LD/Math/Sci/SS
26 Opening Activities SLAR LD/Math/Sci/SS	27 Opening Activities ELAR LD/Math/Sci/SS	28 Opening Activities SLAR LD/Math/Sci/SS	29 Opening Activities ELAR LD/Math/Sci/SS	30 Opening Activities SLAR LD/Math/Sci/SS





## Dual Language One Way Biliteracy Framework

- ★ Pre-K through 1st Grade Native Spanish Speakers in a Dual Language One-Way program learn to read in Spanish.
- ★ 2nd Grade through 5th Grade Native Spanish Speakers receive literacy instruction in both English and Spanish. Spanish one day and English the next.
- ★ 45 Minutes of Language Development daily is necessary for Intentional Transfer and Bridging Between the TWO languages.



# 45 Minute Language Development

**Letra "S" & su sonido**

Sopa	soup
Serpiente	snake
Sonido	sound
Silaba	syllable
Silencio	silence

¿Qué notas acerca del sonido "S" en español?

Yo noto que el sonido de la "s" en español es \_\_\_\_\_

¿Qué notas acerca del sonido "s" en español e inglés? ¿Es igual o diferente?

¿Qué notas acerca del sonido "s" en inglés?

Yo noto que el sonido de la "s" en inglés es \_\_\_\_\_

## Bridge Level 2: Possible Patterns

Contenido	Content
el calor	the heat
agua	water
presión	pressure
viento	wind
roca sedimentaria	sedimentary rock cognate
erosión	erosion cognate



## Keys to a successful program

### Dual Language Program Components

- ★ Additive Mindset
- ★ Equal access to both languages and instructional materials
- ★ Language of the Day
- ★ Follow the Literacy Framework
- ★ 45 Minutes of Language Development
- ★ Ensure that we serve students by their designated dual language teacher



# Bilingual Kinder Readiness

47%

State Kinder Readiness  
Target

54%

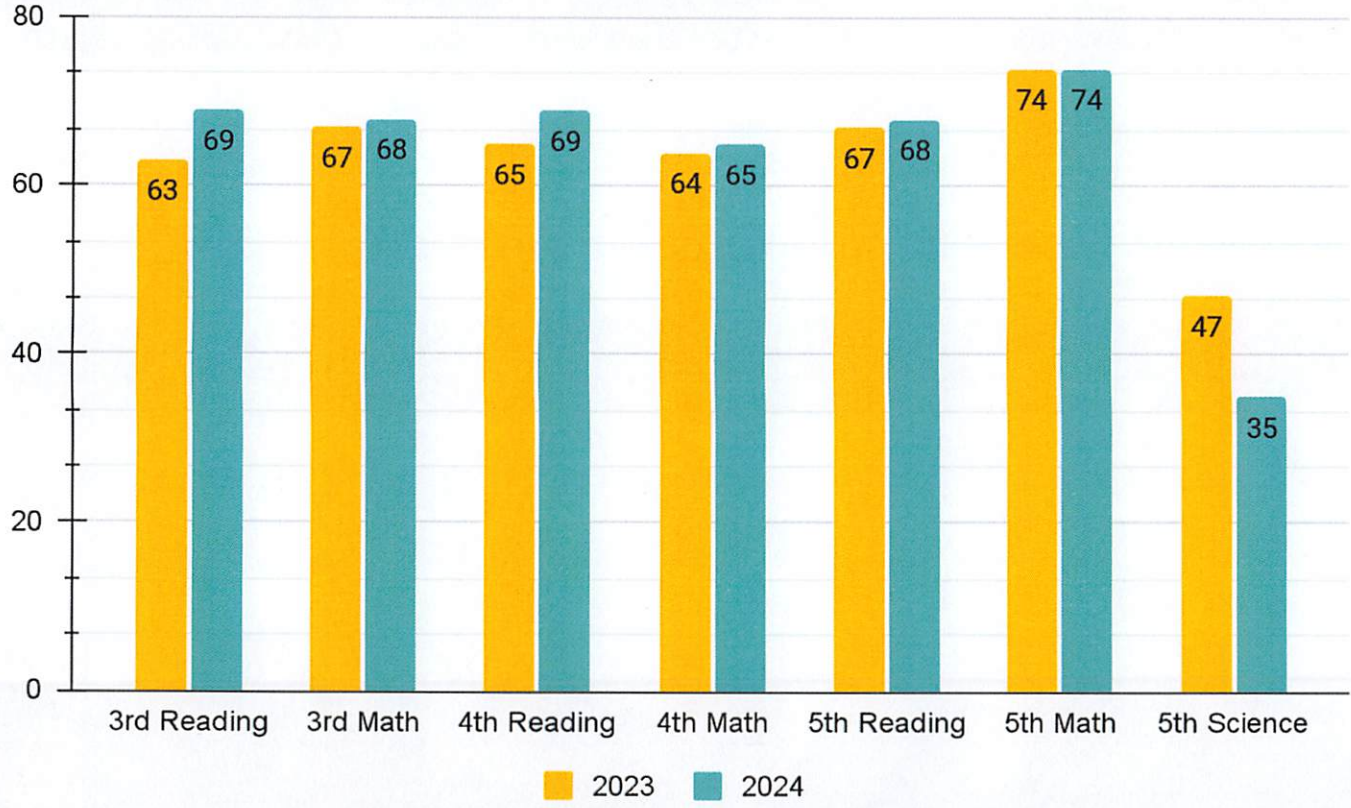
ECISD All Students 2023

75%

ECISD Emergent Bilingual  
Students 2023



# Emergent Bilingual STAAR 3-5



# Graduation Rate

The BE & ESL Department is celebrating that **30% of the top ten students in ECISD high schools** were former bilingual/ESL students.

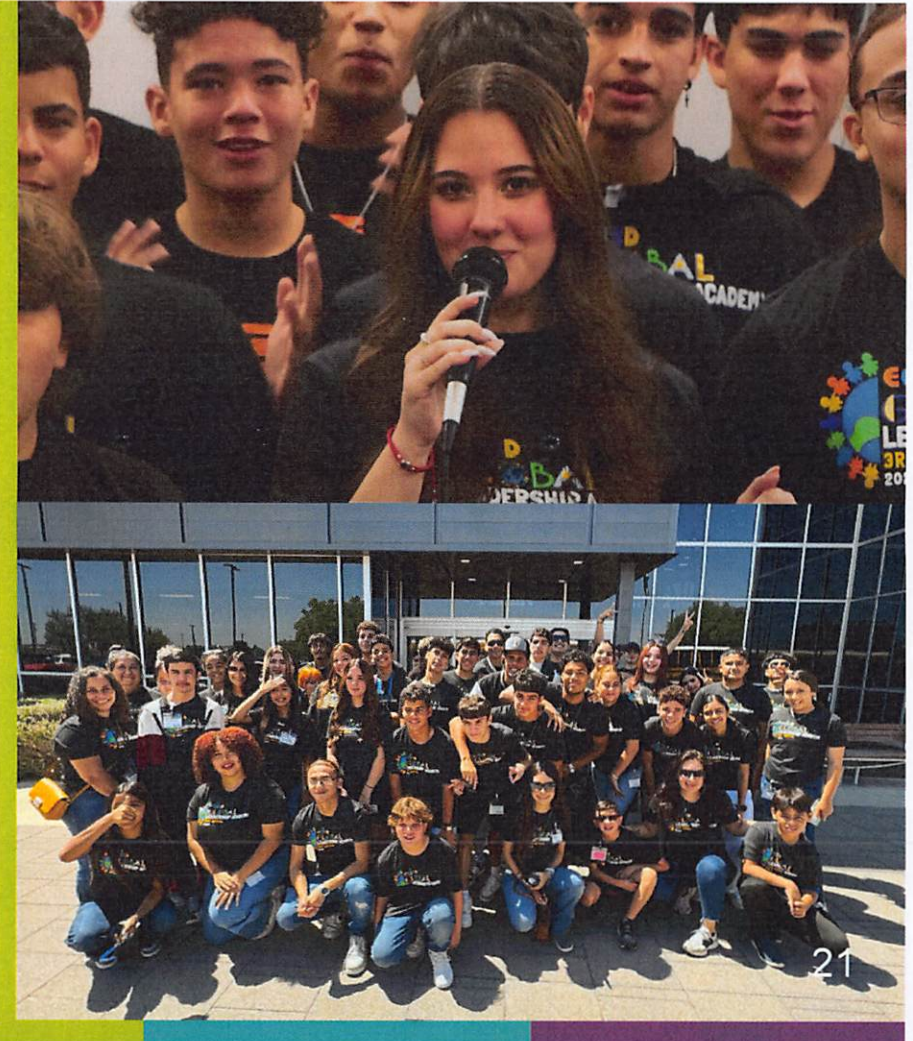
A total of 15 students to include 1 Valedictorian and 2 Salutatorians, were served through our program.

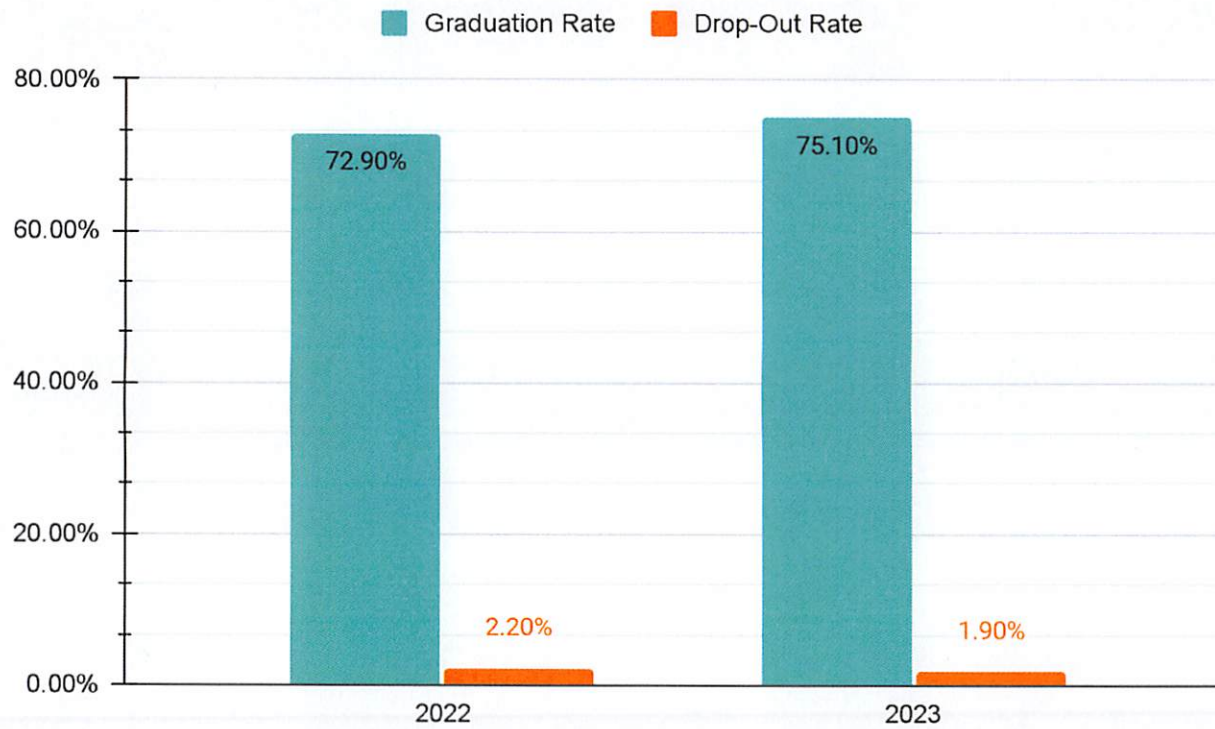




# Global Leadership Academy

Our objective and mission is to create a **welcoming** and **safe** group for **Emergent Bilingual** students to develop **real life skills** and **develop leaders** that will **positively impact our community.**





***Results Driven Accountability (RDA)  
2023***



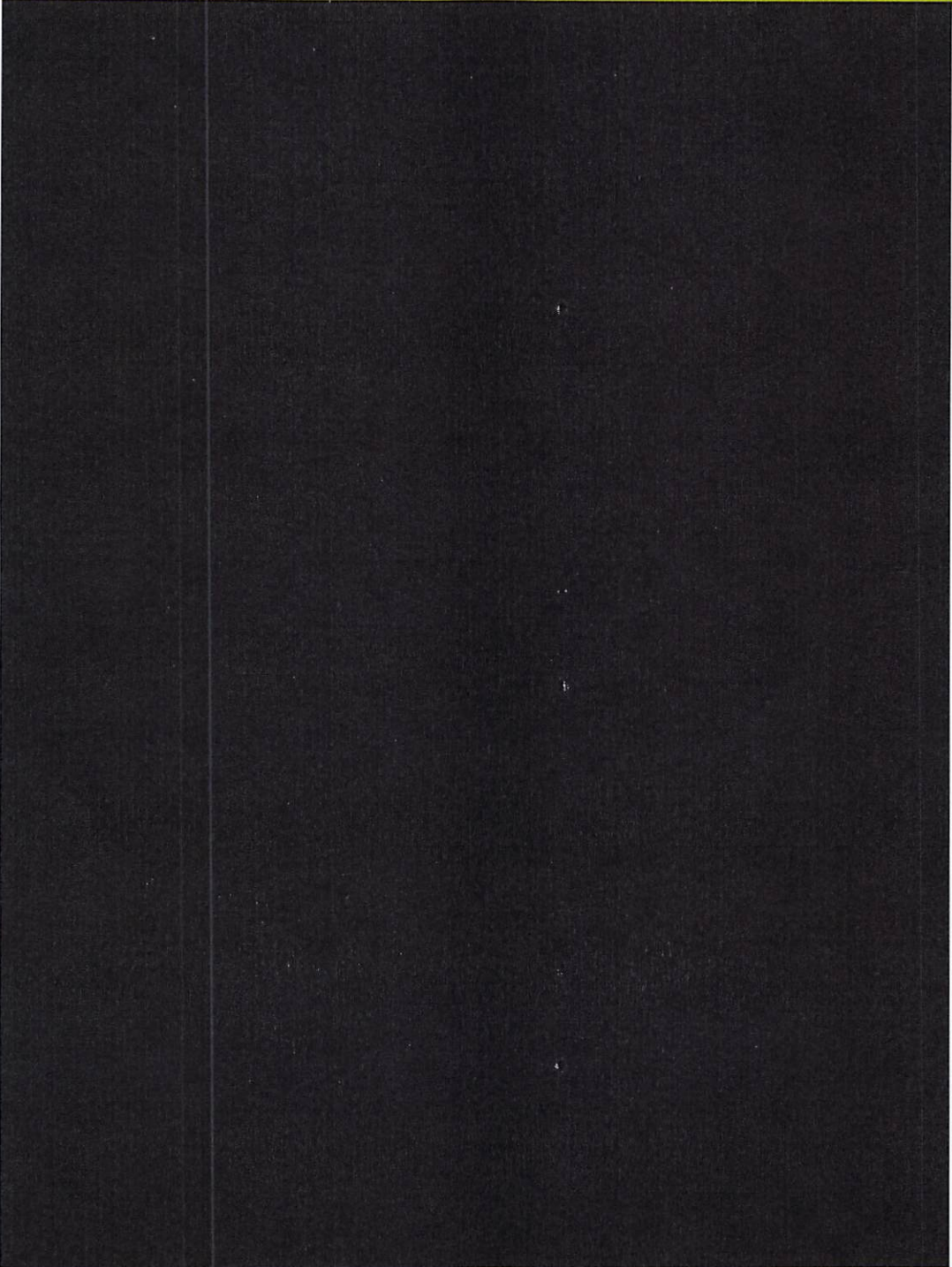


## BE & ESL Progress Measures

- ★ Dual Language Short Cycle Assessments
- ★ Robust Professional Development Calendar
- ★ Seal of Biliteracy
- ★ Reclassification (EXIT) of Emergent Bilingual Students











# Gracias!

