

# Districts Visit Report

## SCHOOL DISTRICTS:

**CyFair ISD**

**Galena Park ISD**

Visit Dates: October 24-25, 2013

**Prepared by CISD Visitors:**

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# Districts Visit Report

Visit Dates: October 24-25, 2013

## CyFair ISD

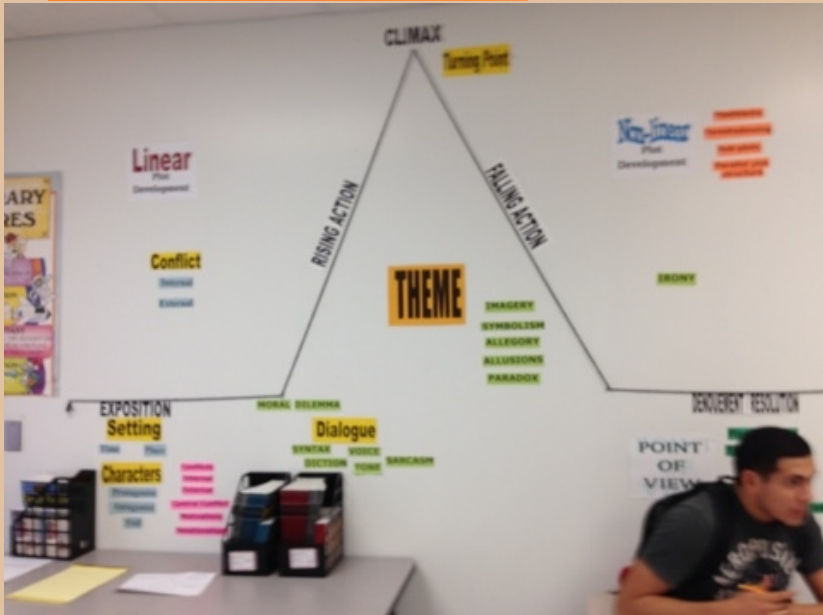
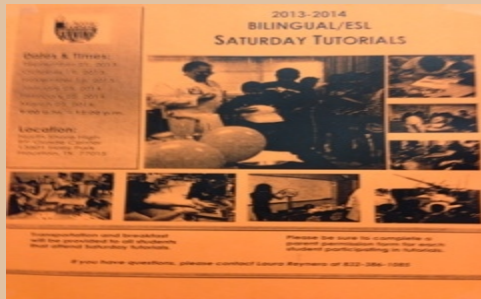


Middle School Work

# Districts Visit Report

Visit Dates: October 24-25, 2013

## Galena Park ISD



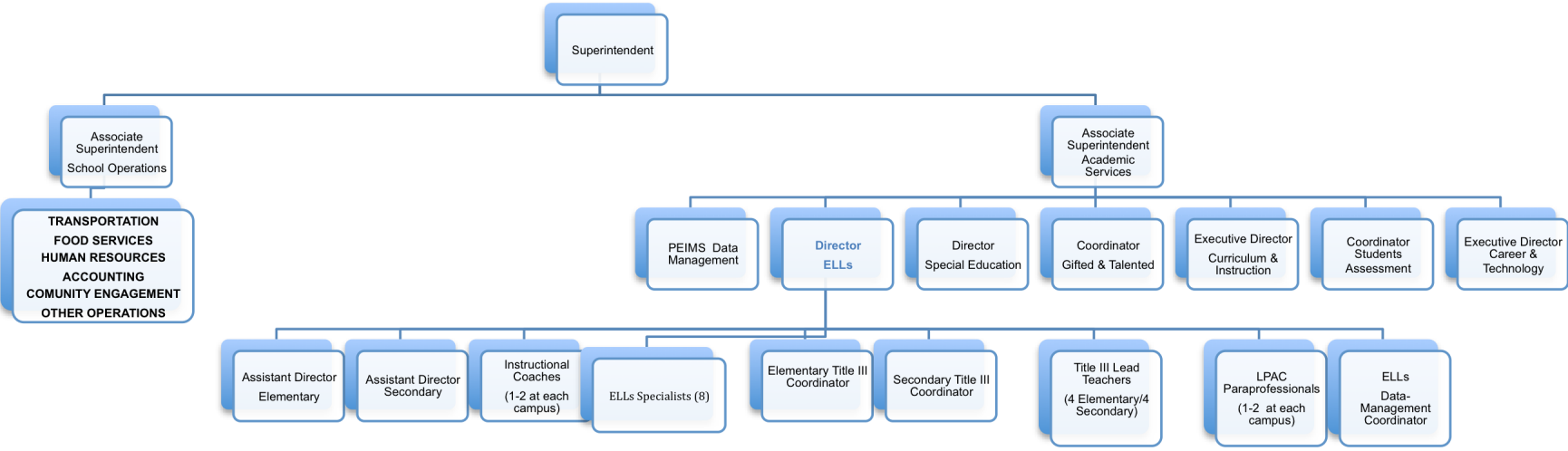
Districts Visit Report  
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Remarks:

**Cypress-Fairbanks (CyFair) ISD:** As per the Director of ELLs, the district limited the visit to observation only. No written information (except ELLs Department most recent organizational chart) or video would be provided, and no pictures of students or instructional materials would be allowed.

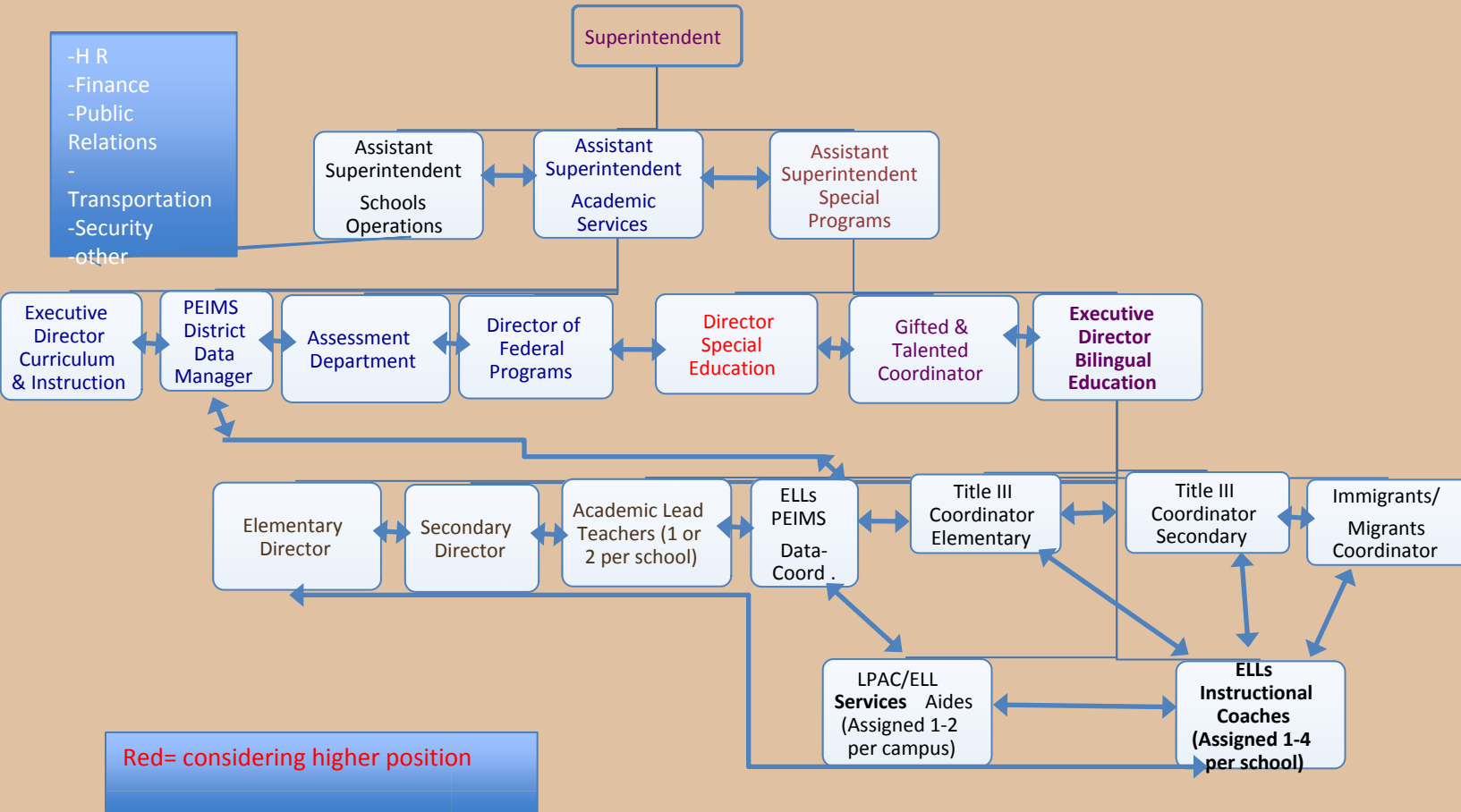
**Galena Park ISD:** Open access. No restrictions were given. The entire ELLs Department administrative team prepared formal meetings with us, no restrictions for visits to their 2 campuses, and written information was prepared in advance for us.

# CyFair Independent School District English Language Learners Department Organizational Chart





# Galena Park ISD



# Our Findings

## CyFair ISD

### Middle School

- ESL Program: Pull-Out (“but the goal of the district is to have all content area teachers to be ESL certified”)
- **Bilingual Program Goal:** To mainstream/transition ELLs into English as quickly as possible.

### ***New-Comers Center (NCC):***

### **Group A:**

ELLs from other Middle and High Schools are transported to the NCC

- ELLs are clustered in 2 or more classrooms (as needed). Two (or more) ESL certified teachers with assigned Teacher Aides serve students using TPR strategy (body movement and demonstration of objects), bingo games, pictures, flash cards, etc. to teach very basic English vocabulary (body parts, names of food, whether, time, seasons, holidays, numbers, etc.)
- from Aug-Dec. new comers only participate in PE and an elective class during first semester. They remain isolated from the rest of the students.
- Teacher-Student ratio is usually kept at 1:15

– follow group B and C in next page-

## Galena Park ISD

- **The bilingual/ESL Program vision/Goal:** to implement an effective research based Bilingual/ESL Program that promotes consistent standards for English language learners, so that students acquire the skills and knowledge to succeed academically, become productive citizens and lifelong learners.

- **Bilingual Programs The district has:**

**1. a Bilingual/ESL Transitional Late Exit Program Model** in which students are instructed in their native language and receive incremental English language instruction correspondent to their grade level as delineated by the **Bilingual/ESL Transitional Late Exit Program Model from elementary to High School.**

**The goal for this program:** to provide high levels of academic achievement and **full academic proficiency in both languages, and Bi-literacy, and value both languages and cultures equally.**

*-Follow 2<sup>nd</sup> bilingual program (Dual Language) in page 10 -*

# Our Findings

## CyFair ISD

Middle School

New-Comers Center continues...

- **Group B:**

In January, students from Group "A" continue clustered with ESL Certified teachers for 3 periods of ESL (**basic communication skills**) using Language Acquisition Center activities from TeachScape "Pretzels for Breakfast" activities book) and *Istation* to develop English acquisition. ELLs participate in Math and Science class in addition to PE and elective class until the second semester.

- In general, ELLs are exited from ESL or bilingual programs beginning at 1st grade if they meet Exit Criteria {IPT (Idea Proficiency Test), Stanford-10 or STAAR (as applicable) and TELPAS}

- **Group C:**

New ELLs that arrive at different time during the school year are placed in same setting as group A with another teacher and teacher aide in a different classroom.

## Galena Park ISD

- **High School**

At secondary level, both Dual Language program and ESL programs are offered. North Shore High School has a total of 3,550 students and they have 96 **newcomer** students this school year. They are integrated with all other students, ensuring additional instructional support through ESL lab with ESL certified and SIOP trained teachers. They take 3 periods of English Language Arts class. The ELA teacher has access to a computer lab so the students can work with additional reading programs.

- Administrative team (including counselors) provide support to teachers and newcomer students. North Shore HS has a 9<sup>th</sup> grade newcomer center that is very supportive, and teachers are ESL certified and SIOP trained in addition to other type of trainings. The administrative team is passionate and takes ownership of what needs to be done and make sure it happens. There is a safe instructional environment that sustains SIOP training implementation consistently.
- Each campus has a SIOP and Dual Language Instructional Coach assigned through the ELLs Department. Teachers stay late and they are not being paid to attend training. It is the expectation of the Superintendent and school board, and teachers attend trainings after school and Saturdays without any problems. The Administrative team watch the students very closely. They also communicate constantly and make teachers accountable.

**Saturday tutoring:** Teachers are paid for tutoring (1<sup>st</sup> grade thru 12<sup>th</sup> grade) on Saturdays. Teachers also provide tutoring after school but are not paid for after-school tutoring.

- Tutoring is offered in English Language Arts with emphasis in expository essays and math. It is offered once a month for 6 months.
- Coupons for food movies, and/or ice cream for students are provided as incentive •



# Our Findings

## **Galena Park ISD: New Comers additional information**

- Administrators always bring stories to meetings about students from the special population group to make staff aware that this group of students need to pass accountability measures for the campus and the district to do well.
- Counselors educate students about their 4 year graduation plan and they are being taught to ask questions about the classes they are taking and which ones they need for graduation.
- They also provide night courses at high school level for students who want to accelerate or are behind.

# Our Findings

## CyFair ISD

### Elementary School:

**ESL Program:** Pull-Out (“but the goal of the district is to have all content area teachers to be ESL certified)

### Bilingual Program **Goal:**

To mainstream/transition ELLs into English as quickly as possible. ELLs are exited from bilingual/ESL programs beginning at 1st grade if they meet Exit Criteria (IPT, Stanford -10 or STAAR (as applicable) and TELPAS).

**As per the Director, Bilingual program “Appears as One-Way Dual Language, but in reality is an Early-exit bilingual program”**

- **Everything is basically taught in English, using Spanish primarily in pre-K - K, and sometimes in 1st grade to reinforce comprehension of concepts only.**

## Galena Park ISD

- **2. A Dual language program (K-12<sup>th</sup>)** that started 11 years ago.
- Woodland Acres Elementary School has 400 students. They have **open enrollment for the Dual Language program**, meaning that **students can transfer from another school to participate in their Dual Language program (not all schools have DL program)**. Children of teachers, administrators and any school staff are also invited to attend their dual language program.
- **Two-Way (TW) Dual Language program starts at Kinder and continues until they are in 5<sup>th</sup> grade.** Adjustments by courses are made at secondary level.

The TW Kindergarten **cohort consists of 44 students at each grade level:** 22 Native English Speakers and 22 Native Spanish Speakers

### **Core components of the program?**

- Instruction of the program is **based on a 50-50 model**. By the time students reach 5<sup>th</sup> grade, 50% of the instruction is delivered in English and the other 50% is delivered in Spanish; following the SIOP instructional frame as required across the district since 6 years ago. The district provides SIOP training every year for new teachers during staff development week before the school year starts.
- TW students remain in the program from Kinder through Fifth grade. **When possible, they have two teachers: one ESL certified teacher provides the English instruction and the other teacher provides the Spanish instruction.**
- Students have a **choice** to remain in the program up to high school. The District add to their graduation diploma the **“Biliteracy Seal”** as an incentive, specially for job purpose.

# Our Findings

## CyFair ISD

### Elementary School:

#### Instructional Support:

- Provide ESL State Adoption, instructional resources in English (and in Spanish whenever possible). Not all instructional materials need to be provided in Spanish because bilingual teachers collaborate to translate any worksheets, homework, etc. The curriculum lessons (provided by the District/written by C&I in collaboration with ELLs Deptm) and reading materials/textbooks are mostly in English, and bilingual teachers translate or adapt the stories into Span as needed during instruction.
- ELLS remain in the bilingual or ESL program two-three years, depending on the English fluency of the students, but the goal is to transition ELLs by the end of first grade if possible.

## Galena Park ISD

### Elementary School:

#### Instructional Support:

- All teachers utilize ESL State Adoption, and additional instructional resources in English (and in Spanish whenever possible).
- All administrators and staff are expected to identify and acquire instructional support resources available in both languages as much as it becomes available through different publishers, including web-based reading and ESL programs.
- PLCs (Professional Learning Communities) and grade level planning time is protected to ensure that teachers support each other with lesson preparation planning, sharing outcomes of instructional strategies, translation of materials as needed, etc. Administrators are not allowed to utilize such time for any other purposes.

# Our Findings

## CyFair ISD: Additional Information

- **Monitoring system** for time and treatment of the program to determine needs of intervention:

District Benchmarks, Isop, Achieve 3000 (all grade levels as available through the publisher), ELLIS (ESL program), ELLs Specialists (one or two assigned to each campus- depending on school enrollment); Elementary and a secondary ELLs Coordinators, ELLs Specialists, and Title III Lead Teachers spend most of their time (75-80%) at schools monitoring instruction and providing instructional support; two Assistant Directors (an Elementary and a Secondary director) in collaboration with the ELLs Director conduct ongoing walkthroughs/campus visits to address main concerns and monitor accountability.

- **Intervention:** Same as in middle School (Small group intervention in classroom, STAAR after-school/Saturdays tutoring - done by volunteer tutors including teachers (without extra pay).
- **Professional Development:** Provided District-wide through C & I and Technology Department mostly via webinar (the district has Programmers, who also develop and maintain the LPAC data-management system).
- ELLs Department provide ELPS and SIOP training through Region Education Center and consultants; and TELPAS in collaboration with Technology Department.

The ELLs Deptm Director attends the Principals' meetings, and when needed, principals' meeting agenda dedicates the time for short training from the ELLs department for principals. Otherwise, the ELLs Deptm schedules and notifies principals for specific trainings as needed.

- Monitoring M1s and M2s: District-made tracking forms. **Not allowed to provide any written samples of information.**