



BISD's English as a Second Language Program Overview

Brownwood ISD's English as a Second Language (ESL) Department provides appropriate planned instruction to identified students that are linguistically and culturally diverse.

The District uses English as a Second Language as its educational approach to align academic content and the acquisition of English language skills for English Language Learners (ELLs). Academic services are appropriate to the each student's developmental and instructional level.

ESL instruction is delivered through the classroom-based and the pull-out models. It is designed to teach social and academic skills as well as cultural aspects of the English language. Planned instruction in the ESL program is aligned with Texas Education Agency's English Language and academic standards in Reading, Writing, Listening and Speaking. Teachers focus on specialized vocabulary, learning strategies and literacy skills.

The goal of this program is to provide students a positive and culturally responsive environment to ease transition into participation in core academic classes required for graduation. Teachers trained in English Language Proficiency Standards (ELPS) strategies provide instruction. They provide meaningful, comprehensible instruction that incorporates the English Language Proficiency Standards as an overlay to academic content standards. In order to maintain a high-quality program, the district provides an aligned curriculum, appropriate textbooks with related resources, as well as on-going professional development for teachers, administrators and other school-based educators.

Imagine Learning Program

To engage students one-on-one, BISD purchased fifty-three licenses for an award-winning language and literacy software program called Imagine Learning. It features interactive content, including activities, videos, songs, and games. It is research-based, instructionally differentiated, and incredibly fun to use for the students. The best part is that Imagine Learning offers personalized, systematic instruction that adapts to each student.

English Language Proficiency Standards (ELPS Training):

The ELPS are an outline of the English language proficiency level descriptors and student expectations for ELLs (Similar to the TEKS). They are required by 19 Texas Administrative Code, Chapter 74, Subchapter A, §74.4. They focus on reading, writing, listening and speaking.

All of BISD's classroom teachers, numerous support and administrative staff have completed their four-hour ELPS training.

Goals and Initiatives of the ESL Program:

The goal of the ESL program is to help students develop language skills necessary to be successful students and members of society.

This can be done most effectively by meeting the following initiatives:

- ❖ Nurture self-pride and self-identity in each student's linguistic and cultural heritage.
- ❖ Develop proficiency in the English language.
- ❖ Reach a level of proficiency in reading, writing, speaking, and listening as determined by the Texas Essential Language Proficiency Assessment System (TELPAS).
- ❖ Meet or exceed a level of proficiency in all content areas.
- ❖ Provide curricular and extra-curricular opportunities for ELL in a similar fashion to our non-ELL students.

Another goal of the ESL program is to help teachers develop the skills needed to help ELL become successful members of society.

This can be done most effectively by meeting the following initiatives:

- ❖ Offer professional development opportunities during the school year and summer to address the needs of the teachers, support staff and administrators to improve instruction focused on ELLs.
- ❖ Provide administrative support through collaborative individual, team, staff and district-level meetings.
- ❖ Grant financial assistance towards those teachers who are asked to acquire their ESL certification. (Reimburse for testing expenditures)
- ❖ Afford preference to those teachers who have their ESL certification when hiring.

BISD English as a Second Language Program Report

as of 09-23-19

KEY:

EL= English Language Learner

ESL= Language Program

PD= Parent Denial

Monitor= Student who has met ESL program exit criteria.

F&S Monitor= First and Second Year Monitor

F3+ Monitor= Third Year or More Monitor *New*

BISD currently has EL students that speak Spanish, Albanian, Vietnamese, Cambodian, Nepali, Tagalog, Filipino, Bengali, Chinese (2 regions) and English.

	PK ELL's	KG ELL's	1 st ELL's	2 nd ELL's	2 nd F yr Monitors	3 rd ELL's	3 rd F&S Monitors
HEADSTART	1	-	-	-	-	-	-
NORTHWEST	3	7	6 1- PD	8 1- PD	2	6	6
EAST	2	3	2	3	-	1	-
WOODLAND	1	3	-	-	-	3	-
District Total per grade	7	13	9	12	2	10	6

	4 th ELL's	4 th F&S Monitors	4 th F3+ Monitors	5 th ELL's	5 th F&S Monitors	5 th F3+ Monitors	6 th ELL's	6 th F&S Monitors	6 th F3+ Monitors
COGGIN- INTERM	11	1	2	3	1	10	10 1- PD	1	5

	7 th ELL's	7 th F&S Monitors	7 th F3+ Monitors	8 th ELL's	8 th F&S Monitors	8 th F3+ Monitors
MIDDLE	14	1	4	4	1	9

	9 th ELL's	9 th F&S Monitors	9 th F3+ Monitors	10 th ELL's	10 th F&S Monitors	10 th F3+ Monitors	11 th ELL's	11 th F&S Monitors	11 th F3+ Monitors	12 th ELL's	12 th F&S Monitors	12 th F3+ Monitors
HIGH	16	1	7	3	2	4	1	-	4	1	-	-

District totals at a glance:

	PK	KG	1	2	3	4	5	6	7	8	9	10	11	12	Grand Total
District EL's	7	13	9	12	10	11	3	11	14	4	16	3	1	1	115
F & S Monitors	-	-	-	2	6	1	1	1	1	1	1	2	-	-	16
F3+ Monitors	-	-	-	-	-	2	10	5	4	9	7	4	4	-	45
															176

ESL Certified Teachers

(That are currently in a classroom setting)

HEAD-START	2	COGGIN-INTER	19
NORTHWEST	7	MIDDLE	6
EAST	5	HIGH	5
WOODLAND	3	DAEP & BAHS	3
DISTRICT TOTAL		48	