UNITED INDEPENDENT SCHOOL DISTRICT
INFORMATIONAL ITEM

TOPIC: ESL Content Based Program Conclusion/ESL Pull-out Program Implementation

SUBMITTED BY: Carmen A. Pompa, Director of Bilingual/ESL/DUAL/Foreign Language

OF: Curriculum & Instruction Department

APPROVED FOR TRANSMITTAL TO SCHOOL BOARD: _____

DATE ASSIGNED FOR BOARD CONSIDERATION: September 17, 2014

INFORMATIONAL REPORT:

Presentation of the ESL Pull-out Program Model Implementation for secondary English language learners as a requirement in the §89.1210 Program and Design statute for secondary ELLs. To take into effect immediately for the 2014-2015 school year replacing the previous ESL Content Based Program Model. The following is the middle school NEWCOMERS plan already presented to the middle school principals and middle school LPAC administrators. The high school NEWCOMERS plan has also been presented to the high school counselors and the high school LPAC administrators.

UISD Middle School ELD Plan with Pull-out Program Model for NEWCOMERS
2014-2015

NEW

In order to make the best educational decisions for our ELLs at United Independent School District, we will follow the ESL pull-out program for the NEWCOMERS years 1, 2 &3 (attached). The remaining ELLs, years 3-5+, will also follow the ESL pull-out model. In order to be in compliance one teacher in the ELL schedule must be ESL certified (i.e. ELA) and Sheltered Instruction trained; this will fulfill the requirements under the ESL pull-out model.

§89.1205. Required Bilingual Education and English as a Second Language Programs.

(e) A school district shall provide English as a second language instruction by offering an English as a second language program using one of the two models described in §89.1210 of this title.

§89.1210. Program Content and Design.

(e) English as a second language programs shall be intensive programs of instruction designed to develop proficiency in listening, speaking, reading, and writing in the English language. Instruction in English as a second language shall be commensurate with the student's level of English proficiency and his or her level of academic achievement. In prekindergarten through Grade 8, instruction in English as a second language may vary from the amount of time accorded to instruction in English language arts in the general education program for English proficient students to a full-time instructional setting using second language methods.

(g) The English as a second language program shall be implemented with consideration for each English language learner's unique readiness level through one of the following program models.

(1) An English as a second language/content-based program model is an English program that serves only students identified as English language learners by providing a full-time teacher certified under the Texas Education Code (TEC), §29.061(c), to provide supplementary instruction for all content area instruction. The program integrates English as a second language instruction with subject matter instruction that focuses not only on learning a second language, but using that language as a medium to learn mathematics, science, social studies, or other academic subjects. Exiting of a student to an all-English program of instruction without English as a second language support will occur no earlier than the end of Grade 1 or, if the student enrolls in school during or after Grade 1, no earlier than two years or later than five years after the student enrolls in school.

(2) An English as a second language pull-out program model is an English program that serves only students identified as English language learners by providing a part-time teacher certified under the Texas Education Code (TEC), §29.061(c), to provide English language arts instruction exclusively while the student remains in a mainstreamed instructional arrangement in the remaining content areas. Instruction may be provided in a pull-out or inclusionary delivery model.

UISD Middle School ELD Plan with Pull-out Program Model for NEWCOMERS 2014-2015

NEW

	Beginner	Intermediate	Advanced
Assessment	• LAS Links Level 1-2 • TELPAS Beginner if available • STAAR First year enrollment in U.S. Schools are not included in the indexes	• LAS Links Level 3 • ITBS more than 40% • TELPAS Intermediate • STAAR 2nd–4th year enrollment in U.S. Schools will fall into the STAAR ELL Progress Measure	• LAS Links Level 4-5 • TELPAS Advanced • STAAR 2nd–4th year enrollment in U.S. Schools will fall into the STAAR ELL Progress Measure
Placement	**Beginner 6th-8th** (Language Arts and Reading self-contained teachers must be ESL certified) -Adhere to the 15:1 student/teacher ratio (other circumstances must be approved by the Bilingual dept). **Self Contained** Language Arts &Reading **Self Contained** Science & Social Studies or DUAL Social Studies at grade level if available **Mainstreamed** Math at grade level	**Intermediate 6th-8th** (Language Arts and Reading self-contained teachers must be ESL certified) -Adhere to the 15:1 student/teacher ratio (other circumstances must be approved by the Bilingual dept). **Self Contained** Language Arts & Reading **Self Contained** Social Studies or DUAL Social Studies at grade level if available **Mainstreamed** Math and Science at grade level	**Advanced 6th-8th** (Language Arts and Reading self-contained teachers must be ESL certified) -Adhere to the 15:1 student/teacher ratio (other circumstances must be approved by the Bilingual dept). **Self Contained or *Mainstreamed** (*Mainstreamed with prior approval from the Bilingual dept.) Language Arts & Reading **Mainstreamed** Math, Science, and Social Studies at grade level or DUAL Social Studies if available
Additional Support	Enroll students in STAAR Reading and/or Creative Writing and/or Spanish Elective Course if available. Counselors will meet with ESL Plan students and document visit on EFFECTIVE DOMAIN LOG.		
Standards and Instruction	ALL ESL Plan teachers must follow the ELPS standards (§74.4c) and implement the Sheltered Instruction strategies.		
Monitoring	Each Individual teacher • District benchmark • ELL Profile • ELL Plan for Success	Each Individual teacher • District benchmark • ELL Profile • ELL Plan for Success	• Each campus teacher will mentor at least on ESL Plan student • Each individual teacher will monitor his/her class. • ELL Profile/ ELL Plan for Success
Resources	Reading/ELA-Milestone Level A Science- STM Scope S. Studies- 5th Grade U.S. History Math- Grade Level textbook	Reading/ELA-Milestone Level B Science- At Grade Level S. Studies- Texas History, 4th and 7th grade Math- Grade Level textbook	Reading/ELA-7th grade Reading Science- At Grade Level S. Studies- At Grade Level Math- Grade Level textbook