

# Board Report

## September 9, 2008

### Division of Curriculum, Instruction and Staff Development

#### Listing of Personnel

For individual vitas see [www.dentonisd.org- Bilingual/ESL](http://www.dentonisd.org-Bilingual/ESL) Webpage

### Department of Bilingual/ESL:

Director: Teresa Taylor  
Rosie Calvo, Secretary

<u>Title</u>	<u>Name</u>	<u>Grade</u>
Program Compliance Supervisor	Lisa De Los Santos	EC-12
Elementary Intervention Coordinator	Anna De Leon	EC-5
Elementary Coordinator	Janet Giles	EC-5
Middle School Coordinator	Melissa Alfaro	6-8
High School Coordinator	Maria Dudash	9-12
Elementary Intervention Specialist	Lupita Pineda	EC-5
Receptionist/Tester	Hermila De La Garza	EC-12
District Spanish Translator	Gladys St. John	EC-12

### Snapshot of Department: Bilingual/ESL/Migrant

#### Philosophy

The Bilingual/ESL programs are designed for our English Language Learners (ELLs) to acquire the academic English language necessary to be successful in their content area courses and post secondary studies. It is our mission to ensure that all ELLs have the opportunity to acquire and develop competency in the comprehension, speaking, reading, and composition of the English language which will empower them to be successful in their academic careers and as members of society, valuing each student's rich cultural heritage and language background. We will endeavor to train, support and empower our teachers with strategies, best practices and tools to meet this goal. Since parents are a crucial part of student success, we will continue to offer bilingual/ESL parents opportunities for personal and educational growth. It is our belief that training and inspiring staff and parents will have a direct impact on student achievement.

#### Goals

The major goals of the Bilingual/ESL Department are threefold:

- Teaching and Learning...in pursuit of excellence, the department will:**
  - Provide research based staff development on best teaching practices in order to meet the needs of our ELLs
  - Provide campus level support to ensure implementation of best practices and an aligned bilingual/ESL program

- Serve as a communication liaison between all Denton ISD stakeholders and TEA in regards to the state compliance and mandates
  - Ensure all federal and state mandates for the BIL/ESL programs are followed and proper documentation on researched intervention plans are created for each ELL to be successful in the program and throughout their academic career.
  - Enhance understanding of the affective, linguistic, and cognitive needs of an ELL student
2. **Climate...in pursuit of excellence, the department will:**
- Monitor student achievement
  - Monitor student progress and provide interventions and support as needed.
  - Encourage consistent and frequent parent communications.
3. **Parent and Community Involvement...In pursuit of excellence, the department will:**
- Participate in community outreach and events
  - Participate in leadership committees and forums
  - Communicate with parents, business leaders, educational leaders and community representatives.

## **Rapid Growth in the English Language Learner Population**

In 1991, there were 552 ELL students enrolled in Denton ISD. As of PEIMS Snapshot 2007, there were 3,244 students enrolled. There are over 35 different home languages represented by our ELL population. (See Appendix B) A decade ago, we had three elementary bilingual/ESL campuses, an early childhood center, and two middle school and two high school ESL campuses that served the ELL students. Today we have twenty elementary, one early childhood center, six middle schools, one alternative school and four high schools that serve our students. All campuses offer ESL services and 9 elementary campuses have the bilingual program. We have grown from approximately 11 bilingual/ESL teachers in 1991 to 165 professionals that teach our students. There are 108 students in the Early Childhood Center that are served by 5 teachers, 2,170 elementary students served by 24 ESL and 87 bilingual teachers along with 12 paraprofessionals, 522 middle school students who are served by 9 ESL teachers and 12 sheltered teachers, and 416 high school students that receive instruction from 5 ESL teachers, 1 newcomer teacher, 16 sheltered content teachers and 3 ELL center teachers. See appendix A for individual campus numbers and staffing.

## **Program Description:**

### **Elementary:**

#### **Bilingual:**

There are two bilingual programs in Denton ISD. Both programs feature effective first language instruction, oral English language development, transitional instruction, and sheltered instructional strategies.

The first is the Transitional model which serves Spanish speaking students PK–5. This model’s goal is for students to become proficient in the English language and to move them from Spanish into English. The degree to which the teacher utilizes Spanish is directly proportional to the degree to which the student has acquired English language proficiency during the elementary grades.

The second model, which is a Two-Way Dual Language model, is in its third year of implementation at Woodrow Wilson. This model’s goal is for students to become bilingual, biliterate and bicultural. The model serves two distinct groups of students in one instructional setting; half English monolingual speakers and half Spanish speakers. Student instruction is delivered 50% in English and 50% in Spanish starting in kindergarten and adding a grade level each year through the 5<sup>th</sup> grade. Currently, Wilson has the program in Kinder and 1<sup>st</sup> grade is and adding 2<sup>nd</sup> grade this year. The program includes specific teacher guidelines, program structure, and high student expectations which have proven to close the

achievement gap between general education students and English Language Learners. The staffing is comprised of one bilingual teacher who teaches only in Spanish and one English general ed. ESL certified teacher who teaches only in English. The content areas of math, science and social studies are taught in one language one day and the next day, the lesson in that content area is taught in the other language. They receive reading instruction in their native and second language everyday.

**ESL:**

ESL instruction features second language acquisition methods such as clearly defined language and content objectives, use of supplementary materials, and scaffolding instruction to make input comprehensible. ESL instruction is provided to those students whose native language is predominantly one other than Spanish. There are two ESL services provided.

The pull-out program is provided for those students whose mainstream classroom teacher is not ESL certified. The ESL certified teacher pulls students from their regular classroom to give them specific English language arts instruction exclusively while the student remains in a mainstream instructional arrangement in the remaining content areas.

The content-based program is one in which general education teachers who are ESL certified provide supplementary instruction for all content area instruction. It integrates ESL language instruction with subject matter instruction which 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.

**Middle School:**

**ESL:**

The middle school has ESL self-contained English Language Arts classes. The ESL certified teacher uses second language acquisition methods to teach the content area.

**Sheltered Instruction:**

Sheltered instruction is an approach that can extend the time that students have for receiving English language support while they learn content. Sheltered teachers scaffold instruction to aid student comprehension of content topics and objectives by adjusting their speech and instructional tasks and by providing appropriate background information and experiences. The ultimate goal is accessibility for ELLs to grade level content standards and concepts while they continue to improve their English language proficiency. Sheltered math is currently offered at the middle schools.

**High School:**

**ESL:**

In the high schools, ELLs are served through their English courses in ESOL 1 and 2. ESL 3 is offered as a support to the regular English 1 and 2 courses.

**Sheltered Instruction:**

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### **High School ESL Program for Recent Arrivals:**

For the past three years, the Bilingual/ESL Department has implemented a Newcomer's Academy at Guyer High School. Recent arrivals to the country, with limited schooling and below-grade-level literacy often need additional time to become accustomed to school routines and expectations in the United States. Traditional English as a second language (ESL) and bilingual education programs are not designed to serve the specific needs of newcomers, in part because at the secondary level, curricula and materials are predicated on the belief that students have literacy skills and are acculturated to school. This program is designed to meet the needs of students zoned for the three Denton high schools who meet these criteria.

### **English Language Learning Center:**

At all three high schools, the ELL center is available to assist all ELLs with independent work. Many English Language Learners possess content concepts in their primary language that even surpass their native English-speaking peers. However, due to the rigorous academic language required, students are unsure of how to complete assignments. These services made available to ESL students, serve as a foundation to fill in gaps where necessary and better equip them to be successful in all content area classes.

## **Professional Learning**

### **Sheltered Instruction Observation Protocol (SIOP)**

The Sheltered Instruction Observation Protocol provides teachers with a well-articulated and practical model of sheltered instruction. The SIOP model is currently used in most of the 50 states and in hundreds of schools across the U.S. as well as several other countries. The intent of the model is to facilitate high quality instruction for English Language Learners in content area teaching. The model is based on current knowledge and research-based practices promoting learning with ELLs. With the collaboration of the curriculum coordinators and the ESL coordinator, teachers in grades 2-5 from Title I campuses were trained to teach the content effectively to ELLs, while developing the students' language ability. The teachers were fully trained in the SIOP model and participated in lesson planning sessions to incorporate it into their daily instruction. This year K-12 teachers will have the opportunity to become familiar with the SIOP strategies and to implement them in their lesson planning.

### **Literacy Squared®/ Integrating Social Studies and Language Arts PK-2 & 3-5**

Provide bilingual teachers with specific strategies and assessments that will result in successful biliteracy development. Bilingual students in grades PK-5 will be introduced to academic English sooner than before and simultaneously develop literacy in English and Spanish as early as kindergarten (A framework for setting up Literacy Squared ® instruction for Spanish literacy, Literacy Based ESL and oral ESL.) This year participants will acquire strategies to follow the literacy squared model to integrate Social Studies within their Language Arts block. This class is for Bilingual teachers who need assistance in integrating their ESL time into their schedule.

### **ESL Connection Forum**

ESL K-12th, Sheltered High School, and Middle School teachers attend the ESL Connection Forums to share best practices and provide support in meeting the needs of ELLs in the classrooms. Strategies and models of co-teaching will be provided for the ESL inclusion and co-teacher. This is a great opportunity for teachers from different schools to network.

### **New Teacher Orientation**

This orientation is provided for the Bilingual/ESL teachers who are new to our district. It is designed to introduce them to the Bilingual/ESL staff, curriculum and materials, inform them of our program design, and to assure them of our support and classroom connection.

### **ELLIS**

ELLIS is an interactive multimedia program designed to provide English language instruction for English Language Learners at different levels of language proficiency through the use of graphics, full-motion video, digitized sound, animation and text in a comprehensive and user-friendly environment. Teachers are provided with an overview of the program and enable them to implement the program successfully with their students.

### **Kaleidoscope . . . The World Through the Eyes of an ELL**

This summer professional learning opportunity empowered ESL, bilingual, and recently ESL certified teachers with a researched-based framework to improve the quality of the classroom environment, instruction, and relationships. The training focused on accelerating the ELLs' reading comprehension and vocabulary development.

### **Developing Academic Vocabulary**

Elementary teachers will be provided with vocabulary development strategies to increase student comprehension in the content areas. Students will be able to recognize and understand procedural vocabulary to be successful on TAKS.

### **Middle School and High School Science Teachers: Building Background and Vocabulary for Academic Achievement**

Background knowledge and vocabulary is one of the strongest predictors of how successful students perform academically in school. Teachers will receive a two-hour training based on Robert Marzano's scientific research and theories on building background knowledge and his six-step process for building vocabulary. Participants will come away with resources and activities designed to support each of Marzano's six steps for building vocabulary.

### **Growing Your Own ESL Certified Teachers**

In order to meet the growing need of ESL services, we provide a staff development for PK-12 general education teachers to receive classes to be certified in ESL as well as acquire strategies to work with ELL students. The cost of the TExES certification exam and the additional state certification are paid through Title III funds.

### **Math & Science Planning Sessions**

Professional learning opportunities every six weeks with 5th grade bilingual teachers focusing on math and science TEKS.

PLC's at the high school with freshmen ELA teachers, science and math teacher to offer support and strategies for building background through direct instruction and for academic vocabulary for improved academic achievement for ELLs.

## **Federal and State Mandates**

### **LPAC (Language Proficiency Assessment Committee) Training: Identification, Review, Placement/Assessment Decision Making/Annual Review**

The purpose of the LPAC training is to train the chairpersons, who in turn train their committee, to review, designate and recommend the instructional placement of ELLs in the appropriate program. It is required to keep documentation of all identified students' academic progress while in the program and for two years after they exit. This documentation is reviewed through the Bilingual/ESL Department monthly and submitted to PEIMS. For every student tested because of a language other than English listed on their home language survey, a blue folder is created to keep a running record of his or her progress and decisions made. This blue folder becomes a permanent part of the student's cumulative record. There are three LPAC trainings per year. The first is to review and update the procedures for identifying and entering a new student into the program. The second, mid-year training is to train them in the exemption process, determining whether Spanish or English TAKS or whether the LAT (Linguistically Accommodated Test) for reading, math and science are the appropriate measures. The end of the year training is a review of the process of exiting qualified students, recommendations for summer school and determining the best placement for the student for the coming year.

### **Blue Folder Documentation Training**

The LPAC chairpersons are trained annually on the blue folder documentation. They are given sample folders and are introduced to any new forms or changes that have been made either by the state or by the district. The documentation in the blue folder is critical to monitoring and assessing our students, documenting intervention plans and recording LPAC decisions.

### **Woodcock- Muñoz**

The Woodcock-Muñoz Language Survey in English and Spanish is a set of tests that measure proficiency in oral language, reading, and writing in speakers of English as a second language who are at least two years of age. It provides scores for individual skills as well as an overall language competence score called broad English ability. This test will be used to classify an examinee's English proficiency through the use of CALP (cognitive academic language proficiency) scores, determine eligibility for Bilingual/ESL services, help teachers understand an examinee's language abilities, assess an examinee's progress or readiness for English-only instruction, provide information about program effectiveness, and describe the language characteristics of subjects in research studies. We will provide training during this semester for administrators, teachers and paraprofessionals that will be administering this assessment on their campus.

### **TELPAS (Texas English Language Proficiency Assessment System)**

We provide this TEA mandated training to all Bilingual/ESL teachers, English Language Arts teachers, as well as those elementary teachers who are serving students with parent denials. The TELPAS measures students' proficiency in listening, speaking, reading and writing. The teachers must learn how to assess the students using the observation protocols and must pass a state provided qualifying test. They become the official raters and must provide the results to the state.

### **Teacher LAT Accommodations for Reading, Math, and Science**

New and returning teachers will receive training on LAT accommodations for Reading, Math and Science.

## **Launching our Children into Success**

Parents of ELL students attend evening presentations to learn effective TAKS strategies in all content areas. Parents are given resources to help their children at home. ELL high school parents are given additional information on graduation requirements.

## **“GOL!: Guys Operating as Leaders” and “For Girls Only” Clubs**

The purpose of these sessions is to empower middle school young males and females through weekly mentoring and team-building, to become individuals of integrity, character, discipline and leadership. The students participate in a book study on the “7 Habits of Highly Effective Teens” and through the avenue of discussion, professional learning, community and literacy the mission is to develop their talents, bring an awareness to their potential and prepare them for academic success, civic responsibility, and life-long learning.

## **Barriers**

### **Rapid growth of English Language Learners**

#### **Shortage of Bilingual Campus Staff**

Due to the rapid growth of ELLs, there is a shortage of certified bilingual/ESL teachers and a need for bilingual counselors and instructional specialists for grades PK-5.

#### **Classroom Space Needed to Open Additional Bilingual Units**

Bilingual Elementary Campuses have a shortage of classroom space to open additional bilingual units needed.

#### **Availability of Bilingual Services for Spanish Speaking Students**

In response to an increase of struggling Spanish-speaking students there is a need of intervention programs and special services at the bilingual campuses.

#### **Equity of Spanish Materials and Resources**

Efforts are being made to provide bilingual teachers with more Spanish materials. Equity among English and Spanish materials and resources is imperative. Teacher’s classrooms must be well equipped with the necessary materials in order to meet the needs of their students.

### **Students who recently arrive from another country qualify for 1-3 years of TAKS exemptions**

Depending on their educational gaps, students in the bilingual program rarely qualify for an exemption after their first year in U.S. schools unless they have documentation showing the student did not attend one or two years of schooling. Most ESL students who have been enrolled in U.S. schools for less than 3 years qualify for an exemption. If a student enrolls for one day in a school year it counts as a complete year in U.S. schools. Although research shows student acquire the academic and social language in a period of 5 to 7 years depending on the level of intervention. All students exempted from TAKS are administered the TELPAS (Progress and Attainment of the English Language) and TAKS LAT (TEKS assessed with linguistic accommodated testing) assessments which results are tabulated in AYP and PBMAS accountability systems.

## **Older Arriving Immigrants**

ESL High School students who are enrolling at age 16-20 to obtain their high school diploma are struggling to complete their 4 X 4 course requirements by age 21. Students who are 16-20 years old who enroll in the Newcomers' Academy at Guyer High School often come with several years of no prior schooling and face the challenge of learning grade level TEKS while learning the English.

## **Strengths**

### **Bilingual/ESL Department Staff**

Bilingual/ESL Coordinators and the Bilingual Literacy Specialist provide the campuses with TEKS/TAKS support. They work with teachers to provide them with instructional strategies on TEKS/TAKS objectives relating to second language acquisition. Through professional learning opportunities the staff has helped in generating campus intervention plans for improving student performance targeting the content areas and providing resources for the teachers to aid in their classroom instruction.

### **Dual Language Program**

Woodrow Wilson is in their third year of implementing an enrichment bilingual program in which native English speakers and native Spanish speakers are integrated during content instruction. The goal of a dual language program is for students to become proficient in two languages. The community has positively embraced the dual language program and there is a waiting list of native English speakers to get into the program.

### **SURF Camp (Saturday School)**

Over 100 bilingual students from all nine bilingual campuses attend the 17 Saturday sessions from 8:00am -12:00 pm at Newton Rayzor Elementary. The objective of Saturday Camp is to accelerate the learning of the bilingual 3<sup>rd</sup>-5<sup>th</sup> graders in the areas reading and mathematics as a prevention and intervention program for TAKS.

### **ESL Certification:**

Each year ESL Certification classes are offered to a definitive number of teachers. This year the concentration is on the middle schools. It is the district goal to have every teacher certified in ESL so that our ELLs needs are met at every level. This year we hope to have over 100 teachers become certified.

### **“GOL!: Guys Operating as Leaders” and “For Girls Only” Clubs**

These clubs are at Navo, Calhoun, and McMath Middle Schools with over 230 ELL participants. The purpose of these clubs is to empower young males and females through weekly mentoring and team-building, to become individuals of integrity, character, discipline and leadership. The clubs participate in a book study on the “7 Habits of Highly Effective Teens” and through the avenue of discussion, professional learning, community and literacy the mission is to develop their talents, bring an awareness to their potential and prepare them for academic success, civic responsibility, and life-long learning. As an end of the year culmination, we coordinate an ELL Leadership Conference and a Girls Conference for all of our LEP students who have participated in these programs.



## **District Translator**

One service provided by the Bilingual/ESL Department is the Spanish Translation Services through our district-wide translator. She provides the same standards of quality in Spanish communications that are already provided in our English communications, which speaks well of the educational institution we represent. The district translator position has been in existence from 2002 to the present. Thousands of pages of translated material, including school handbooks, high school course selection catalogs, communications from the superintendent, principals and teachers to parents and the community, PTA newsletters, benchmark tests, etc.

## **Identification of Recent Arrivals from Grades 2 –12**

Part of the responsibilities of the Bilingual/ESL Department is to welcome new arrivals to our school district and to make them feel comfortable and lessen their fears. We guide them as to what paperwork and documents they need in order to enroll their child in school. For those students in grades 6 – 12, we provide the enrollment packet and check all documentation to make sure it is complete and correct. The student is tested in the Woodcock Munoz (oral) English and/or Spanish, and for those students in high school, a math diagnostic test is administered. If a student scores in a range where the oral English proficiency is fluent, the reading and language sections of the Stanford Achievement Test are administered. For those high school students that arrive with their transcripts, a credit evaluation is completed in order to determine grade placement. A Blue Folder, which contains the language assessments and LEP documentation forms, is started for each student and is delivered to the appropriate campus along with the registration packet to help expedite the enrollment process.

## **LEP (Limited English Proficiency) Report**

The LEP Report allows the department to maintain and update accurate PEIMS data on a monthly basis. Every month the LPAC chairperson is responsible for correcting and updating the report and adding any new students who have registered in their schools. The data includes the student name, ID number, program eligibility, program participation status, parent permission, migrant status, immigrant status and date of US enrollment. They then turn in the report to the Program Supervisor who in turn makes the corrections and additions in Pentamation. The information provided in the LEP report is critical. This report is generated and is used by TEA to ensure that we are in compliance with their mandates. It generates TAKS and AYP (Adequate Yearly Progress) demographic information, and for PBMAS (Performance Based Monitoring Analysis System) information, and it generates funds for the Bilingual/ESL program.

## **PBMAS**

The Performance Based Monitoring Analysis System (PBMAS) is part of the state accountability system and replaces the former TEA monitored visits. We are currently working with a committee consisting of administrators, counselors, teachers, community members and parents to work on a focused data analysis and a continuous improvement plan to better our program, especially in the area of Spanish Science TAKS. Under the PBMAS indicator, the progress and attainment of our ELLs on the TELPAS assessments are crucial to meet the state and federal accountability standards. For this reason the department trains administrators and teachers how to accurately rate the English language proficiency of our ELLs on the TELPAS assessment.

## **FUTURE PLANS**

### **Dual Language in All Bilingual Campuses**

We plan to switch from a transitional bilingual program to a 50/50 dual language program starting in Kindergarten and adding a grade level each subsequent year through the 5<sup>th</sup> grade. There are 4 campuses currently interested in starting the dual-language program, using this year as their research year. They are Borman, Ginnings, Newton Rayzor and W.S. Ryan. Their student population will lend itself to a Two-Way or One-Way dual language program. The Two-Way serves two distinct groups of students in one instructional setting; half English monolingual speakers and half Spanish speakers. The one-way program is made up of one distinct group in one instructional setting and the group will be made up of only Spanish speakers. The addition of dual language programs will continue to help meet NCLB English acquisition requirements as measured on TELPAS and TAKS assessments. To provide an opportunity for ELL students to participate in a high quality program to develop their literacy skills equally in English and Spanish and be better prepared to compete in a global society.

### **ESL Certified Teachers**

Our goal is to have all content area teachers in Denton ISD ESL certified. We have had 163 teachers who have added their ESL endorsement. Due to the growing ELL population and the need to meet their language needs, and to be able to continue to follow the state requirements, it is necessary that all teachers be knowledgeable in second language acquisition and instructional methodologies through the ESL certification program in order to serve our students and enable them to successfully finish their academic schooling.