



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.

BISD uses ESL as its educational approach to align academic content and the acquisition of English language skills for Emergent Bilingual (EB) students. Academic services are appropriate to each student's developmental and instructional level.

ESL instruction is delivered through classroom-based and 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 with 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 that is meaningful, comprehensible, and one that incorporates the ELPS as an overlay to academic content standards. In order to maintain a high-quality program, the district provides an aligned curriculum, appropriate textbook with related resources, as well as on-going professional development of teachers, administrators, and other school-based educators.

Imagine Learning Program

To engage students KG-6th grade one-on-one, BISD purchased 40 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.

Summit K-12 Program

To engage 7th-12th grade students one-on-one, BISD purchased 30 licenses to ensure learners are making steady progress toward their English Language Proficiency Growth Goals throughout the year and are being prepared for spring TELPAS testing. Summit K-12 provides TELPAS modeled questions and activities that help students develop their English proficiency in the areas of listening, speaking, reading, and writing. This program also offers personalized 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 emergent bilingual students (similar to the TEKS). This training is required by 19 Texas Administrative Code, Chapter 74, Subchapter A, 74.4. They focus on reading, writing, listening, and speaking. All BISD's classroom teachers, numerous support and administrative staff are on track to complete their four-hours of ELPS training.

Goals and Initiatives of the ESL Program

The goal of the ESL program is to help students develop the 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 EB students in a similar fashion to non-EB students.

Another goal of the ESL program is to help teachers develop skills needed to help EBs 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 instructions focused on EBs.
- Provide administrative support through collaborative, individual, team, staff, and district- level meetings.
- Grant financial assistance by providing a reimbursement for testing expenditures for those teachers who are asked to acquire their ESL certification.
- Afford preference to those teachers who have their ESL certification when hiring.

Current ESL Enrollment

EMERGENT BILINGUAL ENROLLMENT by GRADE	EE/PK	KINDER	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	10TH	11TH	12TH	CAMPUS TOTAL
COGGIN	3	5	5	3	5	5	3	10							39
Coggin Parent Denial				1											1
EAST	3	2		1		3									9
NORTHWEST	1	4	2	4	2	2	1								16
WOODLAND HEIGHTS	3	1	2		2	4	2								14
MIDDLE SCHOOL									11	9					20
HIGH SCHOOL											7	12	9	2	30
BAHS														2	2
TOTAL PER GRADE	10	12	9	9	9	14	6	10	11	9	7	12	9	4	131

ESL Certified Teachers

Currently in a classroom setting
serving EB students

	23-24	22-23
COGGIN	12	26
EAST	16	10
NORTHWEST	18	15
WOODLAND HEIGHTS	23	17
MIDDLE SCHOOL	4	5
HIGH SCHOOL	10	7
BAHS	1	2
TOTAL	84	82

NOTE: This time last year, our total enrollment was 118