



Emergent Bilingual Programs

2024-2025

Vanessa Hurtado-Jaramillo
Emergent Bilingual Coordinator

Purpose

The purpose of this report is to provide information on the Emergent Bilingual Programs implemented in the Celina Independent School District (CISD) during the 2024–2025 school year. These programs include the Dual Language One-Way (Bilingual) and English as a Second Language (ESL) programs.

Mission

The mission of Celina ISD Bilingual Programs is to ensure all Emergent Bilinguals attain the highest levels of proficiency in the English language and achieve high academic standards, while creating educational equity for the academic, linguistic and social success of all language learners by advocating a culture of collaboration that embraces cultural and linguistic diversity to promote an inclusive learning environment.

Vision

Celina ISD fosters an environment that equips bilingual and multicultural learners to become lifelong learners and empowers them to succeed in an increasingly diverse and multilingual society.

Emergent Bilingual Programs Offered

Limited English Proficient (LEP)

English Language Learners (ESL)



Dual Language One-Way Program

Language of Instruction, Pre-K-1st grades

- Math: English
- Science: Spanish
- Social Studies: Spanish
- Spanish Language Arts: Spanish
- Language Partners-Bilingual Pairs
- Bilingual Literacy Centers (ELAR/SLAR)
- Language of the Day(LOD): Spanish/English

Language of Instruction, 2nd-5th grades

- Math: English
- Science: Spanish
- Social Studies: Spanish
- Spanish Language Arts: Spanish 50%
- English Language Arts: English 50%
- Language Partners: Bilingual Pairs
- Bilingual Research Centers: English/Spanish
- Language of the Day(LOD): Spanish/English
- Specialized Vocabulary Content (SVC)



English as a Second Language Programs

English as a Second Language

- Intensive English language instruction program provided by ESL certified teachers who are trained in effective second language acquisition methods
- The goal is for EB students to attain full proficiency

ESL Pull Out

- All ELAR teachers are ESL Certified

ESL Content

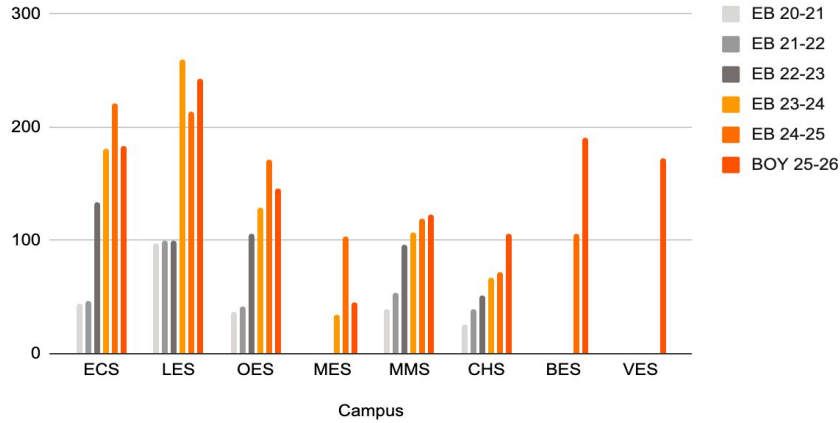
- All core content teachers are ESL Certified

District Campus Support

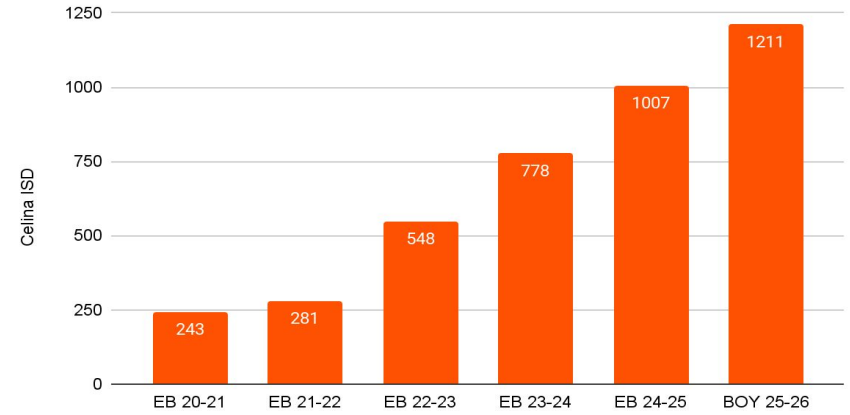
- Emergent Bilingual Facilitator provides sheltered instruction guidance for teachers, provide extra language acquisition support both academically and socially to ESL students, and serve as LPAC administrators
- ESL Aides assist the ESL teacher in providing language acquisition support to ESL students.



EB Growth BY Campus 2020-2025

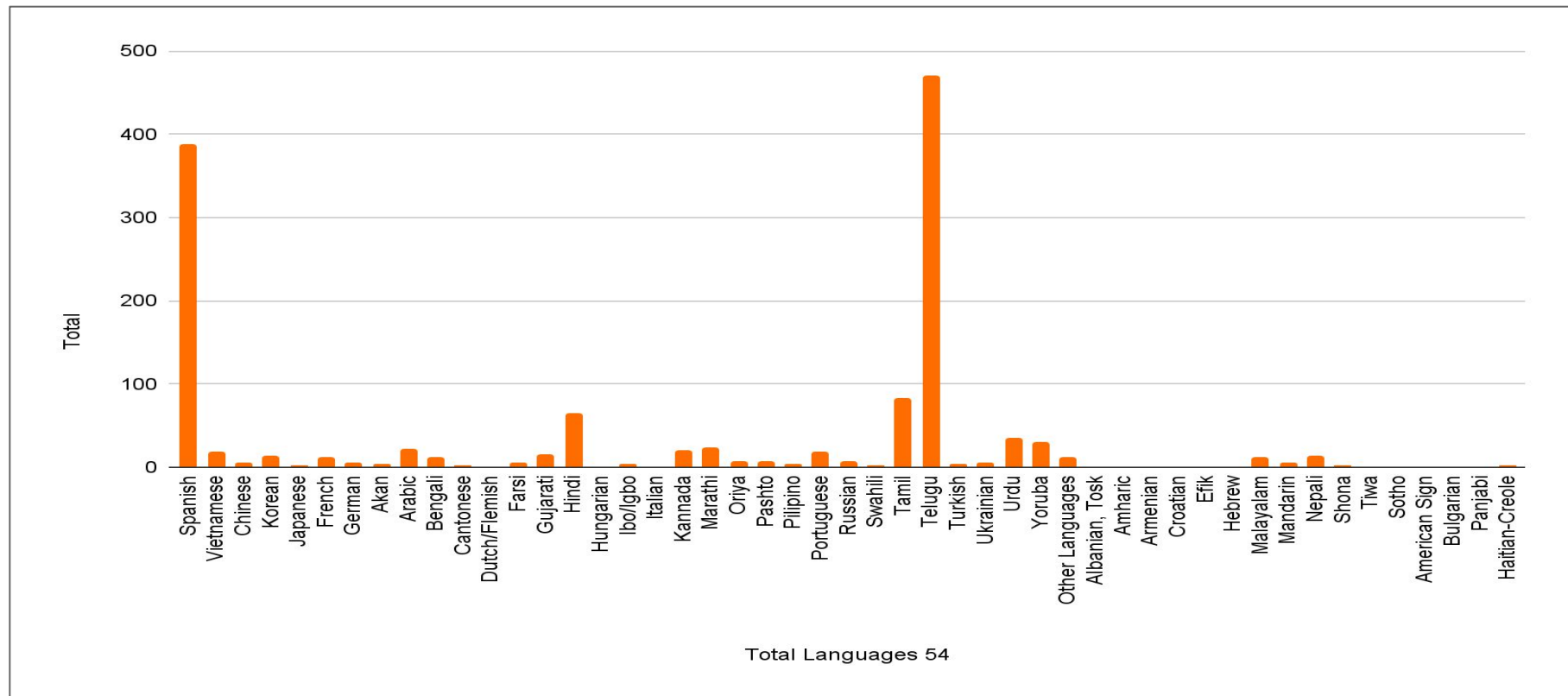


Celina ISD EB Growth 2020-2025

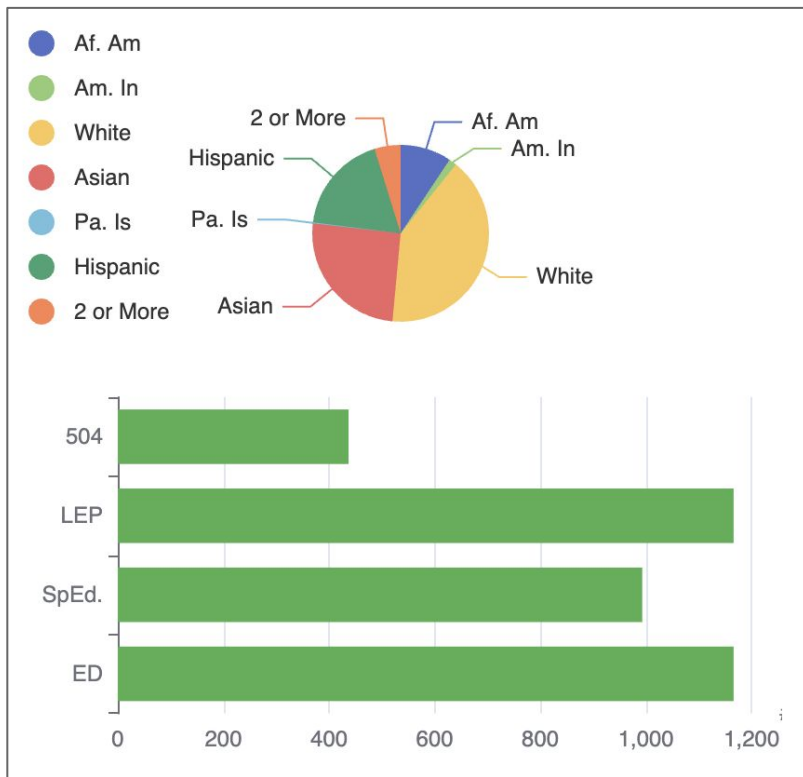


Campus	EB 20-21	EB 21-22	EB 22-23	EB 23-24	EB 24-25	BOY 25-26
ECS	44	47	134	181	221	184
LES	97	100	100	260	214	243
OES	37	42	106	129	171	146
MES	0	0	0	34	104	45
MMS	39	54	96	107	119	123
CHS	26	39	51	67	72	106
BES	0	0	0	0	106	191
VES	0	0	0	0	0	173
Celina ISD	243	281	548	778	1007	1211

Emergent Bilingual District Languages by Home Language Survey (HLS)



District Demographics

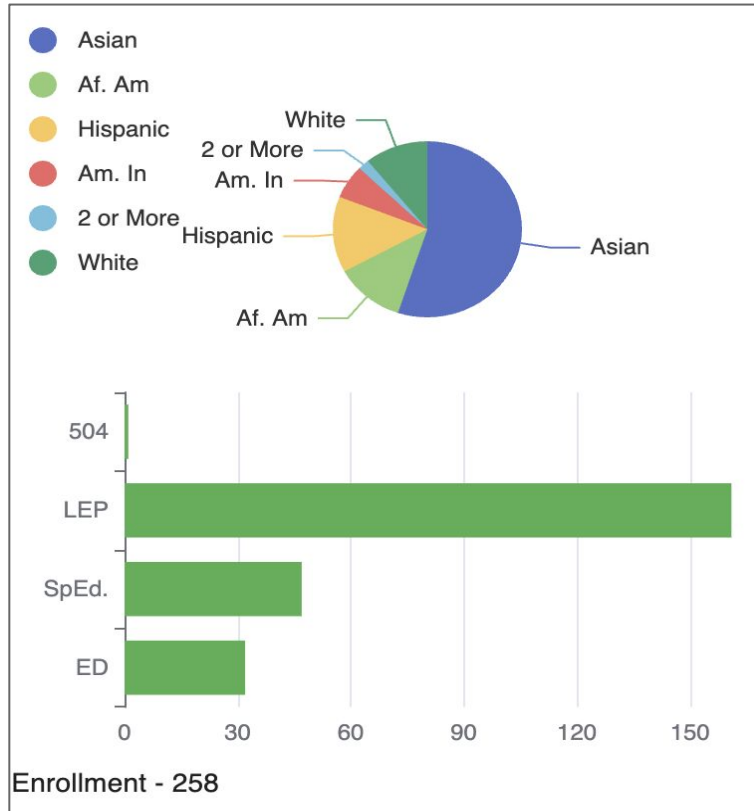


Asian	1,602
Hispanic	1,153
African American	593
American Indian	88
White	2,575
Pacific Islander	11
2 or more	303

*54 Languages Represented in CISD



Early Childhood School

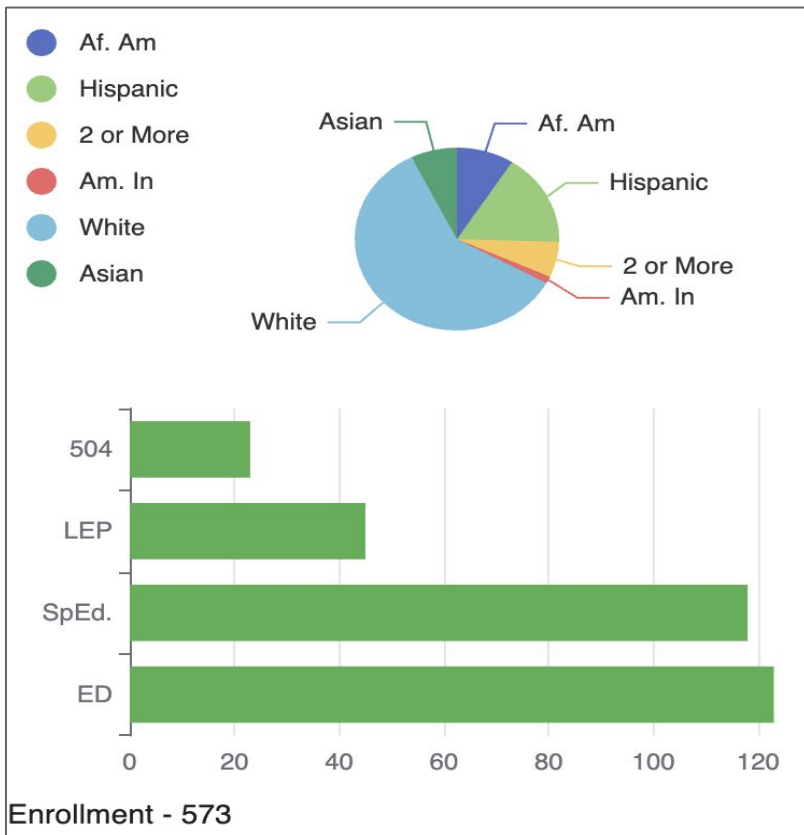


Asian	142
Hispanic	36
African American	31
American Indian	16
White	28
Pacific Islander	0
2 or more	5

* 26 Languages Represented at ECS



Bothwell Demographics

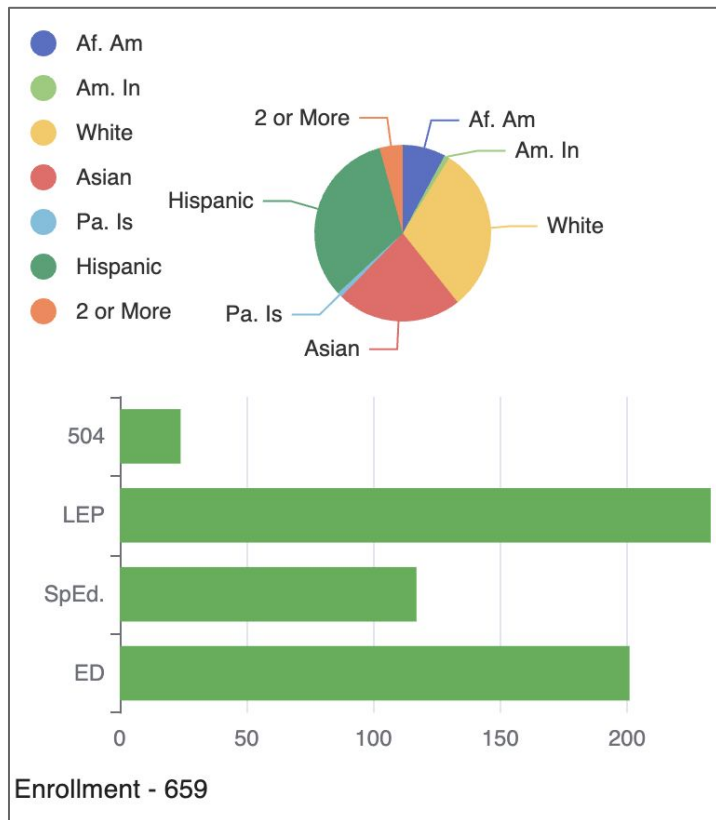


Asian	42
Hispanic	94
African American	52
American Indian	7
White	342
Pacific Islander	3
2 or more	36

* 15 Languages Represented at Bothwell



Lykins Demographics

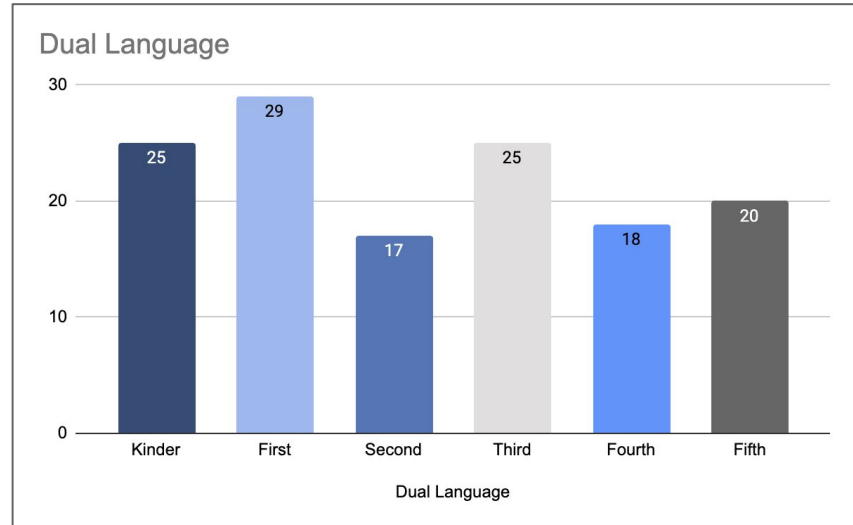
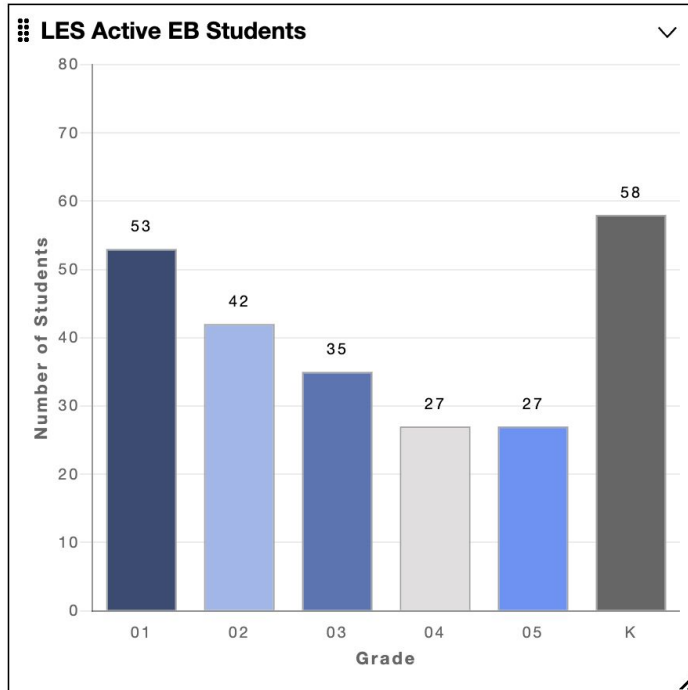


Asian	151
Hispanic	215
African American	52
American Indian	6
White	201
Pacific Islander	6
2 or more	28

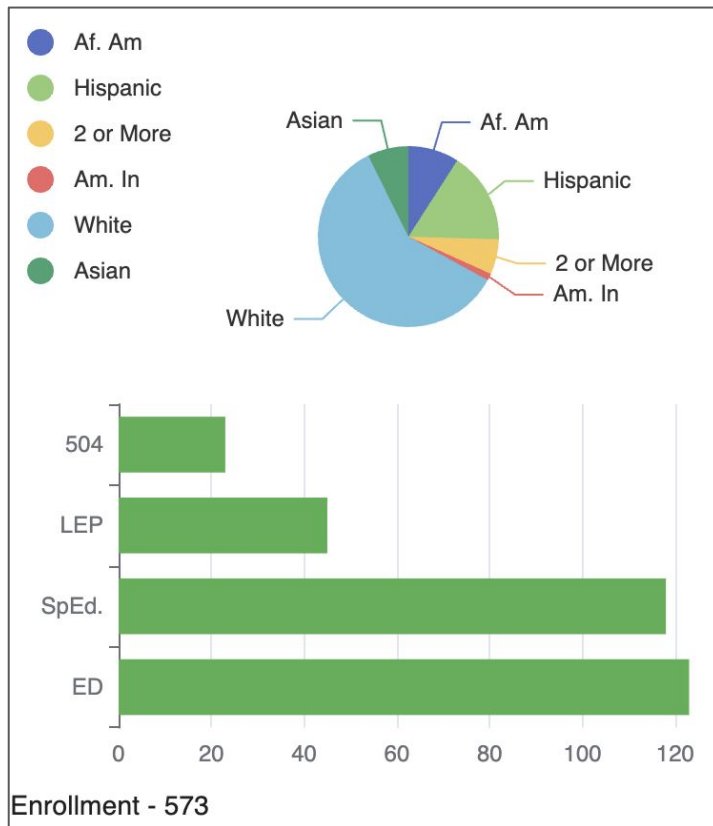
* 27 Languages Represented at Lykins



Lykins: Dual Language Program



Martin Demographics

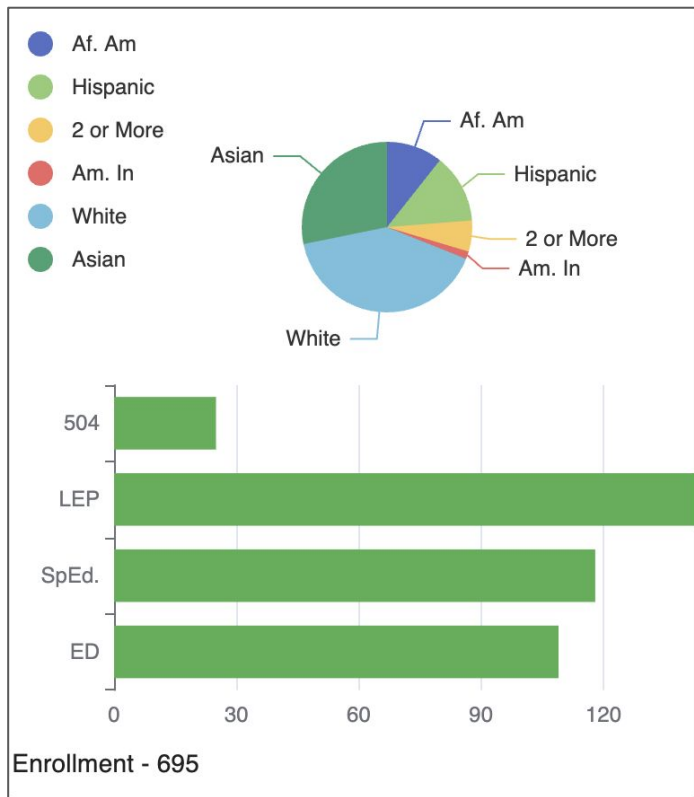


Asian	42
Hispanic	94
African American	52
American Indian	7
White	342
Pacific Islander	3
2 or more	36

* 15 Languages Represented at Martin



O'Dell Demographics

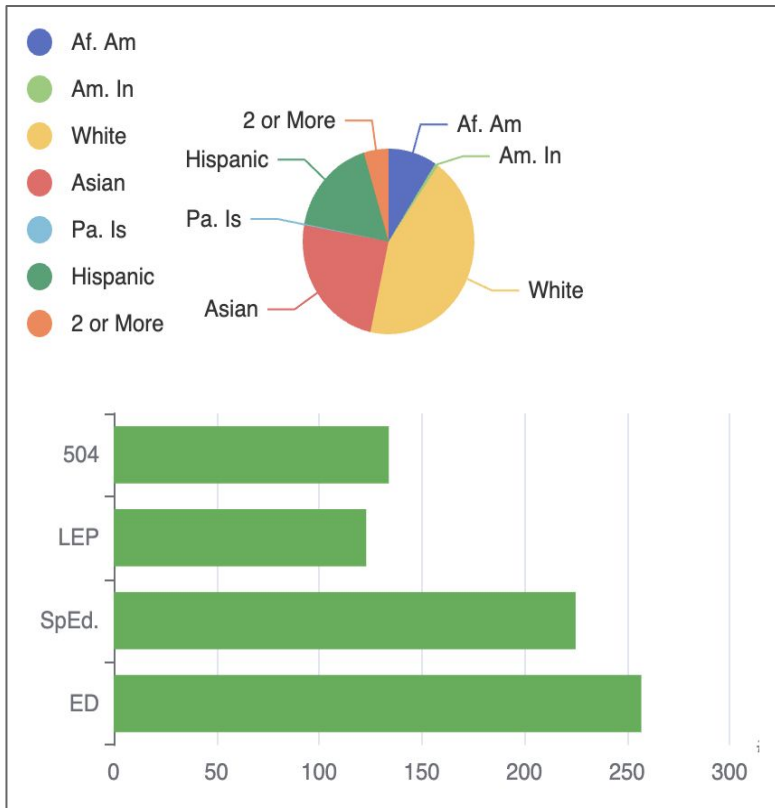


Asian	196
Hispanic	91
African American	74
American Indian	10
White	283
Pacific Islander	0
2 or more	41

* 15 Languages Represented at O'Dell



Moore Middle School

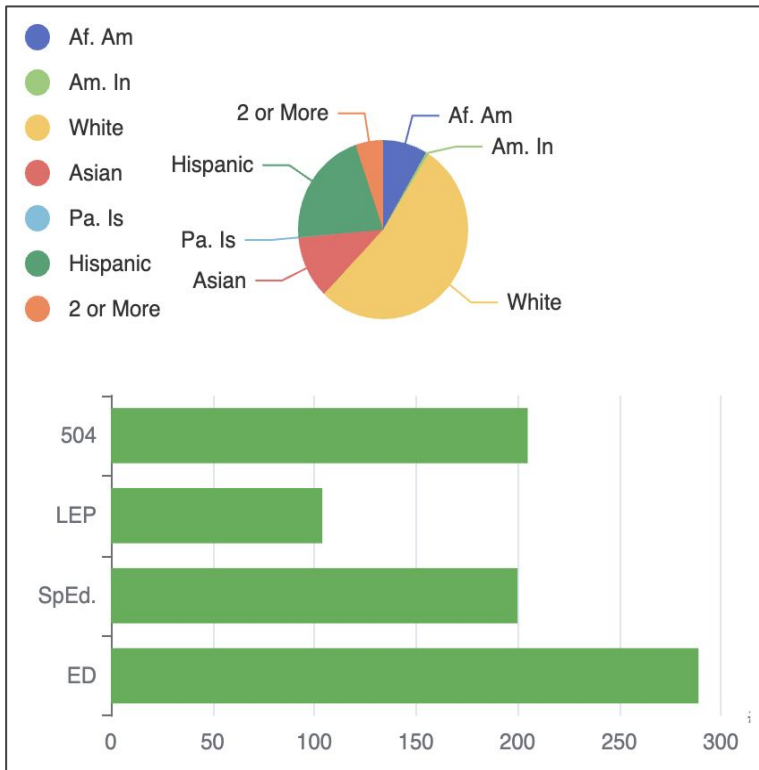


Asian	355
Hispanic	251
African American	133
American Indian	9
White	634
Pacific Islander	3
2 or more	68

* 35 Languages Represented at Moore



Celina High School



Asian	173
Hispanic	321
African American	132
American Indian	8
White	807
Pacific Islander	1
2 or more	80

* 16 Languages Represented at CHS



Newcomer Data 2024-2025

Elementary	78
Middle School	24
High School	19
TOTAL CISD	121
Represented: China, Columbia, Costa Rica, Ecuador, France, Guatemala, India, Korea, Malaysia, Mexico, Nigeria, Pakistan, Portugal, South Africa, Turkmenistan, Ukraine, Venezuela, Vietnam	

Elementary incorporated Imagine Lit and Imagine Español with our beginning and newcomer students. Secondary newcomer students in grades 6th -10th grade utilized Continental- Ready Set Go!

Emergent Bilingual Programs Staffing

Position	Duties
Emergent Bilingual Coordinator	Oversees district EB programs, ensures Title III compliance, analyzes data, supports facilitators, and coordinates PD
Emergent Bilingual Facilitators (8)	Coaches teachers, monitors student data, coordinates LPAC processes, and supports instructional planning focused on language acquisition
Dual Language Teachers (10)	Teaches in English and Spanish to build bilingualism, biliteracy, and academic growth
ESL Aides (5)	Supports EB instruction, reinforces English language learning, assists teachers, and helps organize materials
Bilingual Aides (3)	Supports bilingual instruction, provides home-language assistance, helps with translation, and supports classroom learning

Bilingual Exceptions and ESL Waivers

Bilingual Program Exception (November 1st, 2024)

- Pre-K & Kinder Bilingual Early Transition-Telugu

Bilingual Exception

- Three out of four teachers completed bilingual certifications
- ESL Waivers - ECS Teachers (Three of four completed and returned)
- EB Facilitators - inclusion and teacher support for non-ESL Certified ELAR teachers of ESL students

EB Participation in Special Programs: G.T.

	2022-2023	2023-2024	2024-2025
High School	0	0	0
Middle School	2	16	5
Elementary	14	24	17
Total CISD	16	40	22

EB Participation in Special Programs: Sp.Ed.

	2022-2023	2023-2024	2024-2025
High School	9	20	21
Middle School	27	22	21
Elementary	58	108	118
Total CISD	94	150	160

* 15.89% of Emergent Bilingual Students are dually coded

Emergent Bilingual Enrichment Opportunities

Title III Parent, Family & Community Engagement

Initiative	Purpose/Focus
Parent University	Early literacy, Collin College, programs, financial aid, and advising for EB families
Quarterly Newsletter (TXEL)	Share Region 10 updates and resources for families
TELPAS Night	Inform families about TELPAS and language progress
TEA Live Feed Series	Family Engagement sessions from TEA EL Support Division
Monthly Cultural Activities	Promote awareness and diversity across campuses
Multilingual Celebration	Dual Language student performances (K–5)
Technology Assistance	Help families with registration and communication tools
Community Partnerships	Collaborate with local organizations, ESL classes, and colleges



Spanish Spelling Bee

- CISD Spanish Spelling Bee was held January, 2025
- Three CISD students advanced to Region 10 Spelling Bee



Emergent Bilingual Summer School

Incoming kindergarten and first grade EB students

- Incoming Kindergarten and 1st Grade students
- PreK
 - ESL students- 72
 - Dual Language students- 15
- Kindergarten
 - ESL students- 80
 - Dual Language students- 12
- CISD Total- 179 students



**TEXAS ENGLISH LANGUAGE
PROFICIENCY ASSESSMENT SYSTEM
(TELPAS)
Spring 2025 Reports**

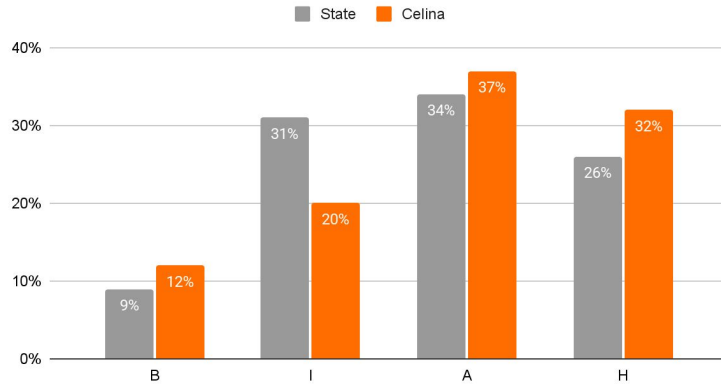


Key TELPAS Understandings

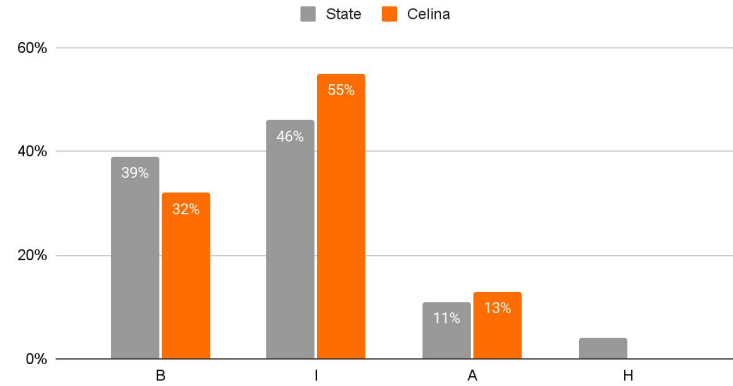
- Holistic in grades Kindergarten - First Grade
- Online for grades Second - Twelfth
- Four Domains: Listening, Speaking, Reading, Writing
- Ratings: Beginning (B), Intermediate (I), Advanced (A), Advanced High (H)
- Composite: Average of all four domains



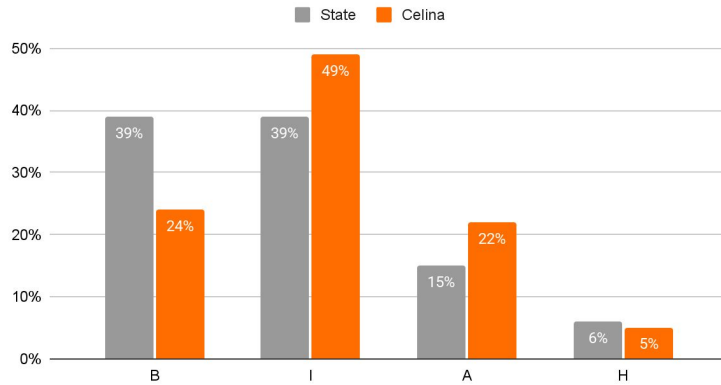
State and Celina 2nd Grade Listening



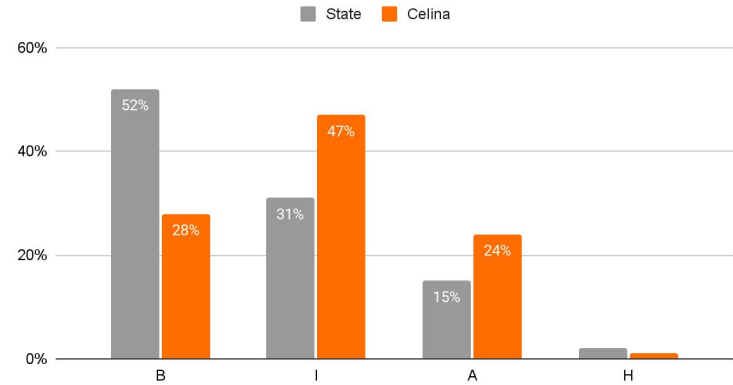
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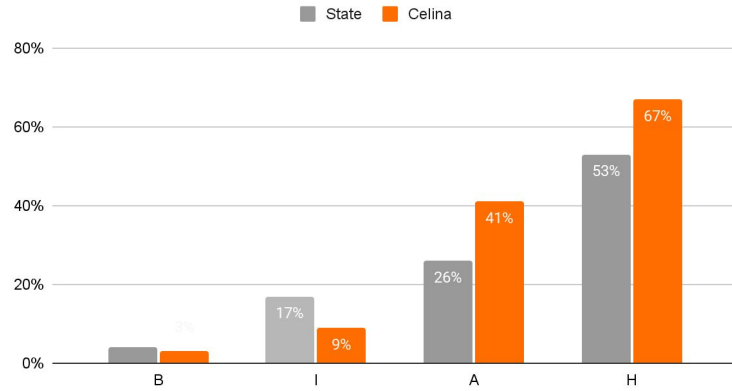
State and Celina 2nd Grade Reading



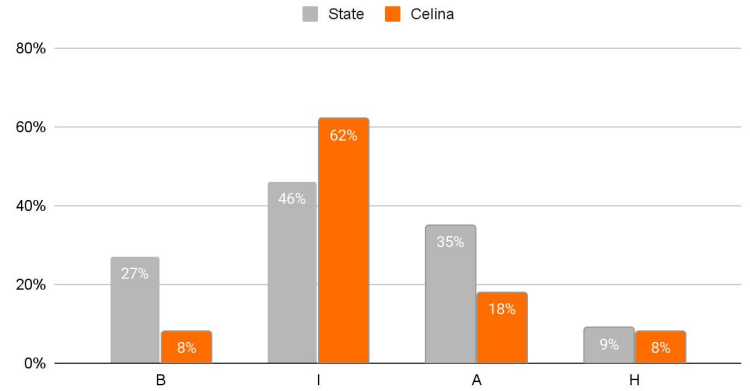
State and Celina 2nd Grade Writing



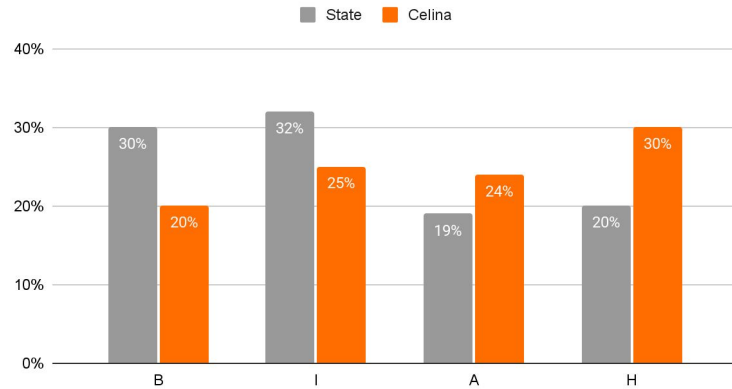
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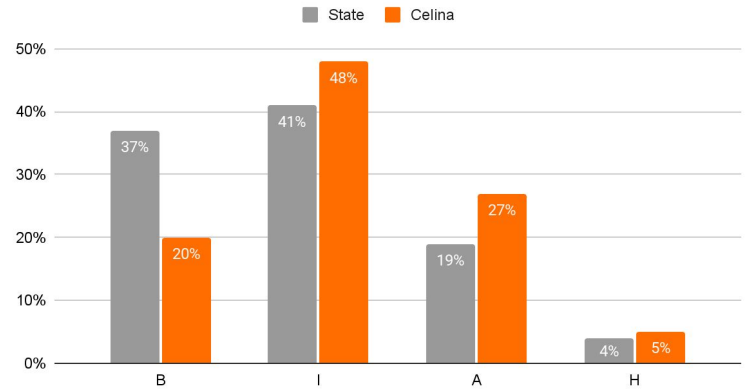
State and Celina Third Grade Speaking



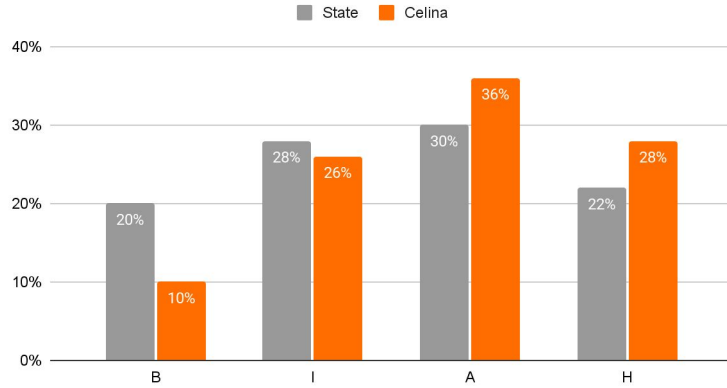
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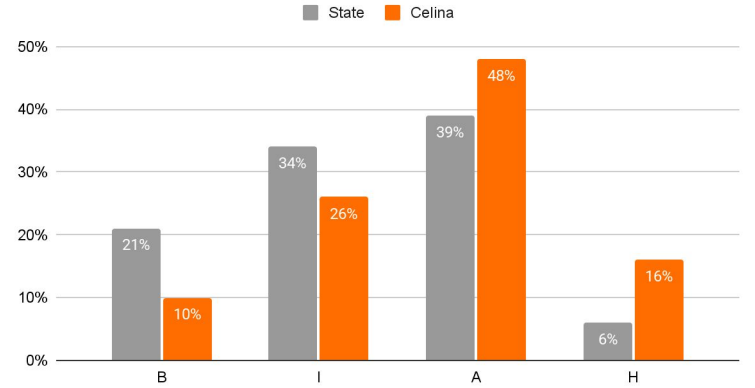
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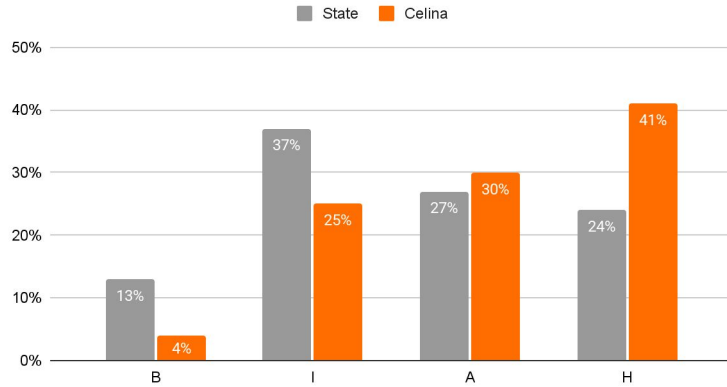
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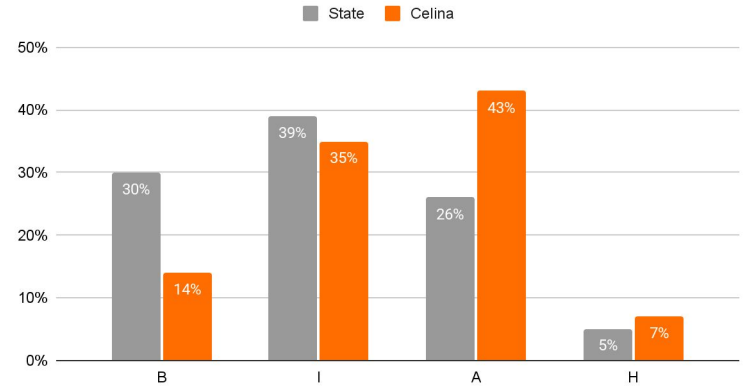
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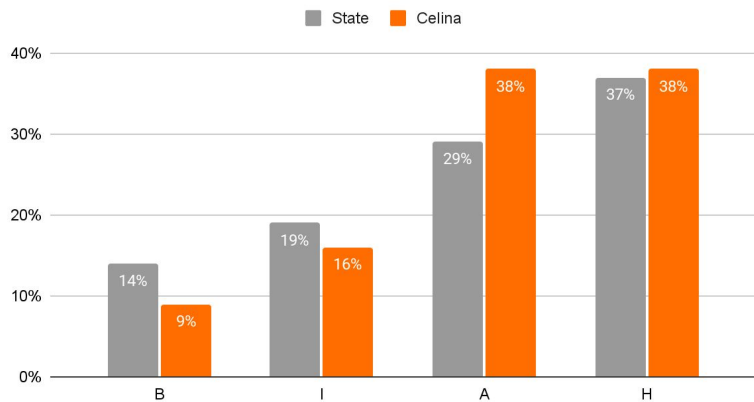
State and Celina Fourth Grade Reading



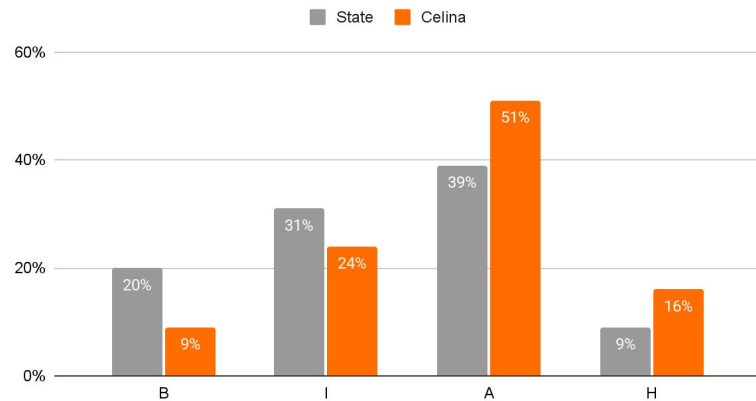
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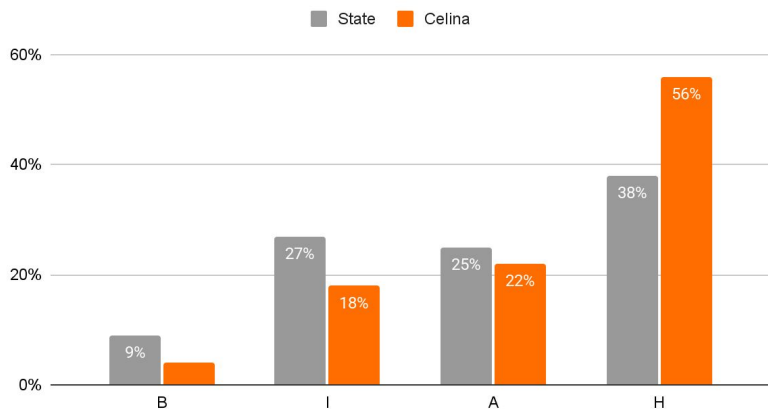
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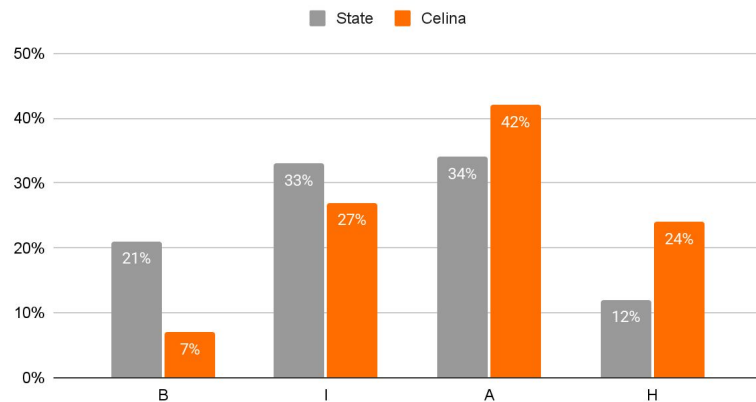
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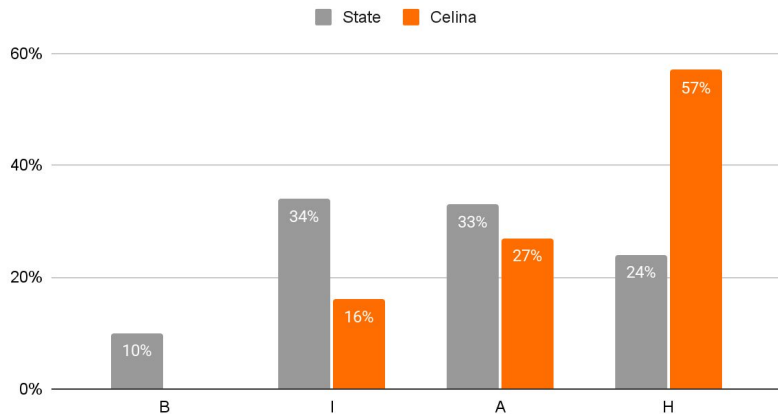
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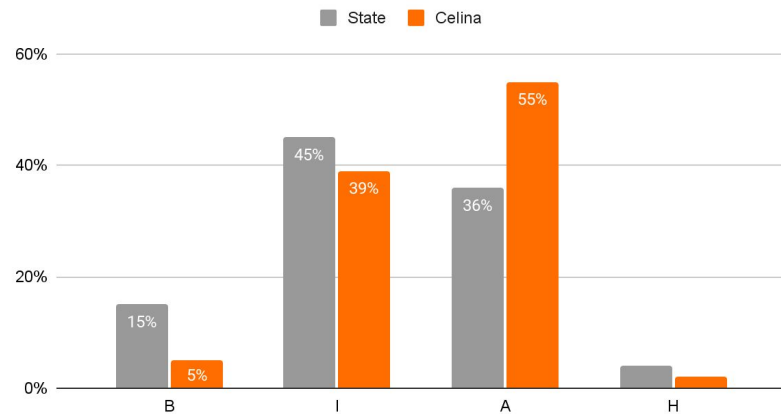
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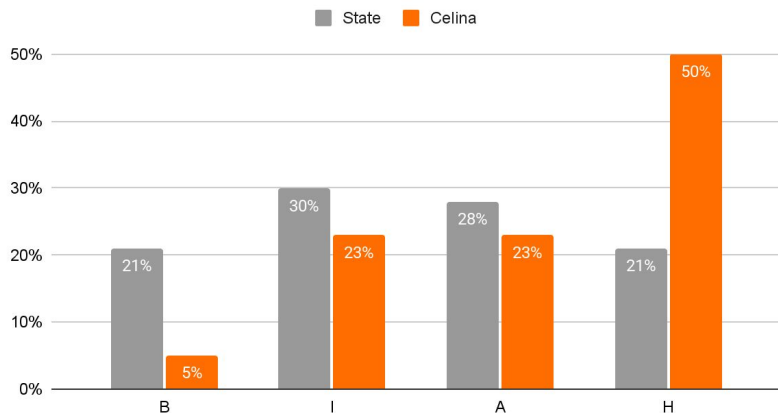
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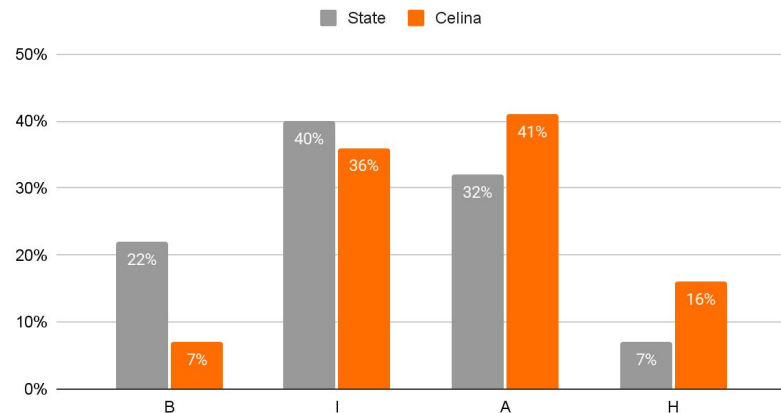
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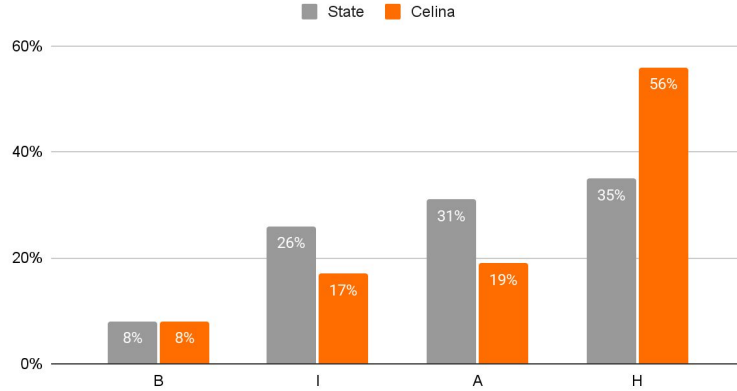
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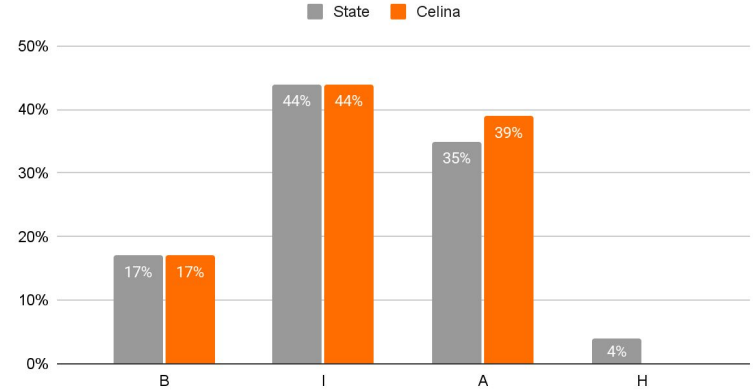
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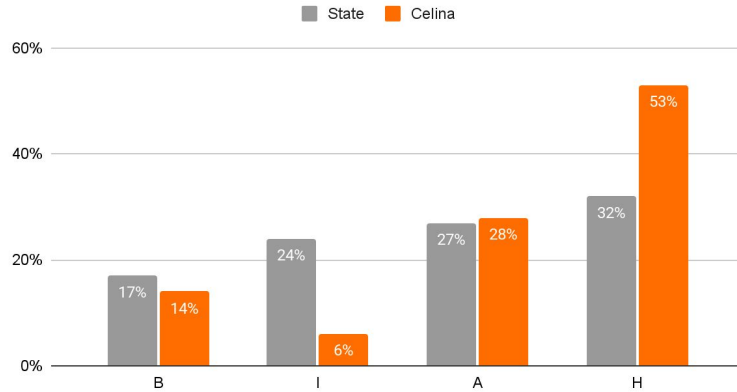
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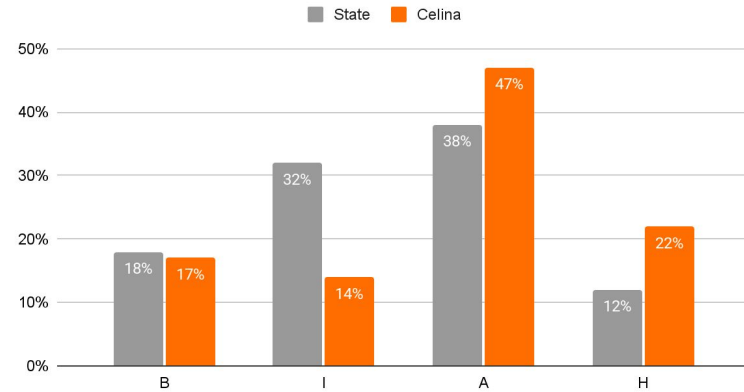
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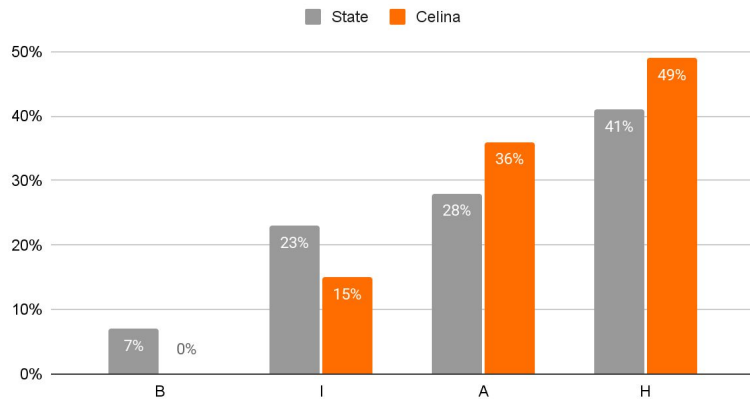
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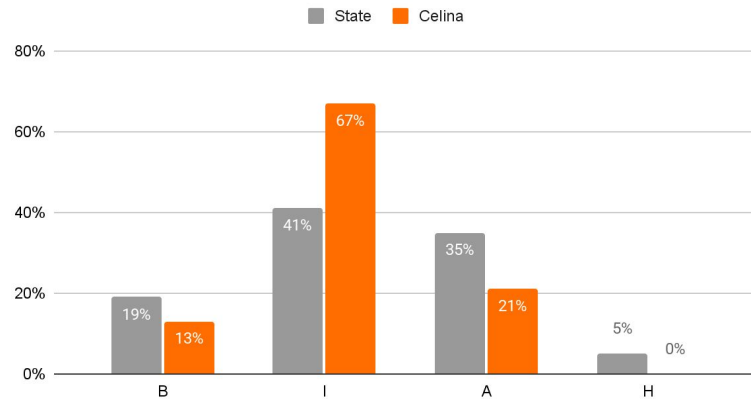
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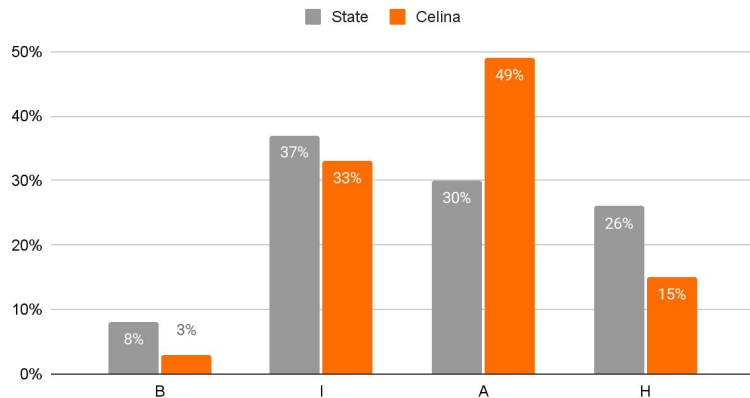
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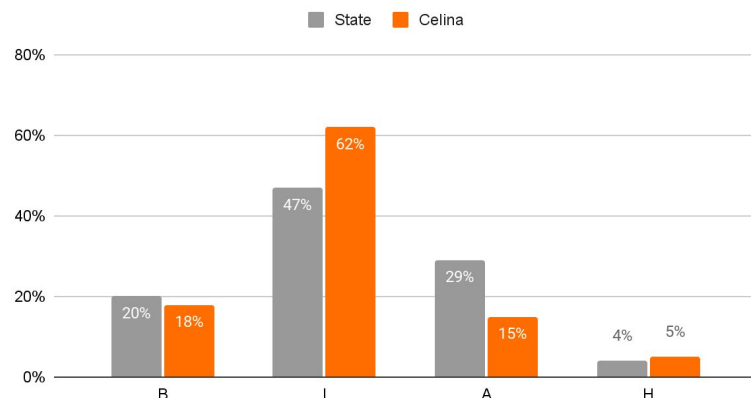
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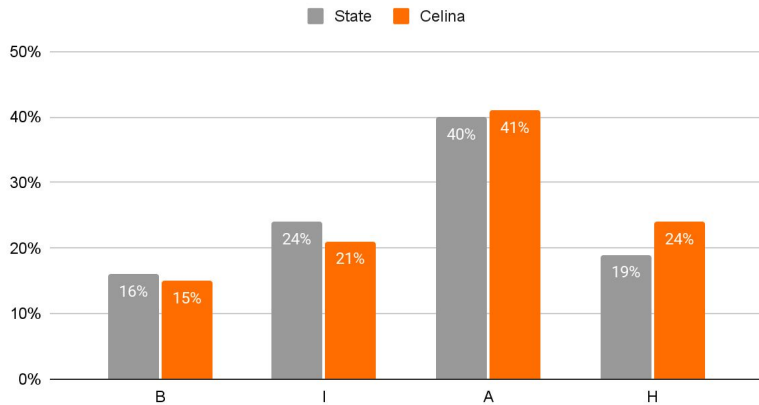
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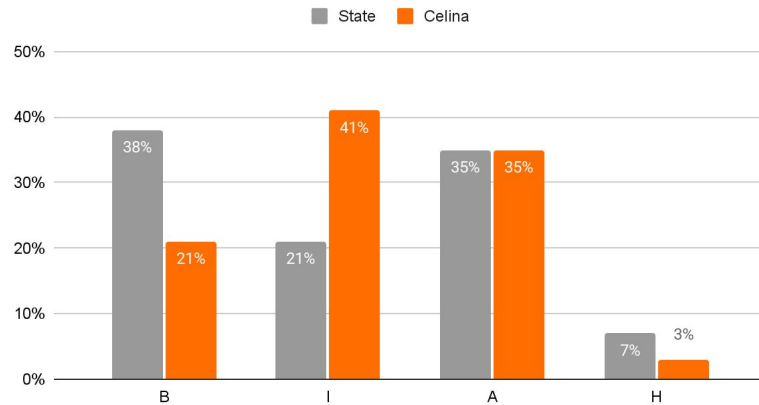
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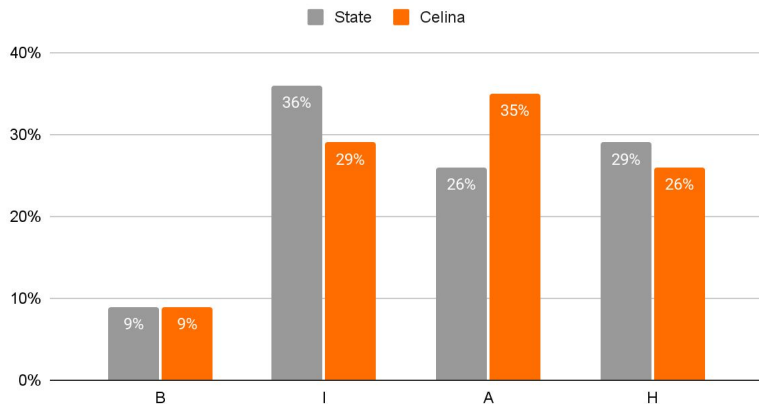
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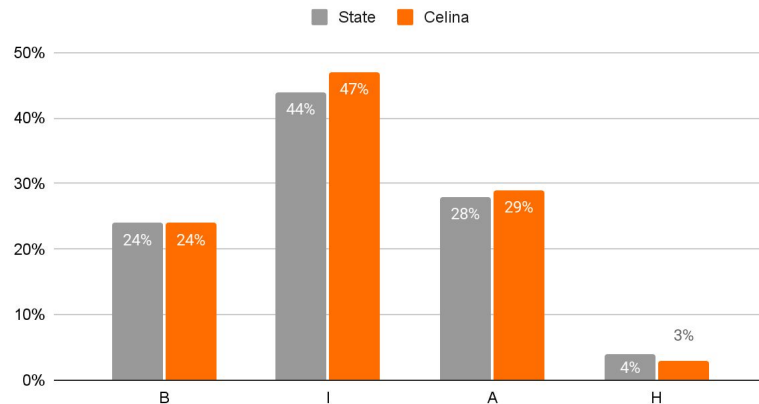
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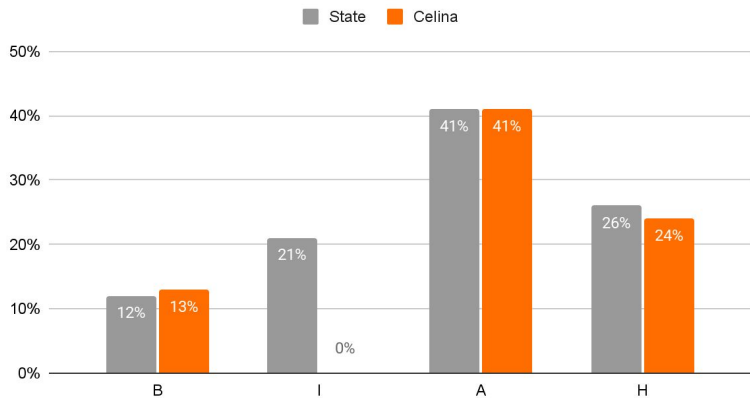
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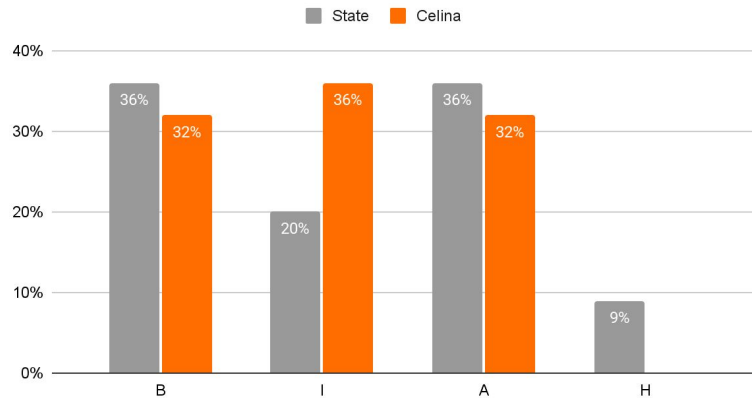
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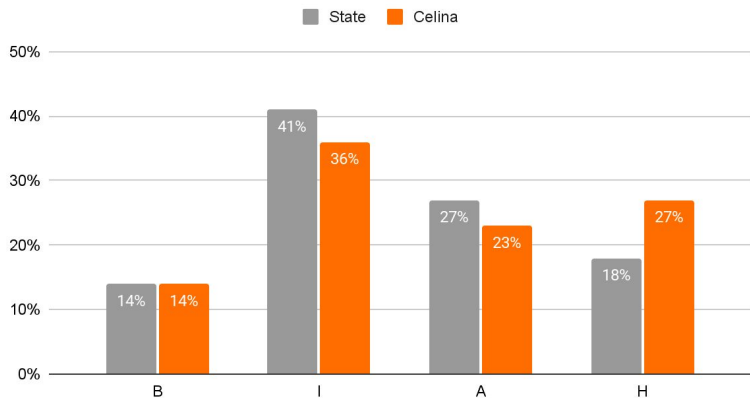
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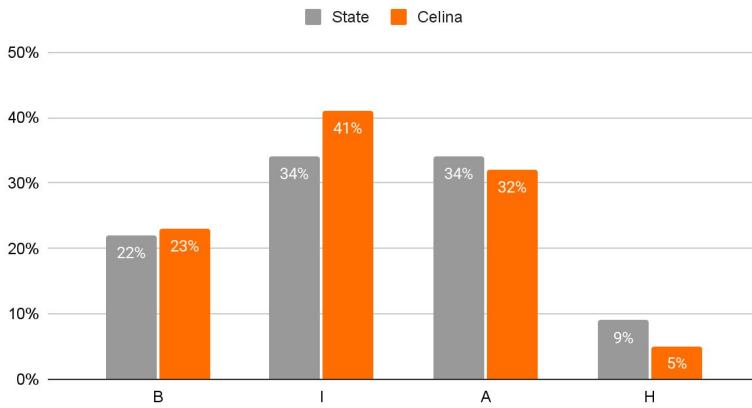
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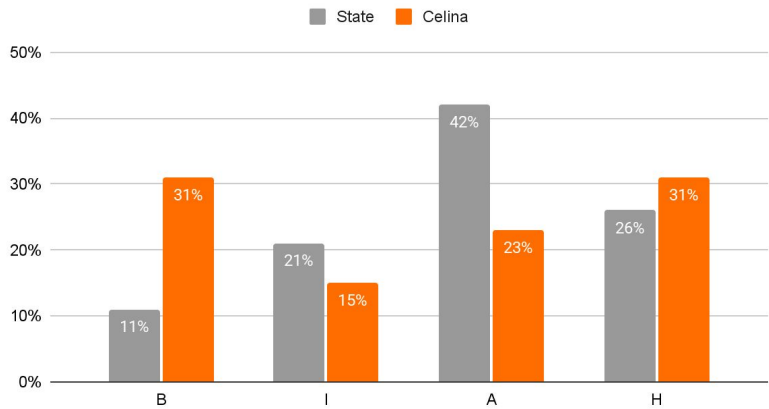
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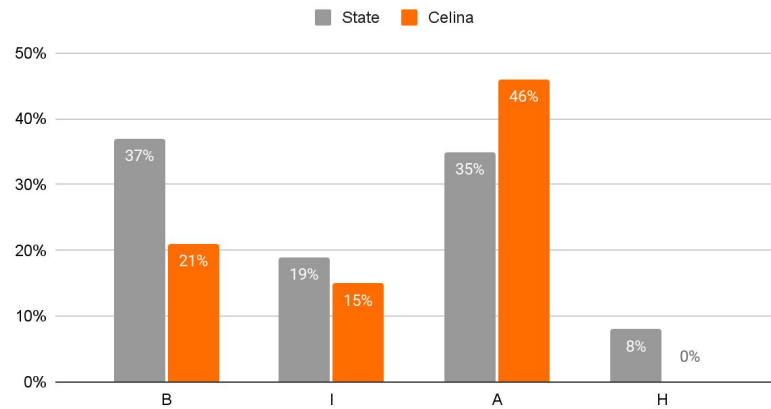
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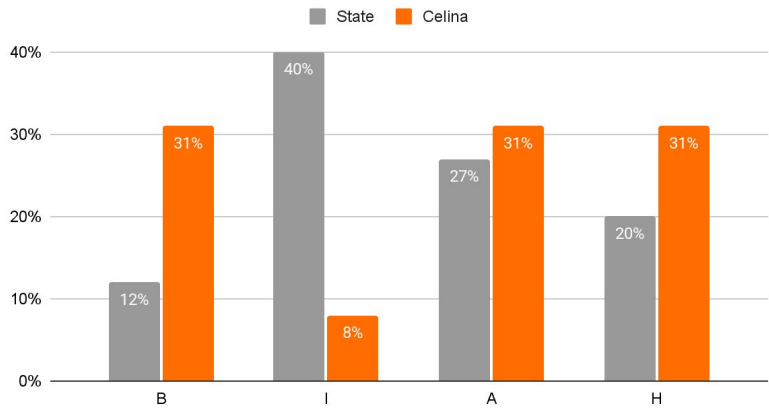
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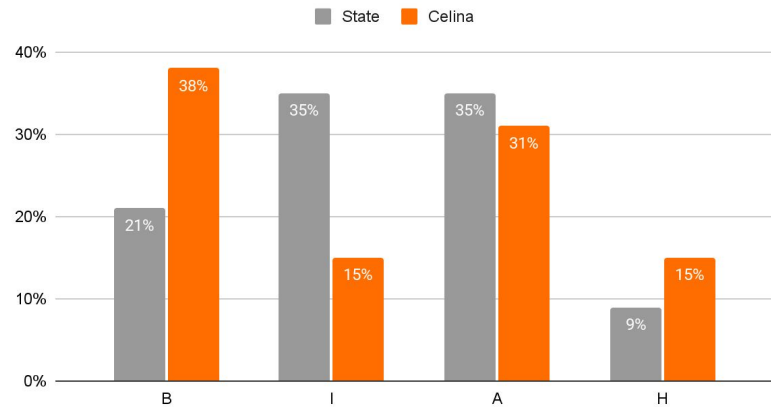
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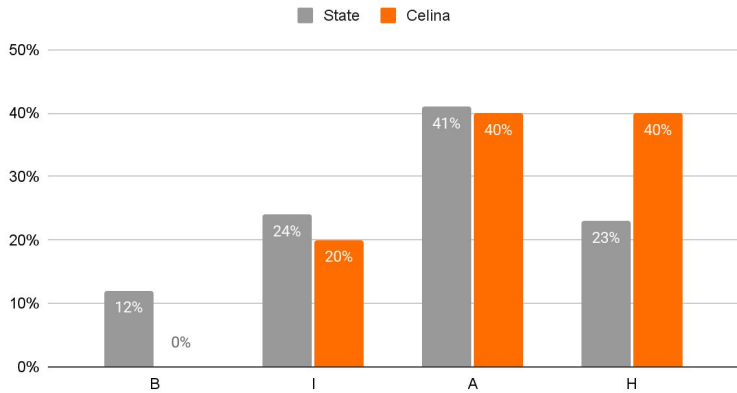
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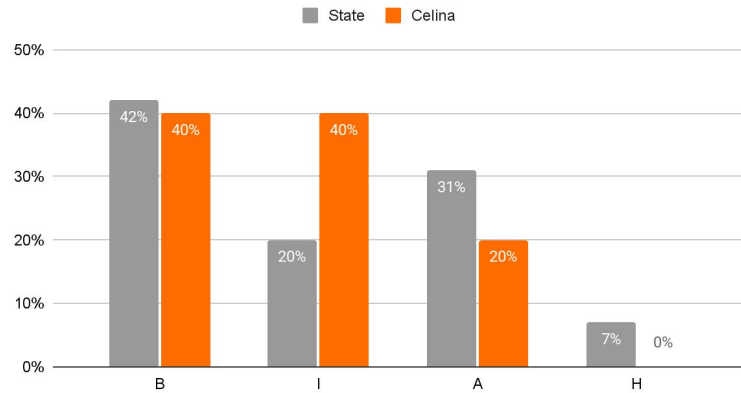
State and Celina Eleventh Grade Writing



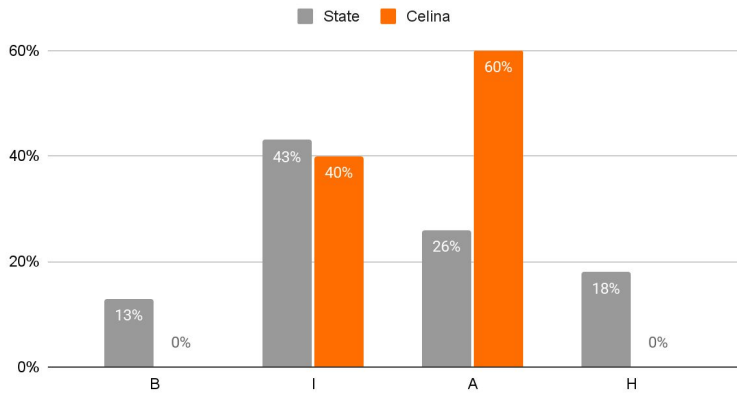
State and Celina Twelfth Grade Listening



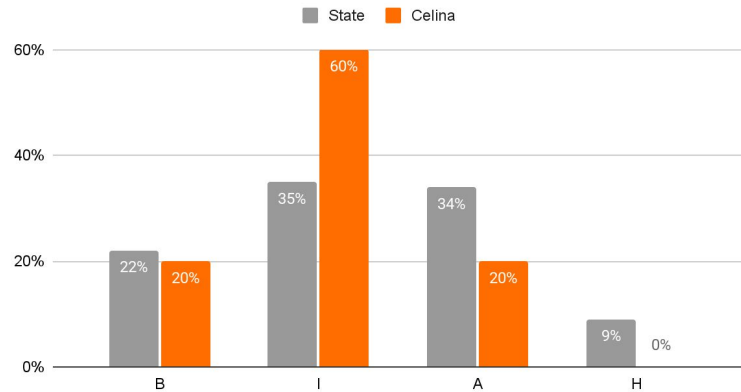
State and Celina Twelfth Grade Speaking



State and Celina Twelfth Grade Reading



State and Celina Twelfth Grade Writing



Reclassification Data 2024-25

Celina High School	11
Moore Middle School	21
Bothwell	12
Lykins	12
Martin	20
O'Dell	20
Total CISD Reclassifications	96

EB Program Support

Area	Programs/Support
Family & Community Engagement	Parent University – individualized invitations, secondary sessions, focus on Asian language population, partnership with Collin College
Language & Literacy	Imagine Literacy & Imagine Español – K–6 supplemental support Reading A-Z & Español Plus – reading fluency (PreK–5); Science & vocabulary support (Grades 4–5); Ready Set Go – newcomer program kits (replacing Vista)
Assessment & Progress Monitoring	TELPAS K–12 Summit – progress monitoring & individualized student pathways (Grades 2–12) AWARE Assessments – added content-language supports
Instructional Strategies & Teacher Support	Seidlitz Seven Steps, Sheltered Instruction, ELPS Implementation – integrated during planning & team/campus meetings Dual Language Program – peer evaluations, Gomez & Gomez walkthroughs, content-area training (math/science)
Content-Area & Intervention Support	Science & Math Intervention – Engage Mathematics/Science (Grades 1–5); Imagine Math for Dual Language program Secondary Focus – increasing access to academic content for English Learners

Conclusion

The 2024–2025 Emergent Bilingual Program evaluation provides an opportunity to examine three years of district data to identify both challenges and successes. While the data highlights areas that need attention, it also reflects many accomplishments that we can celebrate and build upon. Moving forward, we will use current data to guide the focus of our work, with an emphasis on supporting student growth across all language domains—listening, speaking, reading, and writing.

The Emergent Bilingual Programs will continue to collaborate closely with other departments and campus teams to ensure equitable learning environments and opportunities for our diverse student population. As our district's diversity grows, we recognize the challenges it brings, but we will also embrace the opportunities it provides to strengthen student learning, celebrate cultural richness, and foster inclusive academic success.