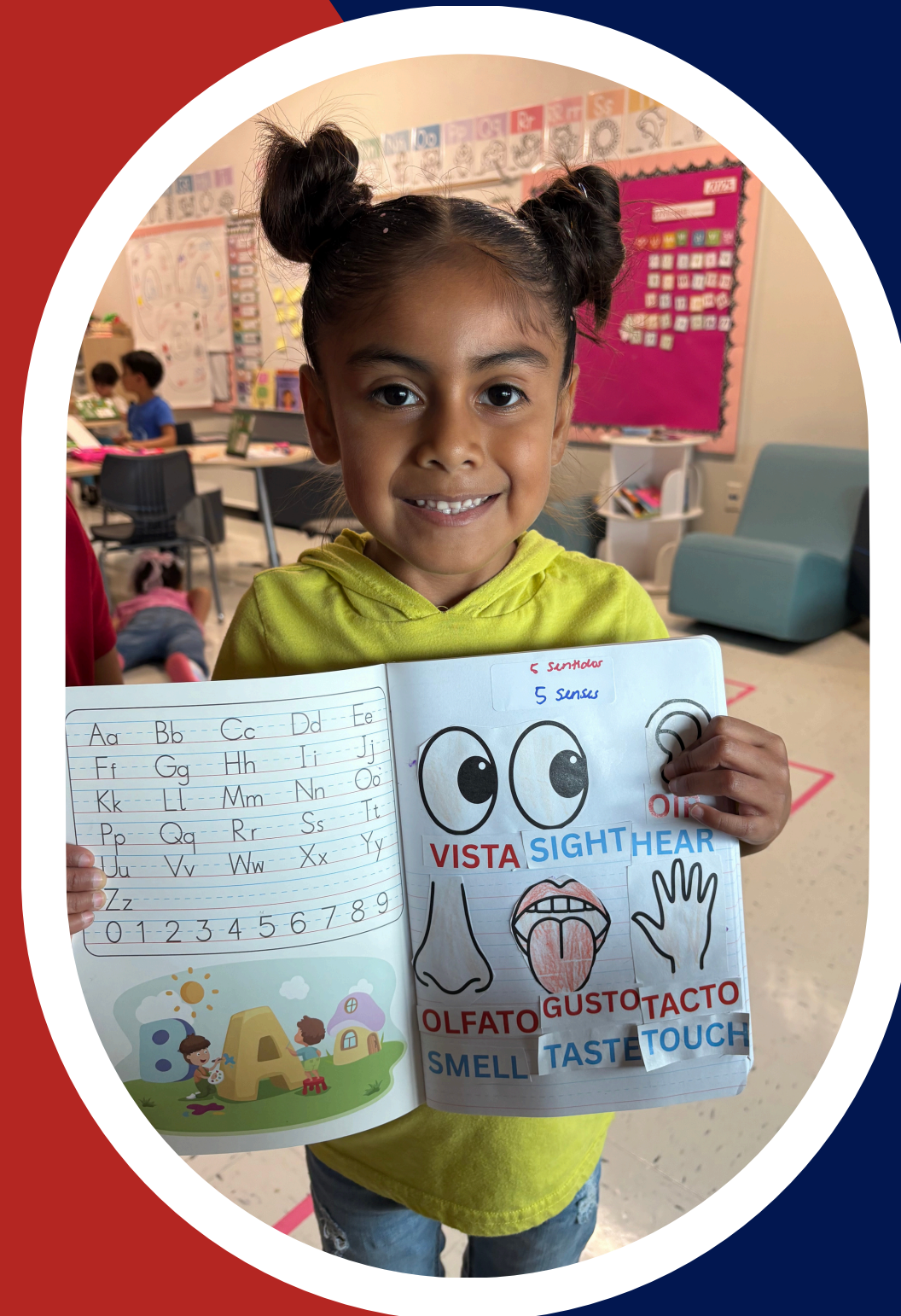


BILINGUAL/ESL EDUCATION PROGRAM REPORT

Gregory-Portland ISD



Sandy Gonzalez, Multilingual and LOTE
Programs Coordinator

OCTOBER 2025



BILINGUAL/ESL PROGRAM AND RESULTS

of the Program Effectiveness Review

TEC 7.028 states: (b) The board of trustees of a school district or the governing body of an open-enrollment charter school has primary responsibility for ensuring that the district or school complies with all applicable requirements of state educational programs. TEA requires that we conduct a program evaluation for the board annually, before November 1 of each school year and the report shall be retained at the district level in accordance with TEC §29.062.



**PRIORITY
1**



Exceptional Student Performance

- 1.1 Annually increase performance in reading for all students and all student groups
- 1.2 Annually increase performance in math for all students and all student groups
- 1.3 Annually increase performance in college, career, and military readiness for all students and all student groups
- 1.4 Annually increase student engagement for all students and all student groups
- 1.5 Annually increase percentage of students who feel safe at school

g-pisd.org

 [gpisdwildcats](https://www.facebook.com/gpisdwildcats) |  [@GPISD1](https://twitter.com/GPISD1)



Educate.
Inspire.
EMPOWER!



BILINGUAL/ESL PROGRAM AND RESULTS

Language Programs Available at G-P

Elementary

- Dual Language Immersion (Two-Way)
- Transitional Bilingual (Early Exit)
- ESL: Content-Based
- ESL: Pull-Out

Secondary

- ESL: Pull-Out



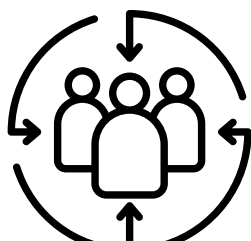
DUAL LANGUAGE IMMERSION

Available in PK-3RD Grade



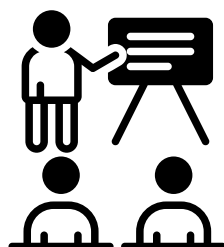
Goal

Emergent bilingual students attain bilingualism, biliteracy, and sociocultural competence to reach high levels of literacy and academic achievement in the partner language and English.



Participation

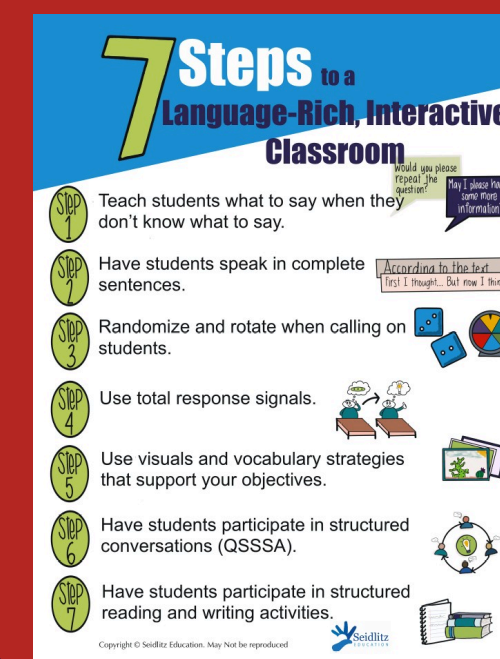
Emergent bilingual students and English proficient students



Instruction

Emergent bilingual students receive instruction in literacy and academic content in their partner language as well as English from teachers certified in bilingual/ESL education. At least 50% of the instruction is delivered in the students' primary language for the duration of the program.

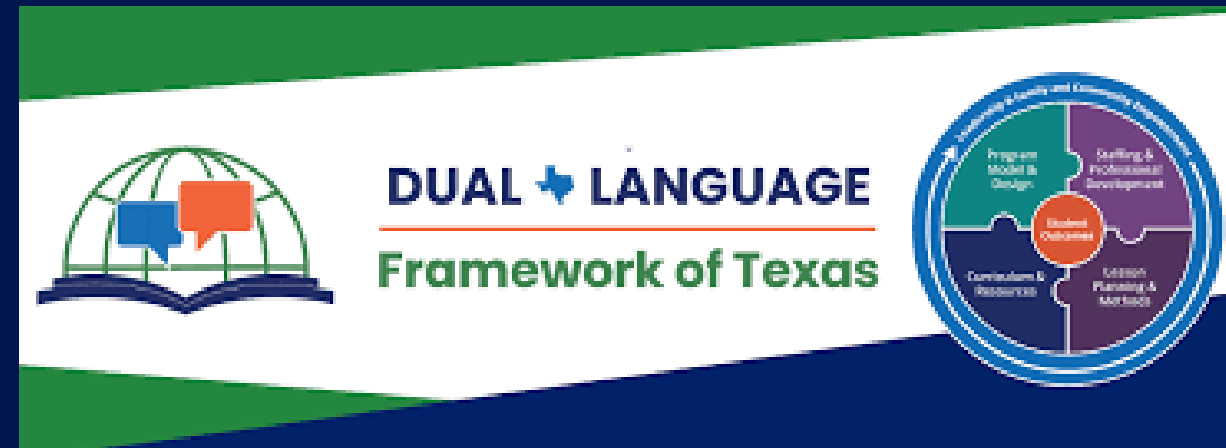
CBLI





DUAL LANGUAGE IMMERSION

Program Model



Previously known as Texas Effective Dual Language Immersion Framework

Five Levers:

1. Leadership & Family Community Empowerment
2. Program Model and Design
3. Staffing and Professional Development
4. Lesson Planning and Methods
5. Curriculum and Resources



DUAL LANGUAGE IMMERSION

Time Allotment

PK	105 min	Spanish Language Arts	
	25 min	English: Focused Language and Literacy Exposure	
	50 min	Science/Social Studies	
	55 min	Math	

K	115 min	Spanish Language Arts	
	55 min	English Language Development	
	40 min	Science/Social Studies	
	65 min	Math	

1ST	105 min	Spanish Language Arts	
	30 min	English Language Development	
	30 min	Science/Social Studies	
	60 min	Math	
	30 min	Math Small Group	
	60 min	WIN	

2ND	100 min	Spanish Language Arts	
	30 min	English Language Development	
	30 min	Science/Social Studies	
	70 min	Math	
	30 min	Math Small Group	
	60 min	WIN	

3RD	90 min	Spanish Language Arts	
	40 min	English Language Arts	
	20 min	Social Studies	
	90 min	Math	
	20 min	Science	
	60 min	WIN	



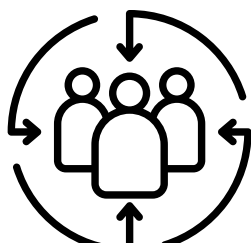
TRANSITIONAL BILINGUAL

Early Exit (current 4th-5th Graders at WCA)



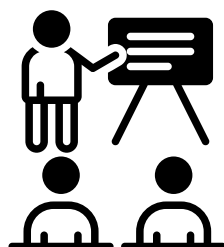
Goal

Emergent bilingual students utilize their primary language as a resource while acquiring full proficiency in English to participate equitably in school.



Participation

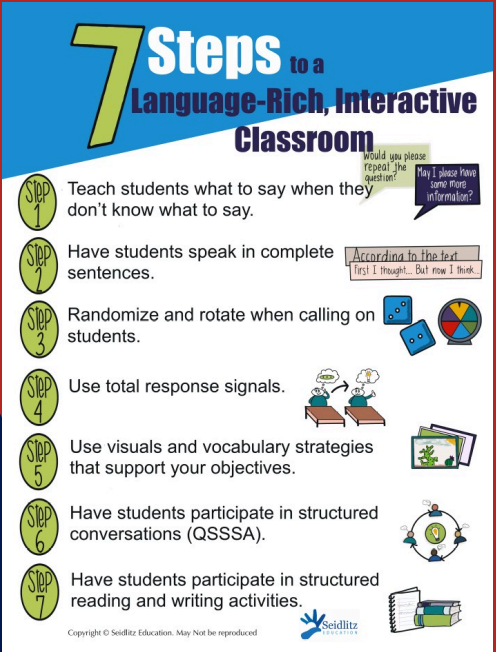
Emergent bilingual students



Instruction

Emergent bilingual students receive instruction in literacy and academic content in their primary language as well as English from teachers certified in bilingual education. As the child acquires English, the amount of instruction provided in the primary language decreases until full proficiency in English is attained.

CBLI





ENGLISH AS A SECOND LANGUAGE CONTENT-BASED

ELEMENTARIES ONLY



ELAR
ESL CERTIFIED



MATH
ESL CERTIFIED



Science
ESL CERTIFIED

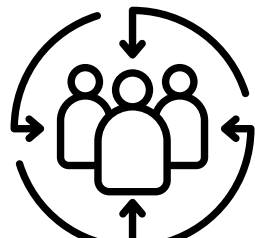


Social Studies
ESL CERTIFIED



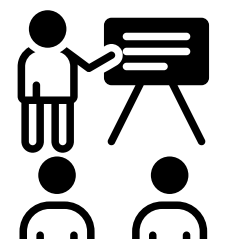
Goal

Emergent bilingual students will attain full proficiency in English in order to participate equitably in school.



Participation

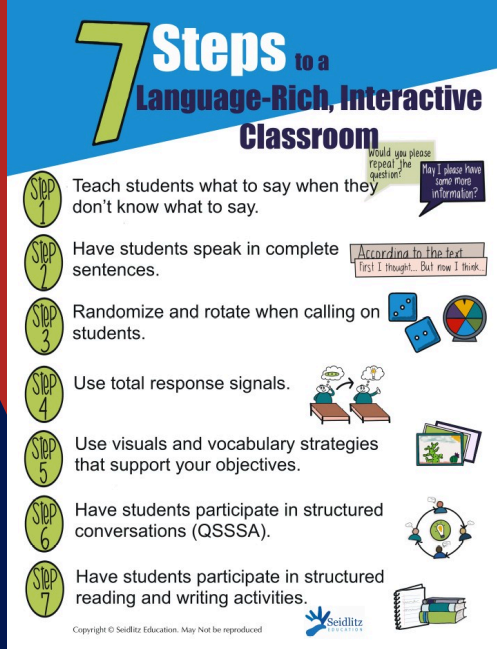
Emergent bilingual students



Instruction

Emergent bilingual students receive **all content area instruction (English language arts and reading, mathematics, science, and social studies) by **ESL certified teachers** in ENGLISH. Delivery of content includes CBLI (Content Based Language Instruction) practices.**

CBLI





ENGLISH AS A SECOND LANGUAGE PULL-OUT

Middle School and High School

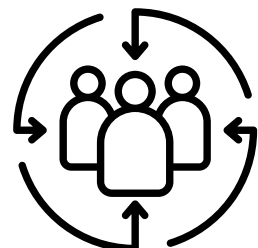


CBLI



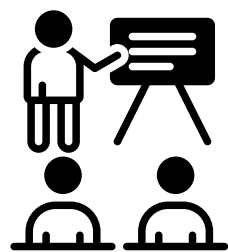
Goal

Emergent bilingual students will attain full proficiency in English in order to participate equitably in school.



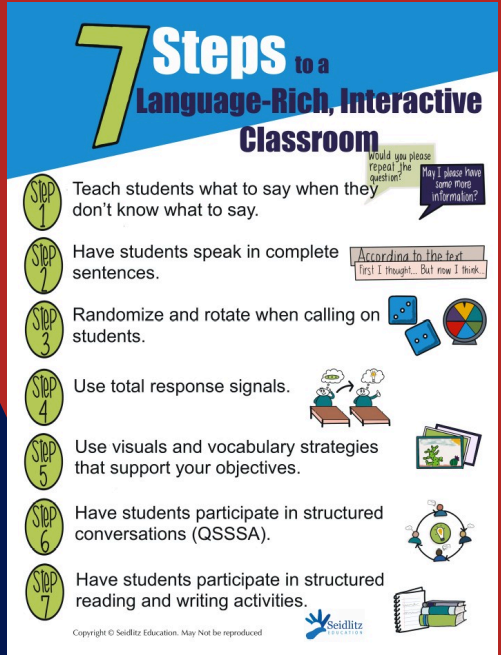
Participation

Emergent bilingual students



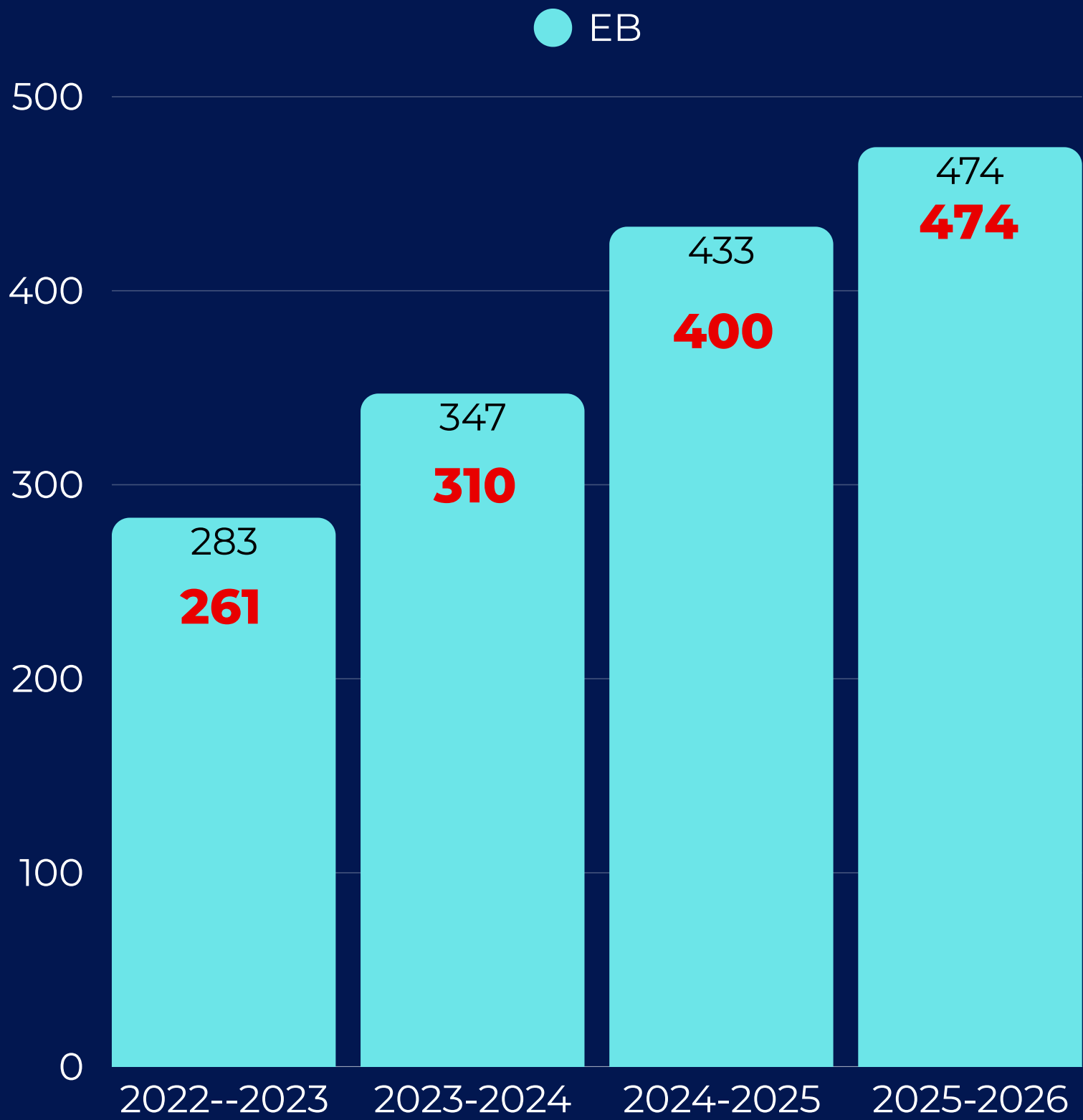
Instruction

A pull-out model can be implemented **within emergent bilingual students' classrooms, or emergent bilingual students may be provided their **English language arts and reading instruction** by an ESL certified teacher in another classroom setting. These settings will include CBLI practices. Instruction is in English**





EMERGENT BILINGUAL GROWTH



Key Takeaways

- **Growth Since October:** At our October presentation last year, we reported 400 Emergent Bilingual (EB) students, and we closed the year at 433—an upward trend in just one school year.
- **Record-Setting Start This Year:** We are beginning the new school year with 474 EB students, our highest starting count yet.

Looking Ahead: We’re excited to see how much additional growth we will celebrate by the end of this year!

OCTOBER NUMBERS PRESENTED TO THE BOARD



NUMBER OF EMERGENT BILINGUAL STUDENTS

Served in Each Language Program

Language Program	2024-2025	2025-2026	Growth
ESL	274	301	+27
Bilingual: TBE/DLI	126	163	+37



ACADEMIC PROGRESS

Elementary TELPAS Data

K-5 th Grade		
	2024	2025
Total Students	200	211
Beginning	13%	13%
Intermeditate	29%	36%
Advanced	38%	35%
Advanced High	20%	16%



ACADEMIC PROGRESS

Secondary TELPAS Data

6th-8th Grade		
	2024	2025
Total Students	72	100
Beginning	9%	16%
Intermeditate	23%	32%
Advanced	51%	44%
Advanced High	15%	8%

9th-12th Grade		
	2024	2025
Total Students	61	105
Beginning	16%	15%
Intermeditate	49%	42%
Advanced	31%	32%
Advanced High	3%	10%



ACADEMIC PROGRESS

Reclassification of Emergent Bilingual Students

28 G-P students were reclassified!
(15-2024)



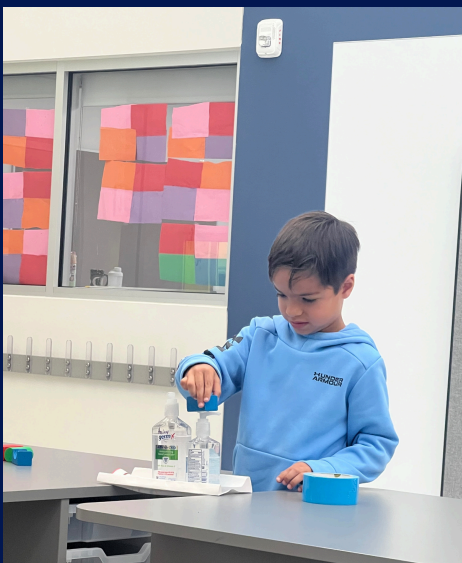
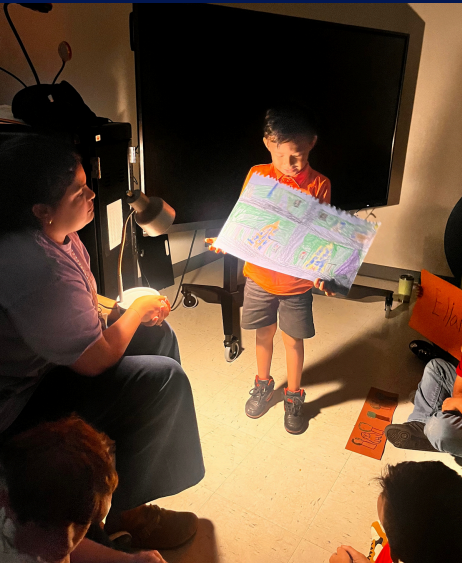
2025 EMERGENT BILINGUAL SUMMER SCHOOL

Early Childhood Center

COMMUNITY PARTNERS



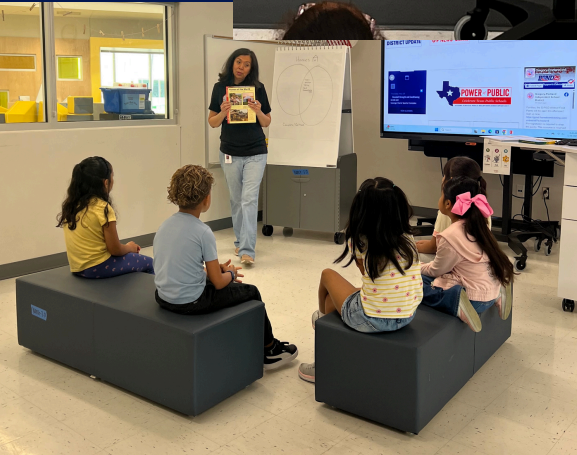
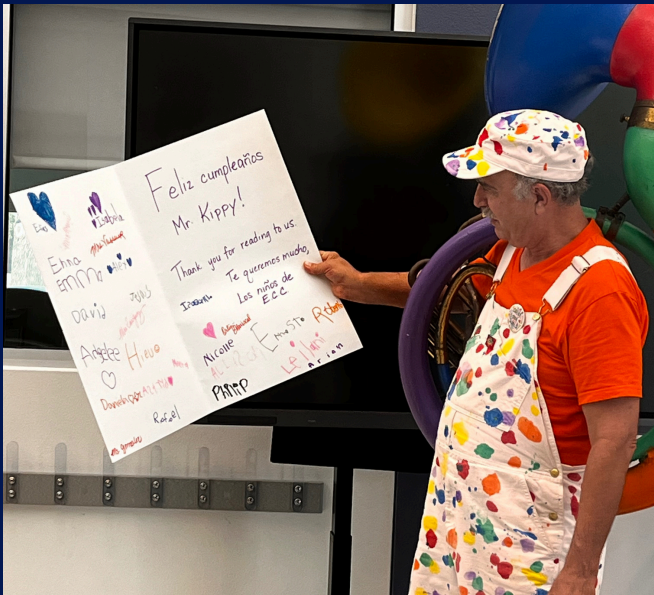
STEAM



CODING



READ ALOUDS



ENGAGING STUDENTS WITH MEANINGFUL LINGUISTIC AND ACADEMIC EXPERIENCES TO PREPARE THEM FOR THE NEXT GRADE LEVEL.
(ACADEMIC RIGOR AND LANGUAGE-RICH OPPORTUNITIES)



2025 EMERGENT BILINGUAL SUMMER SCHOOL

at Early Childhood Center

	2024	2025
PK/K	26	33
1 st Grade	0	23
MS	0	14

70

STUDENTS SERVED

PROGRAMS
OFFERED

- Dual Language Immersion (Two-Way)
- ESL: Content-Based
- ESL: Pull-Out



BILINGUAL EXCEPTIONS AND WAIVERS

Number of ESL Waivers to be Filled This Year: 2

- Higher Enrollment
- Hard to Fill Positions (SPD)



NUMBER OF TEACHERS ON PERMITS

2025-2026

8

PENDING BILINGUAL/ESL CERTIFICATIONS

- 4/8: New to G-P and SPD
- 1/8: New to G-P (Missing 1 part of test for Certification)
- 3/8: Increase Enrollment of EB students in Grade



COMPREHENSIVE PLAN

HR, Finance, and C&I Department

WE WILL PROVIDE:

HUMAN RESOURCES

-RECRUITMENT

- Recruitment of bilingual and ESL teachers in HIGH NEED AREAS

-MONITORING/VERIFYING

- Monitor and verify certifications and certification progress ON monthly basis

CURRICULUM AND INSTRUCTION

-PROFESSIONAL DEVELOPMENT

- *ESL Certification Test Prep*
- *English Language Proficiency Standards*
- *Content Based Language Instruction*
- *7 Steps to a Language-Rich, engaging Environment*

FINANCE DEPARTMENT

- Certification Reimbursement
- Substitute Costs, if needed



BILINGUAL/ESL EDUCATION PROGRAM REPORT

QUESTIONS?