



BILINGUAL/ESL EDUCATION PROGRAM REPORT GREGORY-PORTLAND ISD



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**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

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, §29062.**



PROGRAM TYPES IN G-PISD

Elementary

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

Secondary

- **ESL: Pull-Out**



DUAL LANGUAGE IMMERSION

Two-Way (PK-2nd)



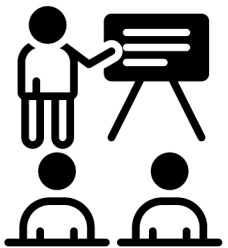
Goal

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.





TIME ALLOTMENT

Dual Language Immersion Two-Way

Pre-Kindergarten: 260 minutes 90%/10%

60 min	Experiential Learning
100 min	Spanish Language Arts
25 min	English: Focused Language and Literacy Exposure
15 min	Spanish: Science & Social Studies 
35 min	Spanish: Math 
25 min	Spanish-Social Emotional Learning



1st Grade: 270 minutes 80%/20

70 min	Spanish: Reading/Knowledge
45 min	Spanish: Language Arts/Skills
20 min	English: Heggerty
45 min	English: Science & Social Studies 
90 min	Spanish: Math 

Kinder: 300 minutes 90%/10%

55 min	Spanish: Reading/Knowledge
55 min	Spanish: Language Arts/Skills
25 min	Spanish: Heggerty
30 min	English: Language Arts
60 min	Spanish: Science & Social Studies 
75 min	Spanish: Math 

2nd Grade: 270 minutes 70%/30%

60 min	Spanish: Reading/Knowledge
35 min	Spanish: Language Arts/Skills
40 min	English: WELLS
45 min	English: Science & Social Studies 
75 min	Spanish: Math 
15 min	English: Math



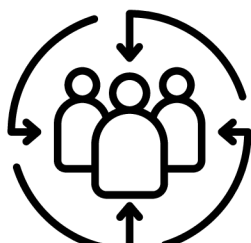
TRANSITIONAL BILINGUAL

Early Exit (current 3rd-5th)



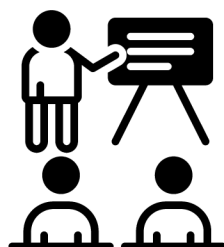
Goal

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.



ENGLISH AS A SECOND LANGUAGE - CONTENT-BASED

(Elementary Only)



ELAR
ESL CERTIFIED



MATH
ESL CERTIFIED



Science
ESL CERTIFIED

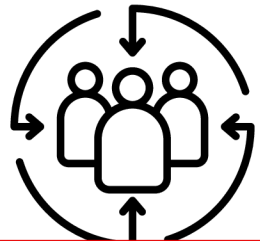


Social Studies
ESL CERTIFIED



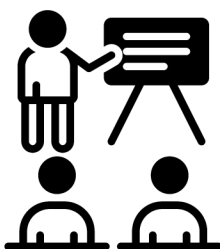
Goal

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**. Delivery of content includes CBLI (Content Based Language Instruction) practices.**



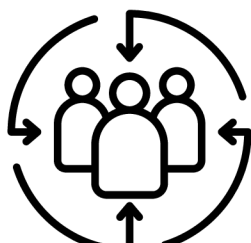
ESL PULL-OUT

(Elementary and Secondary)



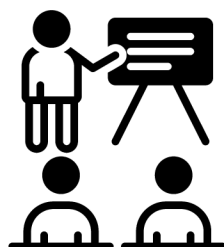
Goal

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.**



NUMBER OF EMERGENT BILINGUAL STUDENTS

Being Served at G-PISD

	2022	2023	2024	Growth
ESL	180	194	274	94
Bilingual (TBE/DLI)	81	116	126	45
Total	261	310	400	139

- *ESL-English as a Second Language*
- *TBE-Transitional Bilingual Early Exit*
- *DLI-Dual Language Immersion*



ACADEMIC PROGRESS

Elementary TELPAS Data

Grades K-5		
	2024	2023
Total Students	191	168
Beginning	13%	10%
Intermediate	30%	38%
Advanced	37%	33%
Advanced High	19%	19%



ACADEMIC PROGRESS

Secondary TELPAS Data

G-PMS TELPAS Summary

	2024	2023
Total Students	72	63
Beginning	11%	8%
Intermediate	25%	37%
Advanced	49%	38%
Advanced High	15%	14%

G-PHS TELPAS Summary

	2024	2023
Total Students	58	48
Beginning	14%	13%
Intermediate	45%	33%
Advanced	31%	44%
Advanced High	3%	10%



NUMBER OF RECLASSIFICATIONS

15 G-P students were reclassified



SUMMER SCHOOL GUIDANCE

26 emergent bilingual students participated in our Bilingual/ESL Summer Language Program at **TM Clark Elementary**

PROGRAMS OFFERED

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



NUMBER OF ESL & DLI TEACHERS

Staffing



61 Certified ESL Teachers



9 Certified Bilingual Teachers



NUMBER OF TEACHERS ON WAIVERS

2023-2024

0

2024-2025

0



NUMBER OF TEACHERS ON PERMITS

2024-2025

13

PENDING BILINGUAL/ESL CERTIFICATIONS

1/13: Missing one test to be fully certified

4/13: Special Education teachers, teaching new sections or new to grade level EB students

3/13: New to grade level teachers and new to grade level EB students

2/13: New to G-P

3/13: Rostering oversight:



PROACTIVE COMPREHENSIVE PLAN

HR, Finance, and C&I Department

ALTHOUGH NOT REQUIRED, WE WILL PROACTIVELY PROVIDE:

HUMAN RESOURCES

-RECRUITMENT

- Recruitment of bilingual and ESL teachers (UTRGV, TAMU-CC, AND TAMU-K)

-MONITORING/VERIFYING

- Monitor and verify certifications and certification progress ON monthly basis

CURRICULUM AND INSTRUCTION

-PROFESSIONAL DEVELOPMENT

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

-Verify Emergent Bilingual student placement in ESL Certified classroom before school starts

FINANCE DEPARTMENT

- Certification Reimbursement
- Substitute Costs, if needed



BILINGUAL/ESL PROGRAM REPORT

Questions?