CADDO MILLS
INDEPENDENT SCHOOL DISTRICT

ESL HANDBOOK

TABLE OF CONTENTS

PROGRAM VISION

PHILOSOPHY

At Caddo Mills ISD, we believe that today's English Language Learners (ELL) will impact the future of our nation. All ELL students must acquire skills necessary for academic success in a global, multicultural and multilingual society.

MISSION

The mission of the Caddo Mills ISD ESL Program is to ensure that ALL English Language Learners have access to a quality education that allows them to achieve their full potential.

GOALS (§89.1201 C)

The goal of ESL programs shall be to enable English language learners to become proficient in listening, speaking, reading, and writing in the English language through the integrated use of second language methods. The ESL program shall emphasize the mastery of English language skills, as well as mathematics, science, and social studies, as integral parts of the academic goals for all students to enable English language learners to participate equitably in school.

IDENTIFICATION OF ELL STUDENTS

In accordance with the Language Proficiency Assessment Committee (LPAC) Framework Manual provided by TEA, Caddo Mills ISD follows the necessary processes in identifying English Language Learner (ELL) students within four weeks of enrollment, as shown in the LPAC Training Flowchart. (*See Appendix.*)

All Texas school districts are required to use the Language Assessment Skills (Pre LAS and LAS) for identification of ELL students.

Students will be administered the TELPAS (Texas English Language Proficiency Assessment System), which is a state evaluation tool used to show growth in English language proficiency in grades K-12.

For those entering one of our schools from out of state or country, we begin the process from our initial Home Language Survey. When a student's parent desires to deny services, we meet with them to explain the benefits of the appropriate ESL program.

For those entering our district from another Texas school, we acquire the necessary assessment and LPAC identification documentation from their previous school district(s).

EXITING THE ESL PROGRAM

At the end of each school year, we utilize the state's standards to determine which ELL students have met qualifications for exit of the ESL program. Students that have met state requirements for exit criteria in accordance with 89.1225 may continue receiving services, but the school district will not be allocated the bilingual allotment TEC 48.105 *(See Appendix)*

Students who have exited the program are monitored for continued success for two years. Their progress is documented and reviewed each year to determine if re-entry is necessary.

PROGRAM STRUCTURE

REQUIRED PROGRAMS (§89.1205 C - D)

(c) All English language learners for whom a school district is not required to offer a bilingual education program shall be provided an English as a second language program as described in subsection (e) (d) of this section, regardless of the students' grade levels and home language, and regardless of the number of such students.
(d) A school district shall provide English as a second language instruction by offering an English as a second language program using one of the two models described in §89.1210 of this title.

PROGRAM MODEL (§89.1210 g 1-2)

The English as a second language program shall be implemented with consideration for each English language learner's unique readiness level through one of the following program models.

(1) An ESL/content-based program model is an English acquisition program that serves students identified as English learners through English instruction by a teacher appropriately certified in ESL under TEC, §29.061(c), through English language arts and reading, mathematics, science, and social studies. The goal of content-based ESL is for English learners to attain full proficiency in English in order to participate equitably in school. This model targets English language

development through academic content instruction that is linguistically and culturally responsive in English language arts and reading, mathematics, science, and social studies.

(2) An ESL/pull-out program model is an English acquisition program that serves students identified as English learners through English instruction provided by an appropriately certified ESL teacher under the TEC, §29.061(c), through English language arts and reading. The goal of ESL pull-out is for English learners to attain full proficiency in English in order to participate equitably in school. This model targets English language development through academic content instruction that is linguistically and culturally responsive in English language arts and reading. Instruction shall be provided by the ESL teacher in a pull-out or inclusionary delivery model.

PROGRAM DESIGN (§89.1210 e-f)

(e) Except in the courses specified in subsection (f) of this section, second language acquisition methods, which may involve the use of the students' primary language, may be provided in any of the courses or electives required for promotion or graduation to assist the English learners to master the essential knowledge and skills for the required subject(s). The use of second language acquisition methods shall not impede the awarding of credit toward meeting promotion or graduation requirements.

(f) In subjects such as art, music, and physical education, English learners shall participate with their English-speaking peers in general education classes provided in the subjects. As noted in TEC, §29.055(d), elective courses included in the curriculum may be taught in a language other than English. The school district shall ensure that students enrolled in bilingual education and ESL programs have a meaningful opportunity to participate with other students in all extracurricular activities.

> (1) Affective. (B) English learners in an ESL program shall be provided instruction using second language acquisition methods in English to introduce basic concepts of the school environment, which instills confidence, self-assurance, and a positive identity with their cultural heritages. The program shall be designed to incorporate the students' primary languages and learning experiences and shall incorporate the cultural aspects of the students' backgrounds in accordance with TEC, §29.055(b).

> (2) Linguistic. (B) English learners in an ESL program shall be provided intensive instruction to develop proficiency in listening, speaking, reading, and writing in the English language, provided through the ELPS. The instruction in academic content areas shall be structured to ensure that the students master the required essential knowledge and skills and higher-order thinking skills in all subjects.

> (3) Cognitive. (B) English learners in an ESL program shall be provided instruction in English in language arts, mathematics, science, and social studies using second language acquisition methods. The instruction in academic content areas shall be structured to ensure that the students master the required essential knowledge and skills and higher-order thinking skills.

CURRICULUM (§74.4 a c)

According to Chapter 74.4 of the Texas Administrative Code (TAC) Required Curriculum standards, Caddo Mills ISD implements the use of the English Language Proficiency Standards (ELPS) in each content classroom. Teachers incorporate the instruction of the listening, speaking, reading, writing, and learning strategy standards as language objectives, alongside their content objectives, which focus on the Texas Essential Knowledge and Skills (TEKS) standards being taught in each content area.

STAFFING AND STAFF DEVELOPMENT

STAFFING

At Caddo Mills ISD, we strive to acquire teachers who are appropriately trained and certified to serve in our ESL program. (§89.1245 a, d, e)

In the event we are unable to secure the appropriately certified teachers for our ELL programs, we formally submit our application for a Bilingual exception and/or ESL waiver from the Texas Education Agency (TEA). Currently, we have a waiver to allow teachers not ESL certified to service students while preparing to become certified. The waiver is good for two years. (§89.1245 b)

STAFF DEVELOPMENT

Staff receives staff development through Region 10 ESC for ESL services and strategies. Trainings may include ESL Test preparation courses, ELPS training, Sheltered Instruction, LPAC and testing training, and ESL coordinator meetings.

EVALUATION

Communication with teachers and monitoring of grades every 9 weeks, as well as attending any Care Team, 504 or ARD meetings. Parents are notified with a progress report at the beginning of each new school year. (Progress report is provided by TEA)

Each year, an evaluation of the ESL programs at Caddo Mills ISD will be developed, review, and submitted to the school board, with appropriate adjustments made to the District Improvement Plan. Additionally, each LPAC and principal will adjust the Campus Improvement Plan based on the annual evaluation. (§89.1265 a-d)

APPENDICES

APPENDIX A

Texas Education Code (TEC) Chapter 89: Adaptations for Special Populations, Subchapter BB: Commissioner's Rules Concerning State Plan for Educating English Language Learners
https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=89&rl=1226

APPENDIX B

Texas Administrative Code (TAC), Title 19, Part II, Chapter 74: Curriculum Requirements, 74.4: English Language Proficiency Standards
https://tea.texas.gov/about-tea/laws-and-rules/texas-administrative-code/19-tac-chapter-74

APPENDIX C

LPAC forms
Identification and Exit Tests from Commissioners approved list:
https://laslinks.com/texas/

https://www.txel.org/media/el4kfn3c/el-support-updates-january-15-2021-lea-esc-zoom-questions-and-answers.pdf

LPAC Training Flow Chart
https://www.txel.org/LPAC

Framework for LPAC
https://www.txel.org/lpac/trainingresources/

Exit Criteria Chart
https://tea.texas.gov/sites/default/files/2021-2022-eb-el-reclassification-criteria-chart.pdf

APPENDIX D

ESL Teacher Expectations/Responsibilities

	DISTRICT	CAMPUS
NEW STUDENT TESTING	X	
LPAC MEETINGS	X	
EMAIL REMINDERS AND UPDATES	X	
REGION 10 TRAININGS (LPAC, ESL COORDINATOR)	X	
BEGINNING OF THE YEAR PAPERWORK (ACCOMMODATIONS)		X
TELPAS (PRACTICE AND TESTING)		X
WRITING COLLECTION AND VERIFICATION OF TELPAS COMPONENTS		X
STAAR ACCOMMODATIONS		X
LIST OF ESL CERTIFIED TEACHERS	X	
TELPAS TEACHER CALIBRATION		X
MONITORING STUDENT PROGRESS (GRADES, TESTING, ETC)		X
END OF YEAR TESTING	X	
STUDENT CUM FOLDERS	X	X
ARD/504/CARETEAM		X
ROSETTA STONE ORDERING AND SET UP	X	
ROSETTA STONE MONITORING		X
PEIMS		X
END OF YEAR PAPERWORK		X
SUMMER SCHOOL		X