

EDNA INDEPENDENT SCHOOL DISTRICT

English as A Second Language Program

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ENGLISH AS A SECOND LANGUAGE

PHILOSOPHY

The Edna Independent School District views the English as a Second Language (ESL) program as a means to utilize the students' native language and English in the learning process.

The ESL Program considers the students' native language, culture and knowledge to be the foundation for academic and social growth. Integrating language and literacy skills across the curriculum provides students with the opportunity to acquire a high level of literacy and fluency in English while developing their native language.

Through dual language instruction, the students have the opportunity to develop self-esteem and appreciate the contribution of various cultures. The ultimate goal of the ESL Program is that students will participate successfully in the mainstream curriculum while becoming independent and creative thinkers in an increasingly complex society.

MISSION STATEMENT

The Mission of Edna Independent School District
is to ensure a quality education for all.

GOALS

- The goal of the ESL Program in Edna Independent School District is to enable Limited English Proficient students to become competent in the comprehension, speaking, writing, reading and composition of the English language through integrated use of second language methods.
- The ESL Program will 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 Limited English Proficient students to participate equitably in school.
- The ESL Program will be an integral part of the total school program. It shall include the use of instructional approaches designed to meet the special needs of Limited English Proficient students.

PROGRAM CONTENT AND DESIGN

Edna ISD will offer an ESL program to each Limited English Proficient student at his or her grade level. Each student's level of proficiency shall be designated by the Language Proficiency Assessment Committee (LPAC). Edna ISD will modify the instruction, pacing, and materials to ensure that Limited English Proficient students have a full opportunity to master the essential knowledge and skills of the required curriculum.

The ESL program will be an intense program of instruction designed to develop proficiency in the comprehension, speaking, reading, and composition in the English language. Instruction in English as a Second Language shall be commensurate with the student's level of English proficiency and his or her level of academic achievement.

In pre-kindergarten through grade 8, instruction in English as a Second Language may vary from the amount of time accorded to instruction in English language arts in the regular program for non-limited English proficiency students to a full-time instructional setting utilizing second language methods. In high school, the English as a Second Language program shall be consistent with graduation requirements under Chapter 74 of Texas Administrative Code, Chapter 89, Subchapter BB.

The LPAC may recommend appropriate services that may include content courses provided through sheltered instructional approaches by trained teachers, enrollment in English as a second language courses, additional elective English courses, and special assistance provided through locally determined programs.

The ESL program is an integral part of the regular educational program. Edna ISD uses state-adopted ESL instructional materials and supplementary materials as curriculum tools. The ESL program will address the affective, linguistic, and cognitive needs of Limited English Proficient students.

INDICATORS OF EXCELLENCE

Teachers Will:

- Use in–depth curriculum and elaborate connections across disciplines as well as make connections between curriculum and students’ lives.
- Utilize technology and the internet to enhance and accelerate second language teaching and learning.
- Accompany verbal explanations with visuals, real dramatizations and other nonverbal methods.
- Explicitly teach problem–solving and critical thinking skills focusing on meaning rather than form and on the need to support generalizations with facts.
- Provide opportunities for students to process material using a variety of formats: question, discussion, group work, review, read, write, reteach.
- Vary thematic content, genres, and texts using assessment methods that permit students to display learning in a variety of ways, both verbal and nonverbal.
- Incorporate all six literacy’s into the curriculum: Reading, Writing, Listening, Speaking, Viewing, Representing.

Students Will:

- Interact with peers and teacher in discussions and problem solving.
- Express their understanding in a variety of ways–verbally, artistically, dramatically, factually.
- Read every day using varied texts (novels, short stories, expository non-fiction, etc.).
- Write meaningfully everyday (journals, narratives, poems, learning logs, poems, responses to literature).
- Choose frequently within teacher guidelines and expectations in reading material, writing topics, and assessment.
- Engage in self–assessment and peer evaluation.
- Make connections between literary experiences and real world experiences.

Learning Environment:

- Demonstrate that all students can learn to communicate verbally, read and write successfully in English given many opportunities to do so.
- Reflect teachers who maintain a rich knowledge of content, strategies, and technology.
- Exhibit a safe, friendly atmosphere for academic risk–taking.

- Display a variety of instructional strategies, which support second language learning, learning styles and multiple intelligence.
- Present an appreciation of cultural diversity.
- Exhibit a safe, friendly atmosphere for academic risk-taking.
- Display a variety of instructional strategies, which support second language learning, learning styles and multiple intelligence.
- Produce activities for planning, monitoring, evaluating, reflecting, problem solving, supporting & interaction.

Physical:

- Dictionaries in each language represented in the classroom.
- Print-rich and content rich with student work displayed.
- Computers, document cameras, library, language master, voice recordings, television, digital resources.
- Variety of computer programs, resource and high interest reading material.
- Teacher actively interacting with students.
- Cultural and language diversity evident in the bulletin boards.

PROCEDURES FOR IMPLEMENTING ESL

Every student in the Edna ISD district who has a home language other than English and who is identified as limited English proficient shall be provided a full opportunity to participate in an English as a Second Language program. The programs 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 Limited English Proficient students to participate equitably in school. The ESL program is an integral part of the total school program. Instructional approaches designed to meet the special needs of Limited English Proficient students will be used. The basic curriculum content of the program shall be based on the essential skills and knowledge required by the State.

HOME LANGUAGE SURVEY (HLS)

The Home Language Survey consists of two questions to be answered by the parents of students in grades pre-kindergarten through grade 12. The person who responds to the Home Language Survey is to sign it. The questions are:

1. "What language is spoken in the child's home most of the time?"
2. "What language does the child speak most of the time?"

The Home Language Survey is to be administered only once to each student enrolled in the district. The original survey must be signed by the parent and filed in the permanent record folder. Additional information may be collected by the district and recorded on the Home Language Survey.

If a student transfers into the district from another Texas School district, the district may accept the Home Language Survey previously administered if it is part of the student's records. The Home Language Survey shall be used to establish the student's language classification.

LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE (LPAC)

The district has a local board policy for the establishment and operation of a Language Proficiency Assessment Committee. The required membership of the district Language Proficiency Assessment Committee is composed of the following:

1. A campus administrator;
2. A certified teacher assigned to English as a Second Language;
3. A parent of a Limited English Proficient student. (The parent member of a Language Proficiency Assessment Committee may not be an employee of the school district.)

The Language Proficiency Assessment Committee will be trained to ensure that each member understands the responsibilities and functions of the committee, and can apply the criteria for determining whether a student is limited English proficient.

If a Limited English Proficient student is determined to be eligible for Special Education services, the Language Proficiency Assessment Committee is to cooperate with the Admission, Review, and Dismissal (ARD) Committee in the placement of the Limited English Proficient student. EISD ensures this cooperation by having the school principal or assistant principal on both ARD and LPAC committees.

The Language Proficiency Assessment Committee shall upon their initial enrollment and at the end of each school year:

1. Review all pertinent information on Limited English Proficiency students, including the Home Language Survey, the language proficiency tests in English and the primary language, each student's achievement in content areas, and each student's emotional and social attainment;
2. Designate the language proficiency level of each Limited English Proficient student in accordance with the guidelines pursuant to TAC §89.1210 of this title relating to Program Content and design;
3. Designate the level of academic achievement of each Limited English Proficient student;
4. Designate, subject to parental approval, the initial instructional placement of each Limited English Proficient student in the required program;
5. Facilitate the participation of Limited English Proficient students in other special programs for which they are eligible provided by the district with either state or federal funds;
6. Classify students as English proficient in accordance with the criteria described in §89.1225 (h) of the title (relating to Testing and Classification of Students), and recommend their exit from the bilingual education or English as a Second Language program.
7. Make recommendations concerning the most appropriate placement for the educational advancement of the Limited English Proficiency student after the elementary grades.
8. Before the administration of state criterion-referenced test, STAAR, the committee will determine the appropriate assessment option for each Limited English Proficient student as outlined in 19 TAC Chapter 101, Subchapter AA, §101.1005 of this title (relating to Assessments of Achievement in Academic Content Areas and Courses). The assessment options shall be:
 - a. Administration of the Spanish STAAR, or
 - b. Administration of the English STAAR
 - c. Administration of the English STAAR Alt. 2
9. Review each Limited English Proficiency student's progress at the end of the school year in order to determine future appropriate placement;

10. Monitor the progress of students formerly classified as limited English proficiency who have exited from the bilingual education or English language program and based on the information, designate the most appropriate placement for the student (for two years after being exited from the program to determine success.)
11. Determine the appropriateness of an extended program (beyond the regular school) depending on the needs of each limited proficiency student.
12. Give written notice to the student's parent advising that the student has been classified as limited English proficient and requesting approval to place the student in the required bilingual education or English as a Second Language program. The notice shall include information about the benefits of the English as a Second Language program for which the student has been recommended and that it is an integral part of the school program.
13. The student's permanent record shall contain documentation of all actions impacting the Limited English Proficient student. This documentation shall include:
 - a. Identification of the student as limited English proficient;
 - b. Designation of the student's level of language proficiency;
 - c. Recommendation of program placement;
 - d. Parental approval of entry or placement into the program;
 - e. Dates of entry into and placement within the program
 - f. Dates of exemptions from criterion referenced test and criteria used for determination, and additional instructional interventions provided to students to ensure adequate yearly progress;
 - g. Type of alternative assessment and results of alternative assessment;
 - h. Date of exit from the program and parent notification; and
 - i. Results of monitoring for academic success, including exited LEP students.

IDENTIFICATION AND PLACEMENT OF STUDENTS

The Language Proficiency Assessment Committee is to review all the pertinent information on all students whose home language survey indicates a language other than English as the answer to either question in order to:

1. Determine whether or not the student is Limited English Proficient (LEP)
2. Recommend the appropriate educational program for each student it determines to be LEP;
3. Notify the parent of each LEP student of its classification of the student and its recommendation;

The Language Proficiency Assessment Committee is to be provided all relevant information so that it can complete testing and convene as an LPAC to determine the English Learner status within four

weeks of the students' enrollment in the district.

The district will request parental permission to place the Limited English Proficient student in the program recommended by the Language Proficiency Assessment Committee within 10 days of the committee's making the recommendation. The parent has the right to accept or reject the recommendation.

Parents will be provided information regarding the benefits of the ESL program. Parents must be notified of a student's entry into, exit from, or placement within the program. The student's entry into or placement into the program must be approved by the parents.

REQUIRED PROGRAMS

Districts with at least one Limited English Proficient student but with fewer than 20 Limited English Proficient students who speak the same home language at any grade level are to provide an English as a Second Language program for each Limited English Proficient student regardless of the grade level(s) and number of Limited English Proficient students involved in the program. Districts with 20 or more Limited English Proficient students who speak the same home language at any grade level (district-wide) are to provide:

1. A bilingual education program (using English and Spanish) for each Limited English Proficient student in grades pre-kindergarten through five.
2. An English as a Second Language program for each Limited English Proficient student in grades six through twelve.

PROGRAM DESCRIPTION

Each school district required to offer a bilingual education or English as a Second Language program shall provide each Limited English Proficient student the opportunity to be enrolled in the required program at his or her grade level. Each student's level of proficiency shall be designated by the Language Proficiency Assessment Committee in accordance with S89.1220(g) of the title (relating to Language Proficiency Assessment Committee). The district shall modify the instruction, pacing, and materials to ensure that Limited English Proficient students have a full opportunity to master the essential elements of the required curriculum.

The bilingual education program shall be a full-time program of instruction in which both the students' home language and English shall be used for instruction. The amount of instruction in each language shall be commensurate with the student's level of proficiency in both languages and their level of academic achievement, the students' level of language proficiency and academic achievement shall be designated by the Language Proficiency Assessment Committee. The bilingual education program shall be an integral part of the regular educational program required under Chapter 74 of this title (relating to Curriculum). In bilingual education programs using Spanish and English as languages of instruction, districts shall use state-adopted English and Spanish texts and supplementary materials as curriculum tools to enhance the learning process; in addition, districts may use other curriculum adaptations which have been developed. The bilingual education program shall address the affective, linguistic, and cognitive needs of Limited English Proficient students as follows:

1. affective – Limited English Proficient students shall be provided instruction in their home language to introduce basic concepts of the school environment, and instruction both in their home language and in English which instill confidence, self-assurance, and a positive identity with their cultural heritage. The program shall address the history and cultural heritage associated with both the students' home language and the United States;
2. linguistic – Limited English Proficient students shall be provided instruction in the skills of

comprehension, speaking, reading, and composition both in their home language and in English. The instruction in both languages shall be structured to ensure that the students master the required essential elements and high order thinking skills in all subjects.

3. cognitive – Limited English Proficient students shall be provided instruction in mathematics, science, health, and social studies both in their home language and in English. The content area instruction in both languages shall be structured to ensure that the students master the required essential knowledge and skills and higher order thinking skills in all subjects.

English as Second Language programs shall be intensive programs of instruction designed to develop proficiency in the comprehension, speaking, reading, and composition in the English language. Instruction provided in English as a second language shall be commensurate with the student's level of English proficiency and his or her level of academic achievement. In pre-kindergarten through the eighth grade, instruction in English as a second language may vary from the amount of time accorded to instruction in English language arts in the regular program for non-Limited English Proficient students to a full-time instructional setting utilizing second language methods. In high school, the English as a Second Language program shall be consistent with graduation requirements under Chapter 74 of this title (relating to Curriculum Requirements). That Language Proficiency Assessment Committee may recommend appropriate services that may include content courses provided through sheltered instructional approaches by trained teachers, enrollment in English as a second language courses, additional state elective English courses, and special assistance provided through locally determined programs.

In subjects such as art, music, and physical education, the Limited English Proficient students shall participate with their English-speaking peers in regular classes provided in the subjects. The district shall ensure that students enrolled in bilingual education and English as second language programs have a meaningful opportunity to participate with other student's all-extracurricular activities.

RECLASSIFICATION AND EXITING OF STUDENTS

- A. Limited English Proficient students are subject to reclassification at the end of each school year. For this reason the language proficiency of each Limited English Proficient student is to be evaluated each year. Their records are to be reviewed annually by the Language Proficiency Assessment Committee to determine their status and to recommend their placement in the educational program. To facilitate this process, the committee is to be provided the students' current achievement test scores and oral language proficiency test scores, as well as any other information, which may be relevant to their decision. Such data may include: 1) written recommendations and observations of the teacher, 2) records of their mastery of TEKS, 3) records of their mastery of the skills tested on the STAAR test, 4) recommendations of parents, 5) results of other tests.
- B. For exiting from the bilingual program or English as a Second Language program, a student must meet state performance standards on the STAAR test in reading and writing (when available) required in the Texas Education Code §39.023, at grade level; A score of Advanced

High on TELPAS writing may also be used for exit criteria in grade levels where STAAR Writing is not administered.

For determining whether a student who has been exited from the bilingual education or English as a Second Language program is academically successful, the following criteria shall be used at the end of the school year:

1. the student meets state performance standards in English of the criterion–referenced assessment instrument required in the Texas Education Code, §39.023, for the grade level as applicable; and
2. the student has passing grades in all subjects and courses taken.

In making this determination, district shall also consider other indications of a student’s overall progress, including criterion–referenced test scores, subjective teacher evaluation, and parental evaluation.

A student may not be exited from the bilingual or ESL program in pre–kindergarten through grade 1.

Twenty Tips for Teachers of Language Minority Students

1. ***Increase your own knowledge:*** Learn as much as you can about the language and culture of your students. Go to movies, read books. Keep the similarities and differences in mind and then check your knowledge by asking students whether they agree with your impressions. Learn as much of the student's language as you can; even a few words help. Widen your own worldview; think of alternative ways to reach the goals you have for your class.
2. ***Simplify your language:*** Speak directly to the student, emphasizing important nouns and verbs. Use as few extra words as possible. Repetition and speaking louder doesn't help; rephrasing, accompanied by body language, does. Avoid slang and idiomatic expressions.
3. ***Announce the lesson's objective and activities:*** Write the objectives on the board and review them orally before class begins. It is also helpful to place the lessons in the context of its broader theme and preview upcoming lessons.
4. ***Write legibly:*** Remember that some students have low levels of literacy or are unaccustomed to the Roman alphabet. Use the chalkboard or overhead projector to write important words.
5. ***Demonstrate; use manipulatives:*** Whenever possible, communicate with gestures, pictures and objects that help get the meaning across. Use a variety of different pictures or objects for the same idea. Give an immediate context for new words.
6. ***Make use of all senses:*** Give students a chance to touch things, to listen to sounds, even to smell and taste when possible. Talk about the words that describe these senses as the student physically experiences something. Write new words as well as say them.
7. ***Use filmstrips, films, videotapes, and audiocassettes with books:*** Obtain audio-visual materials from the school or district media center to improve a content lesson. It is helpful to preview the audio-visual materials before showing them to the class, both for possible language difficulties and misleading cultural information.
8. ***Bring realia into lessons:*** Use visual displays (graphs, charts, photos), objects, and authentic materials, like newspaper and magazine clippings, in the lessons and assignments. These help provide non-verbal information and also help match various learning styles.
9. ***Adapt materials:*** Don't "water down" the content. Rather, make the concepts more accessible and comprehensible by adding pictures, charts, maps, time-lines, and diagrams, in addition to simplifying the language.
10. ***Pair or group language minority students with native speakers:*** Much of a student's language learning comes from interacting with his/her peers. Give students tasks to complete that require interaction of each member of the group while ensuring that the language minority student has linguistically easier tasks. Utilize cooperative learning techniques in a student-center classroom.
11. ***Develop a student-centered approach to teaching and learning:*** Instructional facilitators let students assume more responsibility for their learning. When activities are planned that actively involve students in each lesson, students can better process the material presented and acquire the language as well.

12. **Have students do hand-on activities:** Plan for students to manipulate new materials through hands-on activities, such as role-play and simulations. This includes TPR (total physical response), laboratory experiments, drawing pictures and story sequence, and writing their own math word problems.
13. **List and Review instructions step-by-step:** Before students begin an activity, familiarize them with the entire list of instructions. Then, have students work on each step individually before moving on to the next step. This process is ideal for teaching students to solve math and science word problems.
14. **Ask inferential and higher-order thinking questions:** Encourage students' reasoning ability and higher order thinking skills such as hypothesizing, inferencing, analyzing, justifying, and predicting.
15. **Build on the student's prior knowledge:** Find out as much as you can about how and what students learned in their own country. Then try to make a connection between the ideas and concepts you are teaching and students' previous knowledge or previous way of being taught. Encourage students to point out differences and connect similarities.
16. **Recognize that students will make language mistakes:** During the second language acquisition process, students make mistakes; this is natural in the process of learning a language. Make sure that students have understood the information, but do not emphasize the grammatical aspect of their responses. When possible, model the correct grammatical form.
17. **Increase wait time:** Give student's time to think and process the information before rushing in with answers. A student may know the answer, but may need a little more processing time in order to say it in English.
18. **Don't force recent students to speak:** Give students an opportunity to demonstrate comprehension and knowledge through body actions, drawing pictures, manipulating objects, or pointing.
19. **Respond to the message:** If students have the correct answer and it's understandable, don't correct their grammar. The exact word and correct grammatical response will develop with time, especially with young children. Instead, repeat their answer, putting it into standard English, and let students know that you are pleased with their response.
20. **Support the student's home language and culture; bring it into the classroom:** Your goal should be to encourage students to keep their home language as they acquire English. Many children in this world grow up speaking more than one language; it's an advantage. Let students help bring about a multicultural perspective to the subject you are teaching. Students might be able to bring in pictures, poems, dances, proverbs, or games. Do what ever you can to help your fluent English-speaking students see the language-minority student as a knowledgeable person from a respected culture.

Adapted from:

Short, D.J. (1991). Integrating language and content instruction: Strategies and techniques.

Washington, D.C. National Clearinghouse for Bilingual Education

Sullivan, T. (1993). Sheltered English techniques in the mainstream class: Guidelines and Techniques for Teaching.

Washington, D.C. Center for Applied Linguistics.