



MARLIN
Independent School District

English as a Second Language





English as a Second Language (ESL) Program

Vision

Our vision is to foster a culture of academic collaboration that advocates and ensures educational equity for the success of all language learners within a global society.

Mission

Our mission is to provide research-based services and resources on all campuses for English language learners in order to promote quality, consistent, and effective differentiated instruction that results in increased levels of student achievement.

Goal

Our goal is to develop English language proficiency through explicit instruction in listening, speaking, reading, and writing that will benefit English language learners in all academic areas. Students will be taught sheltered instruction strategies while continuing to participate in their core content subject requirements.



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Core Values

Respect - To value oneself, recognize others, celebrate diversity and care for property.

Collaboration – To facilitate, negotiate, build consensus, build strong teams, and empower others through open communication in a safe learning environment.

Honesty – To consistently seek and speak the truth with integrity, while showing fairness.

Leadership – To have the vision to face difficult situations with courage, confidence, creativity, and determination.

Compassion- To show care and kindness for others and helping those who are in need with an optimistic attitude.

Accountability– To be responsible for our actions towards others and the community while giving excellent service.



English as a Second Language (ESL) Program

Program Description

English as a Second Language (ESL) is an instructional program designed to develop proficiency in the comprehension, listening, speaking, reading, and writing of the English language. All instruction is provided in English and utilizes the TEKS and the ELPS for the cultivation of English language skills and the promotion of academic success in all grade level content areas.

An ESL program:

- develops competence in English through the listening, speaking, reading, and writing of the English language.
- prepares the students to be successful in all academic subjects.
- emphasizes the mastery of English language skills, as well as, mathematics, science, and social studies, using research-based methodologies appropriate for second language acquisition.

ESL instruction is presented by teachers trained in effective language acquisition strategies who work with English Language Learners (ELLs). ESL instruction shall be commensurate with the student's level of English proficiency and academic achievement. An ESL program uses the academic and cultural background of the student as a platform to provide the appropriate instruction in English. This program differs from a customary English Language Arts program in that (1) the focus is on learning social and academic English within the context of all content area subjects; and (2) State-adopted ESL materials and ESL certified teachers support students become proficient in English, learn the knowledge and skills in the TEKS, and reach their full academic potential.



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The ESL program for kindergarten through 12th grade is offered as a combination pull-out/in-class support model of English-only instruction based on the student's individual language level. ESL services are provided at all of the district's campuses. All other content area teachers serving ESL students are to use sheltered instruction strategies to help students understand content and develop academic language in the areas of Math, Science, Social Studies, and English Language Arts.

Student eligibility for the program is determined through the administration of an English language proficiency test, and parent permission is required for entrance into the program. All instruction is provided in English and utilizes the TEKS and the ELPS for the cultivation of English language skills and the promotion of academic success in all grade level content areas. Students in prekindergarten through high school who speak or hear a language other than English in their home and who are learning English are also eligible. Students will be assessed in language proficiency and based on their results, a recommendation for placement will be made by the Language Proficiency Assessment Committee (LPAC), and parent permission will be required for participation.

Parental involvement can enhance the success of the students by participating as a member of the LPAC that helps to determine how students are identified, placed, instructed, and assessed. Parents can become involved at home by encouraging their child to achieve, providing him/her a place to study and showing interest in his/her school work. Parents can also volunteer and help in classroom activities.



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“Look-fors” in a Classroom that Fosters Sheltered Language Acquisition

The teacher is . . .

- Providing visual support for the lesson presentation
- Scaffolding grade - level material to make it accessible to all learners
- Providing sentence frames so that all students can participate in discussion
- Allowing wait time for student responses
- Giving clear and explicit instructions
- Using a variety of strategies and activities to introduce/reinforce content
- Pre-teaching key academic vocabulary

The students are . . .

- Purposefully grouped to facilitate group work and discussion
- Listening, speaking, reading and writing in response to the lesson
- Engaged in meaningful activities that reinforce concepts taught
- Speaking in complete sentences
- Using dictionaries and peer language support

The classroom...

- Makes use of wall space to support language acquisition
- Has an interactive Word Wall that supports vocabulary instruction
- Is arranged to facilitate discussion and group activities
- Has Anchor Charts and Visuals that support the content being taught
- Is welcoming and supportive

In addition, Instruction in the ESL classroom includes...

- Modeling of reading and writing strategies
- Using gestures, concrete objects, and hand-on activities
- Building background visually/contextually/linguistically
- Providing a variety of assessment options (drawing, listing, labeling, etc.)



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Placement Level Language Descriptors

In order to reach the English language progression and attainment standards established in federal and state mandates, all English language learners enrolled in ESL programs are required to make adequate yearly progress in English proficiency. Students enrolled in the secondary ESL program receive instruction in English to ensure English proficiency progress through the language levels: Beginning (B), Intermediate (I), Advanced (A), Transitional (T), and Post-Transitional (P) as described in the following descriptors.

Table 1: Language Level Descriptors

Placement Level (PLVL)	Yearly Advancement Descriptors*
Beginning (B)	The student <ul style="list-style-type: none">• Has little or no background knowledge in English;• Has limited number of words and phrases he/she can understand or use in the listening, speaking, reading and writing of English;• Has little or no English to use in authentic social or academic settings;• Understands very little English in listening, speaking, reading and writing;• Has minimal ability to derive meaning from English text; and• Relies on previous knowledge and picture support to derive understanding of new concepts/content being taught in English.



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Placement Level (PLVL)	Yearly Advancement Descriptors*
Intermediate (I)	<p>The student</p> <ul style="list-style-type: none">• Has a basic sense of the English language structure, including simple language structures and high frequency vocabulary;• Has a growing number of English words, phrases, and sentences that he/she can use in listening, speaking, reading and writing of English;• Is able to read and comprehend simple texts on familiar topics; and• Continues to rely on previous knowledge and picture support to derive understanding of new concepts/content being taught in English.
Advanced (A)	<p>The student</p> <ul style="list-style-type: none">• Is familiar with the structure of the English language;• Can function beyond the level of simple, routinely used English;• Is able to understand and use grade appropriate English with support;• Has a larger number of English words, phrases, and sentences that he/she can use in listening, speaking, reading and writing of English;• Is able to read and comprehend texts on unfamiliar topics; and• Is able to apply abstract and critical thinking skills when reading in English.



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Placement Level (PLVL)	Yearly Advancement Descriptors*
Transitional (T) Post-Transitional (P)	The student <ul style="list-style-type: none">• Has the academic language proficiency that will enable him/her to understand and use grade appropriate English with minimal support;• Responds using a variety of grammatical structures and vocabulary;• Effectively monitors and self-corrects when listening, speaking, reading and writing in English; and• Continues to develop his/her understanding of the English language in listening, speaking, reading and writing.
Monitoring Year One (M1)	The student <ul style="list-style-type: none">• Has been exited and reclassified using criteria established and monitored by the state; and• Is able to actively participate in appropriate grade level activities of listening, speaking, reading and writing in English.
Monitoring Year Two (M2)	The student <ul style="list-style-type: none">• Is in year two of monitoring; and• Is able to actively participate in appropriate grade level activities of listening, speaking, reading and writing in English.



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** Language assessment and progress monitoring are mandatory and will be used routinely to evaluate the language development and progress of individual students for differentiated instruction.*

Proficiency Expectations and Adequate Yearly Progress

Identified English language learners enroll into grade levels with various levels of English language proficiency. Within one academic year, English language learners are expected to advance one year of English language proficiency and demonstrate annual progress and attainment as assessed through the Texas English Language Proficiency Assessment System and measured through Annual Measurable Achievement Objectives.

Identification, Classification, & Placement of English Language Learners

Identification

Each campus has a Language Proficiency Assessment Committee (LPAC) The committee oversees and/or determines matters related to student identification, placement, review, and reclassification. The identification and placement process begins if languages other than English/English are recorded on the Home Language Survey. Based on the information provided, these students must be administered all four parts of the English Woodcock-Muñoz Language Survey (WMLS). All results are referred to the LPAC for LEP/non-LEP identification and appropriate program placement of the student.



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Placement

In addition to WMLS test results, the LPAC reviews a LEP student's academic history, TELPAS, standardized test results, special needs, and previous instructional programs when determining instructional placement. It is the responsibility of the LPAC to properly place LEP students once they have been identified as LEP. Continuing LEP students will enter at the Intermediate, Advanced or Transitional/Post-Transitional level. Continuing LEP students should not be enrolled in ELI.

Parental approval is required for the student's participation in the required ESL classes until the student meets the exit criteria, graduates from high school, or the parent requests a change in program placement. Parents must be notified in writing when students are exited from the program.

If the parent denies permission to enroll the student in the state-required ESL classes as recommended by the LPAC, a conference will be scheduled with the LPAC administrator, the parent, and another member of the LPAC to ensure that the parent understands the purpose and content of the recommended ESL program. If the parent continues to deny permission, the denial must be stated explicitly in writing and the original letter retained in the student's cumulative record. The district or campus must not solicit parent denial or provide a denial form for parent signature.

Review

The LPAC monitors and reviews the academic progress of all students classified as LEP including:

1. Students enrolled in ESL classes.
2. LEP students denied placement in ESL classes by their parents.
3. LEP students eligible for special education services.
4. Exited LEP students (for two academic years).



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Exiting LEP Students

The campus LPAC is responsible for reclassifying all identified limited English proficient students according to state guidelines and district policy. The exiting process occurs in the late spring and early fall of the academic year. When students are exited from the secondary ESL program, they immediately begin coursework in general education classes. To exit from the secondary ESL program, students must meet either of the following two criteria:

Table 2: LEP Exit Criteria

Criteria 1		Criteria 2
The student passes Reading and Writing on English STAAR. (For years when the Writing STAAR is available.)	OR	The student passes Reading on the English STAAR and scores an Advanced High on the Writing portion of the TELPAS. (For years when the Writing STAAR is not given.)
AND The student scores a 4 or above on the English WMLS.		AND The student scores a 4 or above on the English WMLS.



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Curriculum Resources Include:

English dictionaries

English-Spanish dictionaries

Picture Dictionaries

Creative Education Institute (CEI)

Lakeshore Activity Cards

Evan –Moor Education Publishers

Measuring Up to the TEKS (STAAR Edition)

Project Read

Imagine Learning

Longman-Keystone



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Program Documents

The following resource documents provide guidance related to English language learners:

- [2017-2018 List of Approved Tests for the Assessment of English Language Learners](#)
- [2017-2018 English Proficiency Exit Criteria Chart](#) (PDF, 106KB)
- [Framework Manual for the Language Proficiency Assessment Committee \(LPAC\) Process](#) (outside source)
- [Process for Exiting ELLs Receiving Special Education Services from Bilingual/ESL Programs](#) (PDF, 51KB)
- [2017 Required Summer School Program](#)

Program Statutes

The following statutes relate to Bilingual and English as a Second Language Education Programs:

- Texas Education Code ([TEC](#)) [§29.051 -29.064](#) - Bilingual Education and ESL Programs
- Texas Administrative Code, [Chapter 89. Subchapter BB. Commissioner's Rules Concerning State Plan for Educating English Language Learners](#) (PDF, 202 KB)
- [Title III, Part A](#)



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Links

[19 TAC Chapter 74 Curriculum Requirements](#)

[LPAC Framework website](#)

[TAC Chapter 110 ELA TEKS](#)

[TAC Chapter 128 ESL TEKS](#)

[TAC Chapter 89 BB ESL](#)

[TEC Chapter 29 Bilingual ESL](#)

[Texas English Language Learners Portal](#)