

The University of Texas at Tyler
UNIVERSITY ACADEMY™

Bilingual and ESL Program Guide

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Program Model Design

Program Philosophy/Program Design

- UT Tyler University Academy adheres to the rules found in §89.1205. Required Bilingual Education and English as a Second Language Programs.
- Each school district, which has an enrollment of 20 or more Emergent Bilingual students in any language classification in the same grade level district-wide, shall offer a bilingual education program as described in subsection (b) of this section for the Emergent Bilingual students in prekindergarten through the elementary grades who speak that language.
- A district shall provide a bilingual education program in prekindergarten through the elementary grades, as described in §89.1210 of this title (relating to Program Content and Design).
- Districts are authorized to establish a bilingual education program at grade levels in which the bilingual education program is not required under subsection (a) of this section.
- All Emergent Bilingual students for whom a district is not required to offer a bilingual education program shall be provided an English as a second language program as described in subsection of this section, regardless of the students' grade levels and home language, and regardless of the number of such students.
- A district shall provide an English as a second language program by offering an English as a second language program as described in §89.1210 of this title (relating to Program Content and Design).

Program Goals

Policy

Background TEC 29.051 and Ch. 89 require districts to provide a bilingual program for Emergent Bilingual students in elementary grades. Notification of Enrollment in a Bilingual or ESL placement will be sent to parents upon entry into the program. Parents must approve classroom placement for Bilingual and ESL programs by signing the Notification of Enrollment in a Bilingual or ESL Placement.

ESL Program

The UT Tyler University Academy ESL program develops English speakers of other languages into fluent listeners, speakers, readers, and writers of English. Classes are taught in English. Language acquisition is acquired through the use of ESL methodology and sheltered instruction strategies. Elementary grades with languages other than English offer ESL when there are fewer than 20 speakers of the language in the grade level, district-wide. All secondary grades offer ESL to Emergent Bilingual students. English Language Proficiency Standards (ELPS) are integrated into all subjects. Students in the program are provided intensive instruction in second-language acquisition.

Overview of the LPAC Process

The LPAC Framework integrates State and Title III of Public Law 107-110 (Elementary and Secondary Education Act) requirements regarding the identification and placement, parent approval, annual review, and assessment of ELs as they attain language and academic proficiency. To adhere to these requirements, the LPAC Framework delineates the steps that must be followed:

Identification
The LPAC must assess students using instruments approved by TEA whose Home Language Survey (HLS) indicates that the student has a language other than English and who may be determined to have limited English proficiency.

Processing
When a student enrolls in school and indicates a language other than English on the Home Language Survey (HLS), the LPAC's time requirements begin. Within four weeks of enrollment (or 20 school days), the LPAC should review documentation of the student's language proficiency, assessment results and academic status to make placement recommendations.

Placement
The LPAC must discuss all student data and recommend placement in a Bilingual, English as a second language (ESL), or mainstream education program. The LPAC must also recommend instructional methods and interventions and determine the state criterion-referenced assessment options at the appropriate time.

Monitoring
The LPAC must review the progress and performance of Emergent Bilingual students in their intensive language instruction program and recommend interventions. In addition, the committee must review student progress and assessment data, make a recommendation for the exit, and provide follow-up of all students who exited from the BIL/ESL program as they transition into the mainstream program.

LPAC Membership
UT Tyler University Academy will follow the state plan outlined in §89.1220 in the operation of campus Language Proficiency Assessment Committees. The policy and procedures for the committee members' operation, selection, appointment, and training are listed in this document.

Committee Membership
The Bilingual LPAC comprises a campus administrator, a professional Bilingual educator, a professional transitional Bilingual teacher, and a parent of a current Emergent Bilingual student participating in the program who is not otherwise employed by the district.

The ESL LPAC comprises one administrator, one ESL-certified teacher, and a parent of a current EB student participating in the program who is not otherwise employed by the district. All UT Tyler University Academy LPAC members, including parents, shall act for the school district and observe all laws and rules governing the confidentiality of information concerning individual students.

Membership Guidelines
- The trained LPAC parent serves as the representative parent for all EB students. Anyone who is a designated LPAC member at these meetings must be trained to follow the process accordingly.
- Assessment and other information shared and analyzed for all students must be considered concerning each student and his/her family's right to confidentiality. 19 TAC §89.1220
- All required members are given prior notification of the meeting and must be present at all LPAC meetings.

- The LPAC Facilitator leads the meeting and follows the appropriate agenda based on the type of LPAC meeting.
- Members review and discuss all student data and information as directed by the LPAC Facilitator.
- Members make appropriate decisions required for the specific LPAC meeting agenda.
- Meeting documentation is signed by all members; all LPAC forms are secured in SuccessEd and/or the student's LPAC folder.
- Decisions are included in LPAC minutes which are kept with the campus LPAC administrator and within the SuccessEd system.
- All members must be present at all LPAC committee meetings. All LPAC committee members must sign documents for student entry and exit from the program.

Duties & Responsibilities

The Language Proficiency Assessment Committee's (LPAC) responsibilities follow a cycle throughout the year. The responsibilities include identification, assessment and documentation review, placement, instructional methodologies and/or interventions, collaboration, annual review, assessment, and parental notification.

- When a student enrolls in school and indicates a language other than English on the Home Language Survey, the LPAC's time requirements begin.
- Within four weeks of enrollment (or 20 school days), the LPAC should review documentation of the student's language proficiency and academic status, and recommend placement in a Bilingual, English as a second language (ESL), or mainstream education program.
- Parental permission must be acquired.
- The LPAC must also recommend instructional methods and interventions and determine the state criterion-referenced assessment options at the appropriate time.

The LPAC also facilitates the participation of emergent bilingual students in other special programs for which they are eligible, ensures parent notification of student progress and LPAC decisions made on behalf of the child, and continuously monitors assessment results, interventions, and program appropriateness. The LPAC shall:

- Assign a language proficiency level in accordance to §89.1210
- Designate the level of academic achievement of each emergent bilingual student, instructional methodologies and/or interventions
- Determine linguistics accommodations for assessment
- Provide program information and coordination with content teachers
- Facilitate and encourage the participation of emergent bilingual proficient students in other special programs (i.e. GT, AP courses, CTE)
- Secure parental approval and send notifications
- Classify students as non-EB/English proficient in accordance with the criteria described in §89.1225(h) of this title (relating to testing and classification of students), and recommend their exit from the bilingual education or English as a second language program

UT Tyler's LPAC facilitator will provide an annual LPAC training review to campus membership at the beginning of the school year and midyear (for assessment) for returning LPAC members.

Beginning of the Year LPAC (BOY)
Upon initial enrollment- within the student's first four weeks (20 school days), the LPAC shall give written notice to the student's parent advising that the student has been classified as emergent bilingual/limited English proficient and request 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 bilingual education or English as a second language program for which the student has been recommended and that it is an integral part of the school program. The individuals represent the required membership of the LPAC.

Mid-Year LPAC (MOY)
The Mid-Year LPAC meeting is in early spring, usually in February or early March. All EB students are discussed individually during this meeting, including those in a program and those who have denied services, as applicable. Decisions for testing purposes are made during this time regarding state assessments and applicable or eligible linguistic accommodations implemented in the classroom throughout the year. The individuals represent the required membership of the LPAC.

Assessment Guidelines
LPAC responsibilities relating to assessment include but are not limited to: determining appropriate local and state assessments and maintaining proper documentation before the administration of the state criterion-referenced test each year, and determining the appropriate assessment option for each emergent/bilingual/limited English proficient student as outlined in Chapter 101, Subchapter AA, of this title (relating to Commissioner's Rules Concerning the Participation of Limited English Proficient Students in State Assessments).
The assessment options shall be:

- The administration of the English version of criterion-referenced test;
- The administration of the Spanish version of criterion-referenced test; or
- For certain identified asylee/or refugee students, exemption from the criterion-referenced test; and
- State Assessment Accommodations

In determining the appropriate assessment options and linguistic accommodations, the LPAC shall consider the following criteria for each student:

- Academic program participation (bilingual education or English as a second language) and primary language of instruction;
- Language proficiency, including literacy, in English and/or Spanish;
- Linguistic accommodations used regularly and effectively in content classes;
- Number of years enrolled in U.S. schools;
- Previous testing history (STAAR, TELPAS, EOCs, etc.)
- Level achieved on the state English language proficiency assessment in reading;
- Consecutive years of residence and schooling outside of the 50 U.S. states; Documentation of significant interruption to formal education (SIFE).
- Refugee/asylee status

End of the Year LPAC (EOY)
During this end-of-year (EOY) meeting, all EB students are discussed individually, including those in a program, those who have denied services, and those who are being monitored in year one and year two (M1 and

M2) as they transition to an all-English academic setting, as applicable. Decisions are made during this time regarding placement decisions for the following year. The individuals represent the required membership of the LPAC.

BIL/ESL Exit Criteria

At the end of the school year, a district may transfer (exit, reclassify, transition) an emergent bilingual (EB) student out of a bilingual or ESL program for the first time or a subsequent time if the student can participate equally in a regular all-English instructional program as determined by satisfactory performance in all three assessment areas below and the results of a subjective teacher evaluation. If the LPAC determines that a student meets the criteria to exit from the BIL/ESL program and enter the first year of monitoring (M1) during the transition to an all-English placement, the committee must ensure the following criteria are considered and met: satisfactory performance in all three assessment areas below and the results of a subjective teacher evaluation. [19TAC§89.1225(h)] The chart below illustrates the assessment criteria at UT Tyler University Academy:

<table>
<tr><th></th><th>1st/2nd</th><th>3rd - 8th</th><th>9th</th><th>10th</th><th>11th/12th</th></tr>
<tr><td>English Language Proficiency Assessment</td><td colspan="5">TELPAS Composite Score of Advanced High for Listening, Speaking, Reading and Writing Domains</td></tr>
<tr><td>State Standardized Reading Assessment</td><td>State Standardized Reading Assessment from Approved State List</td><td>STAAR Reading (English)*</td><td>STAAR English I EOC*</td><td>STAAR English II EOC*</td><td>State Standardized Reading Assessment from Approved State List</td></tr>
<tr><td>Subjective Teacher Evaluation</td><td colspan="5">Form: English Learner Reclassification Rubric</td></tr>
<tr><td colspan="6">*Satisfactory performance on STAAR Reading/English EOC includes Approaches, Meets, and Masters Grade Level performance levels. Notes:
Students for whom the LPAC recommends using Oral Administration, Content and Language Supports, or Extra Time as designated supports for English reading or EOC assessments may not be considered for reclassification at the end of the school year.
English learners with significant cognitive disabilities receiving special education services may qualify to be reclassified using the following: Individualized Reclassification Process for a Student with a Significant Cognitive Disability.
For an EB who is deaf/hard of hearing (DHH) and exempt from participating in the listening and/or speaking domains of TELPAS due to the inability to perform these components of the exam, the decision to reclassify as English proficient should be based on the information from the remaining components of the state criteria for reclassification.
For an EB who is blind/visually impaired (VI) and exempt from participating in the reading domain of TELPAS due to the inability of the EL to perform this component of the exam based on the EB's disability, the decision to reclassify as English proficient should be based on the information from the remaining components of the state criteria for reclassification.</td></tr>
</table>

- The LPAC shall monitor each student's academic progress who has met reclassification criteria during the first two years after reclassification.

When it has been determined that a student meets exit criteria and the LPAC determines that the student will be able to participate equally in a regular all-English instructional program, the LPAC Facilitator must do the following:

- Notify parents of EXIT and obtain parent acknowledgment (signed and dated);
- Work with counselors to provide all-English instruction for the following school year;
- Monitor progress for two years (M1 & M2). Data is received from classroom teachers;
- Document changes in SuccessEd;
- Print copy of LPAC Minutes Summary to include in LPAC folder and submit an electronic copy to the PEIMS Coordinator.

BIL/ESL Program Services Continuation

When it has been determined that a student does not meet exit criteria and the LPAC determines that the student needs to continue participation in a bilingual or ESL program, the LPAC Facilitator must do the following:

- Notify parents of program continuation
- Determine bilingual or ESL services for the next year
- Determine ESL level for next year; work with counselors to provide proper course scheduling
- Document changes in SuccessEd
- Print copy of LPAC Minutes Summary to include in LPAC folder.

Special or as-needed LPAC (AYL)

The need for an LPAC meeting can happen anytime throughout the year when a new student enrolls to the campus who meets the criteria for possible identification (see Identification of EB Students). It may also be necessary to hold an LPAC outside of the standard meeting windows if a parent needs program placement changes or denies services previously received. Like with any LPAC meeting, the committee will discuss the student's academic, social or linguistic progress and the nature of the called LPAC, it will make recommendations regarding placement or change of placement and will seek parent permission as required. When special meetings are conducted, it is also necessary to print a copy of LPAC Minutes Summary to include in the LPAC folder.

Parent Permission/Denial

Pending parent approval of an emergent bilingual/limited English proficient student's entry into the bilingual education or English as a second language program recommended by the language proficiency assessment committee, the district shall place the student in the recommended program but may count only limited English proficient students with parental approval for bilingual education allotment.

Identification of Emergent Bilingual Students

UT Tyler University Academy identifies Emergent Bilingual students who are limited English speakers in accordance with the state requirements. The process for identification begins with a Home Language Survey (HLS). In order to assure that all students that are Emergent Bilingual (EB) are equitably and appropriately identified, all campus enrollment forms must include a complete HLS for students new to the district. If the

completed survey indicates a language other than English may be spoken, specific testing and evaluations will follow.

New UT Tyler University Academy Students Not Previously Identified BIL/ESL

1. Campus personnel will administer an initial screening using the preLAS for prekindergarten and kindergarten, and students in grades one through 12 will be screened using the LAS Links assessment to determine the student's English language proficiency level. To qualify for BIL/ESL services, students must meet the following criteria:

Assessment	Identification Criteria for Entrance	Grade Level(s)
preLAS	Student receives an Oral score of 1, 2 or 3, they are to be considered an English learner	pK-K
LAS Links	A student receives a proficiency level of 1, 2 or 3 in any of the four domains (Speaking, Listening, Reading and/or Writing) they are to be considered an English learner. Grade 1 is only Speaking and Listening.	1-12
LAS Links Espanol	For those campuses that offer a bilingual program	1-6

- Based on the results of the screening assessments, the LPAC committee will determine if a student is:
    a. Fully proficient in English (level 4 or 5); or
    b. Limited English Proficient (below level 4)
- Students identified as emergent bilingual/Limited English Proficient are eligible for Bilingual or ESL services. The LPAC identifies and places students within the first four weeks of enrollment. Necessary signed documents must be placed in the student's EB folder and scanned into SuccessEd.
- The LPAC Facilitator must send parents a formal Notification of Placement (form in SuccessEd). Parental consent is not required to begin the provision of ESL or Bilingual services. Every effort must be made to secure parental permission to participate in the BIL/ESL program recommendations.
    - Parents may also refuse Bilingual or ESL services. Students are removed from placement and reassigned to an appropriate regular academic environment if this occurs.
    - If a student is tested and does not qualify for bilingual or ESL services, keep all testing documentation in the student's permanent records as documentation that the HLS was followed up with testing the student's language.

Current UT Tyler University Academy BIL/ESL Students (Intra-District Transfers)

Students already enrolled in a UT Tyler University Academy BIL/ESL program and transferring to a new UT Tyler University Academy campus will not need initial testing. The current testing and placement information should be found within the student's EB folder and the student's database in SuccessEd. Campus personnel should use the information found in Skyward until proper file documentation is sent from the previous campus. If files or documentation are not received within five days, receiving campus personnel is responsible for making arrangements to collect documentation and files.

New UT Tyler University Academy Students (Previously Identified BIL/ESL)
All documentation regarding prior BIL/ESL program participation brought with the parent at the time of registration should be reviewed and considered for appropriate initial student placement until the Beginning of the Year (BOY) LPAC determination. It is the responsibility of the receiving campus to request all EB records from the prior campus. Once received, campus personnel are to secure, maintain and/or create necessary file documentation and records, and to scan necessary documentation into the student's database in SuccessEd. Within 20 days of the student's enrollment, the LPAC Facilitator will notify the parent in writing of the student's eligibility to receive ESL services.

Home Language Survey
UT Tyler University Academy requires that the Home Language Survey (HLS) be administered to each student new to the district. The student's original HLS shall be kept in each student's EB folder inside the permanent record folder. The original HLS must also be scanned into the student's SuccessEd database. If the response on the HLS indicates that a language other than English is used, then the student shall be tested in accordance with §89.1225 of this title (relating to Testing and Classification of Students).

Monitoring EB Students after Exit
The LPAC committee is also responsible for monitoring exited or reclassified non-EB students for the two years following the year they exit the Bilingual or ESL program. TEC §29.0561 Monitoring shall consist of a review of grades, academic progress, benchmark scores, state assessment scores, and pertinent records.

Monitoring Transition (M1 – M2)
The campus LPAC must monitor and regularly assess the progress of all EBs, including those who have opted out of Bilingual/ESL programs, in both English language proficiency and content knowledge. For students who have exited the Bilingual/ESL program, monitoring occurs for two full years after exit (M1 - M2). Monitoring includes reviewing the performance and progress of students every nine weeks in grade-level core content areas and could also include periodic benchmarks to monitor EB student progress over time. If students are not progressing, teachers must provide additional support for EBs to reach English proficiency and gain grade-level content knowledge. At the secondary level, LPACs must monitor to ensure that the campus is providing EBs meaningful access to grade-level core content instruction and remedying any academic deficits promptly.

Campus LPACs, LPAC Facilitators, and BIL/ESL teachers must use a multi-tiered system of support to ensure EB students in M1 – M2 are provided adequate intervention if progress is not being met at any given checkpoint. The LPAC must make recommendations for interventions that will provide the best support for struggling EBs in an all-English setting. The use of RtI as a multi-tiered support is also recommended.

Coordination with Other Programs

The language proficiency assessment committee (LPAC) process does not work in isolation. The continuous focus on the student often necessitates coordination and collaboration between and among other programs that also work with the emergent bilingual (EB) student. The decisions of the LPAC will impact the overall instructional program for the individual EB.

The LPAC must receive all of the necessary information relating to the student's needs, performance, language, and cultural background, and participation in special programs. Collaboration among instructional personnel

who have been trained to identify the needs of EBs and who must implement timely interventions is essential in maintaining a coherent instructional program that will improve student performance.

Some of the programs that are available to the EB may include:

- Summer School
- Special Education
- Gifted and Talented
- Dyslexia
- Section 504
- Before and After School Tutorials
- At-Risk Programs
- Extended School Year
- Extra-Curricular (clubs, UIL, etc)
- Community-Based Programs
- Career & Technical Education (CTE)

Written documentation becomes invaluable for collaborating and coordinating programs for the EB. Information provided to PEIMS must be correct and timely. Parent input and notification are necessary at every phase of the LPAC process. The Title III program requires that parents become critical partners in the placement and monitoring of the student's instructional program. The LPAC is not a referring agent, but it can serve to identify available programs for the student as it deliberates throughout the year.

Staffing and Professional Development

Executive Director of Curriculum:	Jaclyn Pedersen
District Testing and Academic Coordinator:	Nikki Hart
EB Coordinator/LPAC Facilitator:	Nikki Hart

All Emergent Bilingual (EB) students are placed in ESL-certified English language arts classrooms. If the English language arts teacher is not ESL certified, they will be served through the Alternative Language Program, which will include sheltered instruction observation protocol (SIOP) strategies to meet the students' affective, linguistic, and cognitive needs.

Instructional Design: Lesson Planning and Curriculum

Instruction for the English Language Learner

Second language acquisition instruction for emergent bilingual learners must be focused, targeted, and systematic for students to be successful. In Texas, the Texas Essential Knowledge and Skills (TEKS) are the set of standards for all grade levels and courses. These standards are published in the Texas Administrative Code (TAC), Title 19, Part II, Chapters 110- 188, 126-128, and 130. In addition, specific standards and guidelines for students are set in the English Language Proficiency Standards (ELPS), College and Career Readiness Standards (CCRS), and Pre-kindergarten Guidelines.

EBs are required to demonstrate mastery of the TEKS annually, just as their native English Speaking peers do. Teachers must provide linguistically accommodated instruction to EBs using sheltered instruction practices to ensure mastery of the grade level or course TEKS. If an EB has a gap in prior schooling or lacks background knowledge for the TEKS, supplemental content instruction or accelerated English language instruction is provided.

English Language Proficiency Standards (ELPS)

The English Language Proficiency Standards (ELPS) are cross-curricular student expectations for English language development. To ensure EBs are successful at understanding content, teachers need to have clear objectives aligned with the TEKS. These objectives are referred to in sheltered classes as content objectives. To ensure that EBs advance in language proficiency, specific language goals are also set by the teacher in every lesson. These language goals align with the ELPS and are called language objectives. At UT Tyler University Academy, the expectation is that language objective are used to integrate the ELPS and ensure that sheltered instruction teachers focus on developing language within the context of math, science, social studies, and English language arts classes. The ELPS are divided into the following four subsections:

- **Introduction** - This subsection indicates that the ELPS are part of the required curriculum and that EBs must read, write, listen, and speak with increased complexity with both social and academic language proficiency.
- **District Responsibilities** - This subsection indicates that districts must identify a student's proficiency levels and provide linguistically accommodated content instruction and content-based language instruction that is focused, targeted and systematic for beginning and intermediate EBs (grade 3 or higher).
- **Cross-Curricular Student Expectations** - This subsection of the ELPS outlines the expectations for student performance in learning strategies, listening, speaking, reading, and writing.
- **Proficiency Level Descriptors (PLDs)** - This section contains the level of proficiency and their descriptors by language domain aligned to the Texas English Language Proficiency Assessment System (TELPAS) as Beginning, Intermediate, Advanced, or Advanced High. Understanding a student's PLD in each of the four domains is central to the implementation of effective linguistic accommodations in the classroom.

TELPAS/ELPS Connection

The Texas English Language Proficiency Assessment System (TELPAS) was created to meet the federal requirement that all states develop an annual measure of English language proficiency tied to a set of state-adopted standards. TELPAS assesses the progress EBs make in acquiring social and academic English language proficiency (ELPS) across four domains: listening, speaking, reading and writing. The levels of proficiency are identified as beginning, intermediate, advanced and advanced high. In essence, TELPAS assesses the ELPS in the same way that STAAR assesses the TEKS.

Teacher Responsibilities with TELPAS

A teacher of BIL/ESL students will often serve as a TELPAS rater for the campus for students in kindergarten, first grade, or those with a special TELPAS paper administration. As a rater, teachers will assign students a holistic English language proficiency rating in each domain assessed for students in kindergarten and first grade. Ratings will be based on student work and teacher observations of the students during a variety of academic tasks and interactions. In grades 2–12, all ratings will be based on an online TELPAS Assessment, unless the student has been approved for a special TELPAS paper administration. Teachers of BIL/EB students will often collaborate with other teachers in determining students' ratings of either beginning, intermediate, advanced, or advanced high proficiency.

The TELPAS Proficiency Level Descriptors (PLDs) outline the major attributes of each language proficiency level. The PLDs form the rubrics that teachers will use to holistically rate each student's English language

development in the rated domains. The TELPAS holistic rating process calls for teachers to consider both the social and academic language proficiency of students. Second language learners who can engage in routine, casual interactions have not necessarily developed the command of English needed for the ongoing learning of new and often complex academic concepts. The TELPAS English language proficiency continuum will focus attention on both a student's ability to use English to interact with others and to use English as a medium for learning.

It is critical for teachers of BIL/EB students to observe them over time during formal and informal academic tasks and interactions, and to strategically evaluate their command of the English language and the types of linguistic accommodations and adaptations they need to understand and use English in class and learn the Texas Essential Knowledge and Skills (TEKS). The focus should be on a student's ability to use English to participate in grade-level learning.

Reading (K–1 Only)
The reading rating in grades K-1 only will be based on observations of the student's reading during language and literacy instruction and in other academic settings. The rater should also consider informal and spontaneous reading that occurs naturally, such as when a student reads bulletin boards, labels, and other environmental print around the classroom and school.

Writing (K–1)
The writing rating in grades K-1 only will be based on observations of the student's writing during language and literacy instruction and in other academic settings. The rater should reflect on how well each student writes in English during activities such as:

- Journal writing for personal reflections
- Language experience dictation
- Publishing and presenting
- Cooperative group work
- Revising and editing skill application
- Shared writing for literacy and content-area development
- Organization of thoughts & ideas through prewriting strategies
- Making lists for specific purposes
- First drafts
- Labeling pictures, objects, and items from projects

Instructional Design: Methods & Resources

Sheltered Instruction
Sheltered instruction is a way to use second language acquisition strategies while teaching in the content area. It is a means for making grade-level academic content (reading, math, science, and social studies) more accessible for English learners while at the same time building their English language development. Navigating the ELPS, Seven Steps to a Language-Rich Interactive Classroom, and Sheltered Instruction Plus are tools for measuring the quality of academic instruction and a way of providing academic subject matter assistance.

The eight components of Sheltered Instruction Plus provide the blueprint for effective lessons for classrooms serving EB students. In addition, Sheltered Instruction Plus is a scientifically validated approach to teaching English Language Learners, and is effective with ALL students and not just with those acquiring English. The eight components of Sheltered Instruction Plus are used consistently each day and are as follows:

- Standards
- District Initiatives (Building Academic Vocabulary)

• Differentiated Instruction • Cooperative Learning
• Reading Strategies • Writers Workshop
• Technology

Teachers in UT Tyler University Academy will be knowledgeable of the Performance Level Descriptors for all EB students and prepare lessons that include content and language objectives aligned to student needs. In addition, teachers will prepare lessons that target academic language and concept development.

Required Summer School
TEC 29.060/Chapter 89, Sub Chapter BB: 89.1250

The TEC 29.060 requires summer school programs for EB students who will be eligible for admission to kindergarten or first grade at the beginning of the next school year. This rule applies to EB students currently enrolled and receiving EB services in PK and K as well as students identified as EB who are not currently enrolled but will be entering K or 1st grade in the fall. Enrollment of eligible new students shall be based on budget availability, with priority services provided to currently eligible enrolled students. Commissioner's Rules, Chapter 89.1250, stipulate criteria for monitoring and evaluating implementation compliance. Commissioner's Rule stipulates the following:

Purpose
- The purpose of the summer program shall be to provide special instruction for EB students to prepare them to be successful in Kindergarten and 1st grade.
- Instruction shall focus on language development and grade-appropriate TEKS.
- The program shall address the affective, linguistic, and cognitive needs of the EB student in accordance with Chapter 89.1210.

Establishment
- The program must be offered.
- The program shall be a bilingual program for Spanish-speaking students identified as EB and an ESL program for speakers of other languages, as per TEC 29.053.
- To be eligible for enrollment, a student must be eligible for admission to K to 1st grade at the beginning of the next school year and must be identified as EB.

Currently, the district does not have 10 emergent bilingual students district-wide that are eligible to participate; therefore, the summer school program is not available.

Evaluation

An annual evaluation of bilingual education or English as a second language (ESL) will be conducted in accordance with Texas Education Code (TEC), §29.053 to determine program effectiveness to ensure student academic success. The annual evaluation report shall be presented to the board of trustees before November 1 of each year and the report shall be retained at the school district level in accordance with TEC (TEC), §29.062.