

## Instructional Model for Elementary ESL

### Beginning

### Intermediate

### Advanced & Advanced High

	ESL students must receive a minimum of 45 minutes of daily ESL instruction within English Language Arts provided by an ESL certified teacher.		
<b>K ESL Model</b>	<b>Push-In</b> (ESL In-Class Support)	<b>Content-Based ESL</b> Provided daily by grade-level ESL-certified ELA teacher	
<b>1<sup>st</sup> – 5<sup>th</sup> ESL Model</b>	<b>Pull-Out</b> Provided by the ESL Instructional Support Specialty Teacher (ESL ISST)	<b>Push-In</b> (ESL In-Class Support) and/or grade-level ESL-certified ELA teacher	<b>Content-Based ESL</b> Provided daily by grade-level ESL-certified ELA teacher and/or ESL In-Class Support

**ESL Accommodations** A Katy ISD Linguistic Accommodations & Assessment Plan (LAAP)-Elementary should be sent home with the 1<sup>st</sup> Grading Period, 2<sup>nd</sup> Grading Period, and 3<sup>rd</sup> Grading Period report cards. The accommodations should be reflective of accommodations routinely utilized in each content area. The accommodations utilized in the classroom should represent accommodations that will be considered/recommended by LPAC for English Language Learners on assessments.

<b>Daily Time Allotment</b>	<b>BEGINNING PROFICIENCY LEVEL ESL STUDENTS</b>	<b>INTERMEDIATE PROFICIENCY LEVEL ESL STUDENTS</b>	<b>ADVANCED &amp; ADVANCED HIGH PROFICIENCY LEVEL ESL STUDENTS</b>
	<ul style="list-style-type: none"> <li>• All <b>Beginning</b> proficiency level students should receive up to 90 minutes of ESL targeted instruction.</li> <li>• <b>K ESL Beginning Students:</b> the 90 minutes of ESL instruction should be delivered within the classroom as many of the K curriculum skills target language acquisition.</li> <li>• <b>1<sup>st</sup>-5<sup>th</sup> grade ESL Beginning students:</b> the 90 minutes of ESL instruction may be delivered through a combination of <b>Content- Based ESL</b> instruction provided through ESL In-Class support (45 minutes) and <b>Pull-Out</b> (45 minutes).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>K Intermediate Students:</b> the 45 minutes of ESL instruction should be delivered within the classroom as many of the K curriculum skills target language acquisition.</li> <li>• <b>1<sup>st</sup>-2<sup>nd</sup> Intermediate Students:</b> must receive 45 minutes of ESL instruction by an ESL ISST through In-Class support and/or grade-level ESL-certified ELA teacher.</li> <li>• <b>3<sup>rd</sup>-5<sup>th</sup> Intermediate Students:</b> must receive 45 minutes of ESL instruction by an ESL ISST through In-Class support and/or limited Pull-Out when needed.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>K-5<sup>th</sup> Advanced and Advanced High Students:</b> daily ESL instruction is delivered as an integral part of first-teach instruction and is targeted across all content areas.</li> <li>• Communication between the ESL ISST and the grade level teacher is required to ensure the continued development of the academic language for Advanced and Advanced High proficiency level students. ESL ISSTs should serve as a resource to the grade level teacher.</li> </ul>

<b>Chapter 74.4</b>	<p><b>Note:</b> 3<sup>rd</sup>-5<sup>th</sup> ELLs who are at the <b>Beginning</b> or <b>Intermediate</b> level of English language proficiency in listening, speaking, reading and/or writing as determined by the ELPS-TELPAS Proficiency Level Descriptors, require intensive and ongoing second language acquisition instruction. These ELLs require focused, targeted, and systematic second language acquisition instruction to provide them with the foundation of English language vocabulary, grammar, syntax, and English mechanics necessary to support content-based instruction and accelerated learning of English (Chapter 74.4). This “intensive” support is provided through pull-out and/or ESL ISST in-class support.</p>	<p>Advanced ELLs have the ability to understand and speak, with second language acquisition support, grade-appropriate English. K-1 Advanced ELLs have the ability to use the English language, with second language acquisition support, to build foundational reading and writing skills. 2<sup>nd</sup> – 5<sup>th</sup> Advanced ELLs have the ability to read (with understanding) and write (with meaning) grade appropriate English, with second language acquisition support.</p>
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The ESL ISST (Instructional Support Specialty Teacher) shall communicate to each student’s content area teacher(s) the proficiency level for each TELPAS (Texas English Language Proficiency Assessment System) domain: Listening, Speaking, Reading and Writing. The ratings and a copy of the Proficiency Level Descriptors should be provided to the teacher during the first grading period of enrollment into Katy ISD. For students who do not have a prior TELPAS Confidential Student Report, ESL ISSTs and classroom teachers should informally assess the student using the ELPS-TELPAS Proficiency Level Descriptors to determine the proficiency levels across the domains of Listening, Speaking, Reading and Writing. This information will be used to determine the instructional model, daily time allotment, and accommodations needed. The ELPS-TELPAS PLDs should be used periodically throughout the year with all ESL students to make necessary adjustments to the daily ESL services provided. As students gain English proficiency and move toward the Advanced/Advanced High levels, less support will be provided by the ESL ISST(s) and accommodations will be fewer. In addition, ESL ISSTs will collaborate with grade level classroom teachers to discuss any student who did not make TELPAS progress, Texas ELL Progress and/or STAAR Progress Measure. Discussions should include an appropriate plan to accelerate the student’s English language proficiency as documented on the Linguistic Accommodation & Assessment Plan (LAAP).

<b>K-5 ESL Grade on the Report Card</b>	ESL instruction is an integral part of content instruction, and not taught in isolation. Grades received are inclusive of the accommodations received*.
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- \* The use of EX (Exempt) may be used a maximum of 2 grading periods in any content area. EX may only be used for first year recent immigrants. Students exhibiting measurable progress prior to the end of their 2<sup>nd</sup> grading period should receive numeric grades. It is possible to have EX in one content area and a numeric grade in another content area.
- Texas Education Agency (TEA) guidelines state that all levels of ESL students are entitled to format accommodations by the content area teachers on all assignments and tests. (EXHIBIT 15)
  - The best resource for format accommodations is the home campus ESL Instructional Support Specialty Teacher. The ESL ISST will collaborate with the content area teacher to discuss upcoming content area vocabulary, general concepts to be emphasized and grading procedures for English language learners (ELLs).
  - On many campuses, paraprofessionals are available who speak a variety of languages. A paraprofessional may provide assistance to ELL students when needed.