

### Elementary Instructional Model for ESL

The Katy ISD Elementary ESL content-based program model is an English acquisition program that serves 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 the elementary ESL content-based program is for ELs 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. Utilize the **Katy ISD Elementary Class Grouping Process for Content-Based ESL** to ensure all students identified as English learners (ELs) receive instruction commensurate to their English proficiency. In the event that not all content teachers are ESL certified, the campus shall minimally ensure that appropriately certified ESL teachers provide the English Language Arts/Reading (ELAR) instruction.

Language Proficiency	Beginning & Intermediate	Advanced & Advanced High
K ESL Model	<b>Content-Based ESL</b> Provided daily as an integral part of first-teach by an ESL certified teacher	
1 <sup>st</sup> – 5 <sup>th</sup> ESL Model	<b>Collaborative Teaching</b> In-class support provided by the ESL ISST <b>Pull-Out/Small Group</b> Provided by the ESL ISST as needed	<b>Content-Based ESL</b> Provided daily as an integral part of first-teach by an ESL certified teacher
Program Guidance	<ul style="list-style-type: none"> <li>• ESL students at the <b>Beginning and Intermediate</b> level of English proficiency must receive ELAR instruction from ESL certified teacher(s).</li> <li>• <b>Kindergarten ESL students</b> at the <b>Beginning and Intermediate</b> level of English proficiency should receive ESL instruction within the classroom as Kindergarten curriculum skills target language acquisition.</li> <li>• <b>1<sup>st</sup>-5<sup>th</sup> grade ESL students</b> at the <b>Beginning and Intermediate</b> level of English proficiency should receive ELAR instruction delivered through a combination of Content- Based ESL and Collaborative Teaching.</li> <li>• <b>Pull-Out/small group</b> support is provided, as needed, for focused, targeted and systematic language acquisition instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• ESL students at the <b>Advanced and Advanced High</b> level of English proficiency must receive ELAR instruction from ESL certified teacher(s).</li> <li>• ESL Instruction is targeted across all content areas.</li> <li>• Communication between the ESL ISST and the grade level teacher(s) is required to ensure the continued development of academic language for English learners.</li> <li>• ESL ISSTs should serve as a resource to grade level teachers.</li> </ul>
Chapter 74.4	English learners in grades 3 - 5 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 foundational second language acquisition instruction. These English learners require focused, targeted,	English learners in grades K-5 who are at the <b>Advanced</b> or <b>Advanced High</b> level of English language proficiency in listening, speaking, reading and/or writing as determined by the ELPS-TELPAS Proficiency Level Descriptors have the ability to understand and speak, with second language acquisition support, grade-appropriate English. English learners in grades K-1 at the Advanced/Advanced High proficiency levels have

<p><b>Chapter 74.4 continued</b></p>	<p>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 in-class support.</p>	<p>the ability to use the English language, with second language acquisition support, to build foundational reading and writing skills. English learners in grades 2-5 at the Advanced/Advanced High proficiency levels have the ability to read (with understanding) and write (with meaning) grade appropriate English, with second language acquisition support.</p>
<p><b>English Learner Instructional Accommodations</b></p>	<p>The content area teachers, in collaboration with ESL ISSTs, document English learner instructional accommodations in eSTAR. The <i>LPAC: EL Instructional Accommodations</i> document shall be sent home with each grading period report card. The accommodations identified should be reflective of accommodations routinely utilized in each content area. The accommodations in the classroom should represent accommodations considered and/or recommended by the LPAC for English learners on state assessments. While some instructional accommodations may be appropriate for classroom use, they may not be appropriate or allowable on state assessments. A paraprofessional may provide primary language support, as needed, to ELs as part of the instructional accommodations that support making content comprehensible.</p>	
<p><b>ELPS –TELPAS Connection</b></p>	<p>The ESL ISST shall communicate the proficiency level for each TELPAS (Texas English Language Proficiency Assessment System) domain: Listening, Speaking, Reading, and Writing to content area teacher(s) of English learners. A copy of the ELPS-TELPAS Proficiency Level Descriptors (PLDs) should be provided to each content teacher during the first three weeks of the enrollment of an English learner. For students who do not have prior TELPAS ratings, ESL ISSTs will collaborate with classroom teachers to informally assess the students using the PLDs to determine the proficiency levels across the domains of Listening, Speaking, Reading, and Writing. This information will be used to determine the instructional supports needed. The PLDs should be used throughout the year with all English learners to make necessary adjustments to the instructional supports provided. As students gain English proficiency and move toward the Advanced/Advanced High proficiency levels, less support will be needed and accommodations will be fewer. In addition, ESL ISSTs will collaborate with grade-level classroom teachers to discuss any English learner who did not make TELPAS progress or achieve academic growth and/or success. Discussions should include an appropriate plan to accelerate the student’s English language proficiency and meet the student’s academic needs.</p>	
<p><b>Grading and Reporting Progress</b></p>	<p>ESL instruction is an integral part of content instruction and not taught in isolation. Grades received are inclusive of the accommodations received.</p> <ul style="list-style-type: none"> <li>• Texas Education Agency (TEA) guidelines state that instruction, pacing and materials shall be accommodated to ensure that English learners have a full opportunity to master the required curriculum (89.1210).</li> <li>• ESL ISST(s) will collaborate with the content area teacher(s) to discuss upcoming content area vocabulary, general concepts to be emphasized, sheltered instruction strategies and instructional accommodations.</li> <li>• Grading exemptions for newcomer English learners are not appropriate. The focus should be on instructional and classroom assessment practices for newcomer ELs that facilitate access to the curriculum and provide opportunities for varied methods of demonstrating content knowledge for grading purposes. Limited language proficiency in English should not be a basis for failure or retention.</li> </ul>	