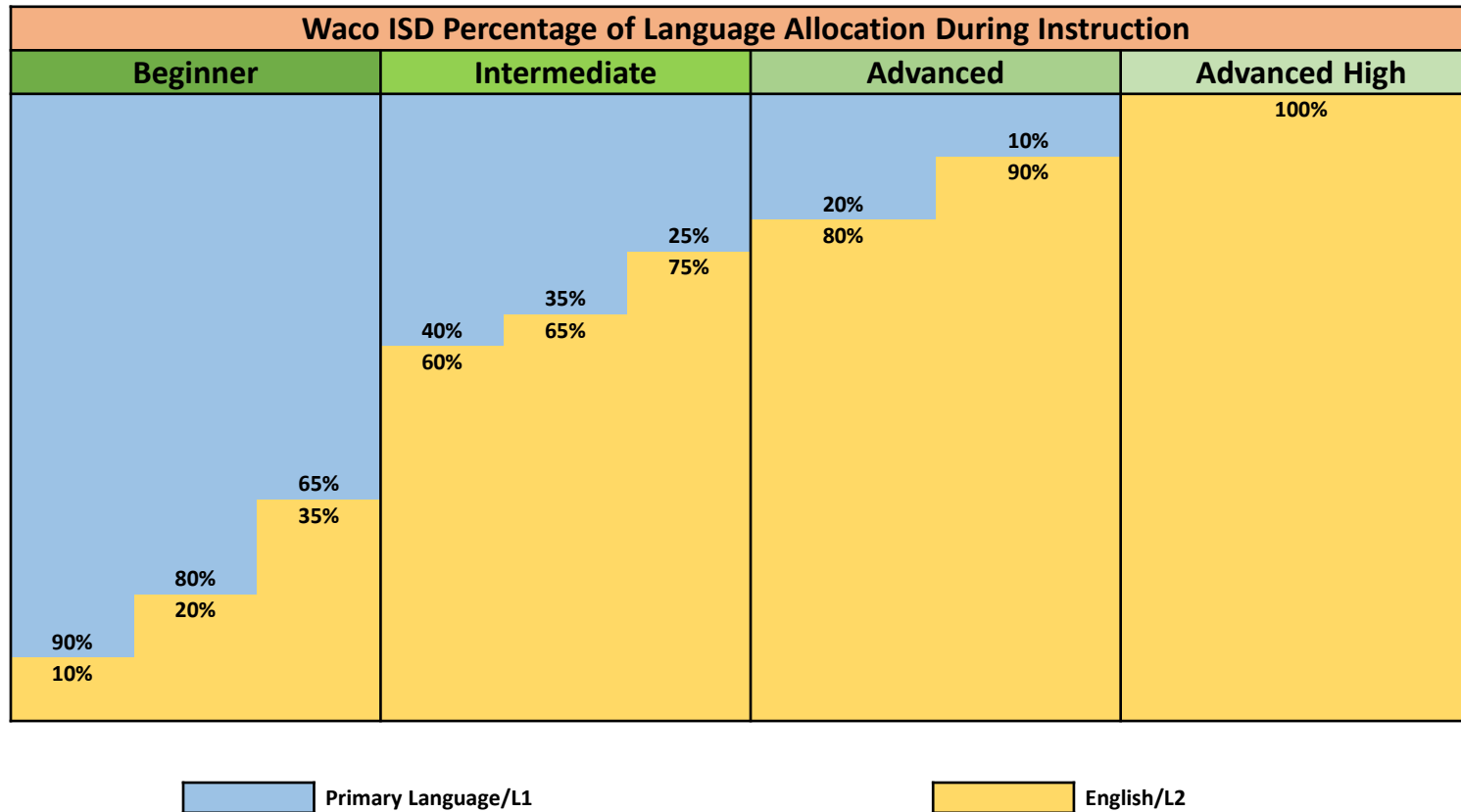


WACO ISD BILINGUAL PROGRAM

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**Waco Independent School District
Elementary Transitional Early Exit Model Time Allocations for L1 and L2**



“The amount of instruction in each language within the bilingual education program shall be commensurate with the students' level of proficiency in each language and their level of academic achievement. The students' level of language proficiency and academic achievement shall be designated by the language proficiency assessment committee” (19 TAC Chapter 89, Subchapter 89.1210 (b)). Note: The teacher must differentiate and adjust instruction as students’ language proficiency in the L2 progresses.



Acquisition of the English Language Framework



English Language Acquisition Framework		Language Arts <i>*(Simultaneous + LOD)</i>		Social Studies <i>*LOD</i>		Math		Science	
PK	Daily	English	Spanish	English	Spanish	English	Spanish	English	Spanish
		50%	50%	50%	50%	100%	0%	100%	0%
<p>*50:50 Simultaneous Reading instruction in L1 and L2: Students begin reading in both languages simultaneously (<i>Effective Reading Programs for English Language Learners: A Best Evidence Synthesis; Slavin and Cheung, 2003</i>).</p> <p>*LOD: Language of the Day will be used for Language Arts and Social Studies instruction to ensure for separation of languages and promote L2 acquisition. Science and Math will be taught in English daily. Many years of research have concluded that separation of the two languages L1 and L2, during literacy instruction helps promote “long-term” academic achievement for ELLs (Crawford, Ovando, Combs, Collier, 2006).</p>									
<p>*Student Transition of Language (Critical Transition Period)</p> <p>The purpose of this model is Early English Language Proficiency as Waco ISD’s Bilingual students attend a Transitional (Early-Exit) Bilingual Program</p>									
*K-1	Daily	50%	50%	50%	50%	100%	0%	100%	0%
2	Daily	75-100%	0-25%	80%	20%	100%	0%	100%	0%
3-5	Daily	90-100%	0-10%	100%	0%	100%	0%	100%	0%

Note: These are recommendations and the LPAC Committee will determine the student’s language plan using guidance from 19 TAC Chapter 89, Subchapter 89.1210 (b) and the Waco ISD Elementary Transitional Early Exit Model Time Allocations for L1 and L2 Document. Newcomers will receive additional academic and language support via Waco ISD’s Newcomer Program.

CHAPTER 89 COMMISSIONER'S RULES CONCERNING STATE PLAN FOR EDUCATING ENGLISH LANGUAGE LEARNERS

“The goal of bilingual education programs shall be to enable English language learners to become competent in listening, speaking, reading, and writing in the English language through the development of literacy and academic skills in the primary language and English. **Such 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 English language learners to participate equitably in school**” (§89.1201 (b)).