



2023-2024 Godley ISD Emergent Bilingual Program Evaluation Report

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TAC §89.1265

- (a) All school districts required to conduct a bilingual education or English as a second language (ESL) program shall conduct an annual evaluation in accordance with Texas Education Code (TEC), §29.053, collecting a full range of data 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 §29.062.

❖ Description of Program/Program Content & Design and Program Coverage

Godley ISD offered the following programs for the 2024-2025 school year:

1. English as a second language (ESL) - Pre-K - 12th grade at all campuses
 - a. Content-Based - Grades PK-5 at Legacy ES, Pleasant View ES, and RB Godley ES
 - b. Pull-Out - Grades 6-12 at the 6th campus, GMS, GHS, and Links

English as a Second Language Program (ESL)

The **ESL Program** shall emphasize the mastery of English language skills, mathematics, science, and social studies as an integral part of the academic goals for all students to enable emergent bilingual students to participate equitably in all school settings. ESL is an intensive English language instruction program provided by ESL certified teachers who are trained in effective second language acquisition methods. Since Godley ISD does not yet offer a bilingual program, identified EB students are served through the ESL program at the elementary level. All GISD PK-12 campuses offer ESL and service EB students through content-based or pull-out instruction with the integrated use of second language acquisition instructional practices and implementation of the state required English language proficiency standards (ELPS). Bilingual paraprofessionals are also available at several GISD campuses to assist and support student learning and language acquisition.

● Content-Based Model

- Serves EB students in elementary not participating in a Bilingual or Dual Language program.
- This model provides a full-time ESL certified teacher that gives supplementary instruction for **ALL** core content areas (English/Reading, Math, Science, and Social Studies).
- Delivery of content includes content based language instruction (CBLI) practices.

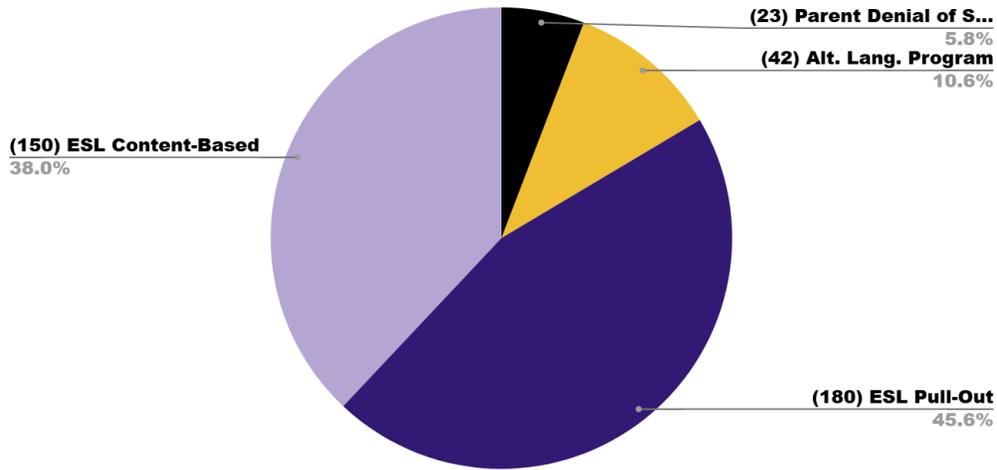
● ESL Pull-Out Model

- Serves EB students at the secondary level.
- This model provides an ESL certified teacher to give instruction in Reading Language Arts/English only.
- A student in this program remains in mainstream instructional arrangements for all other core content areas with ESL support.
- Delivery of content includes content based language instruction (CBLI) practices.

The goal of the ESL Program is for all EB students to achieve progress towards mastery of comprehension, speaking, reading, and composition of the English language in academic and social environments in order to have access to fully participate in school. English acquisition is developed while also developing high levels of cognitive agility and its practical applications.

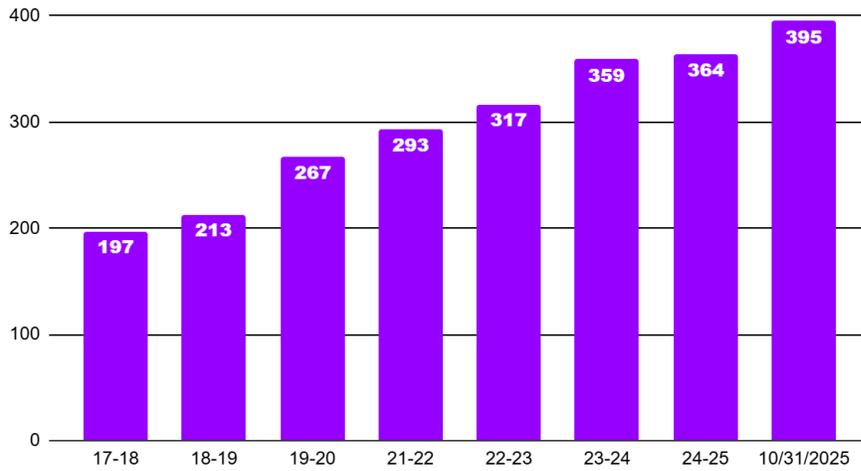
How EB Students are Served in GISD (as of 10/31/25)

How EB Students are Served: Total 395



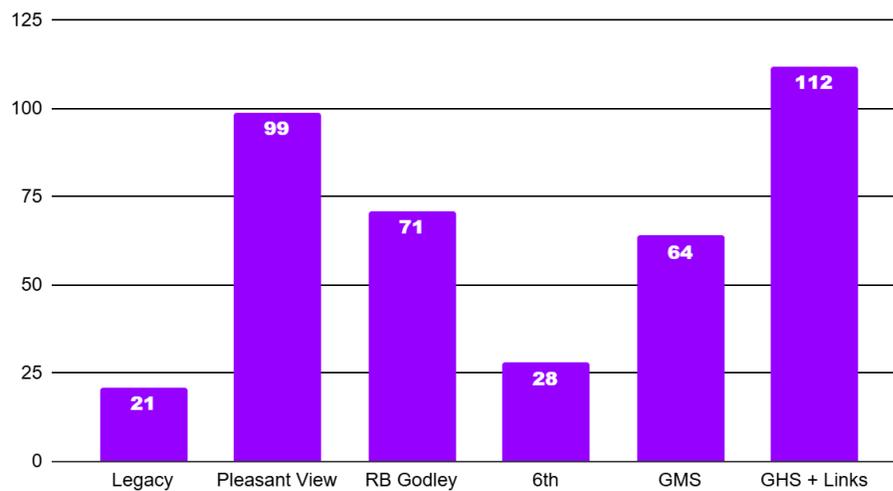
Annual EB Enrollment for GISD

GISD Annual Enrollment of EB Students



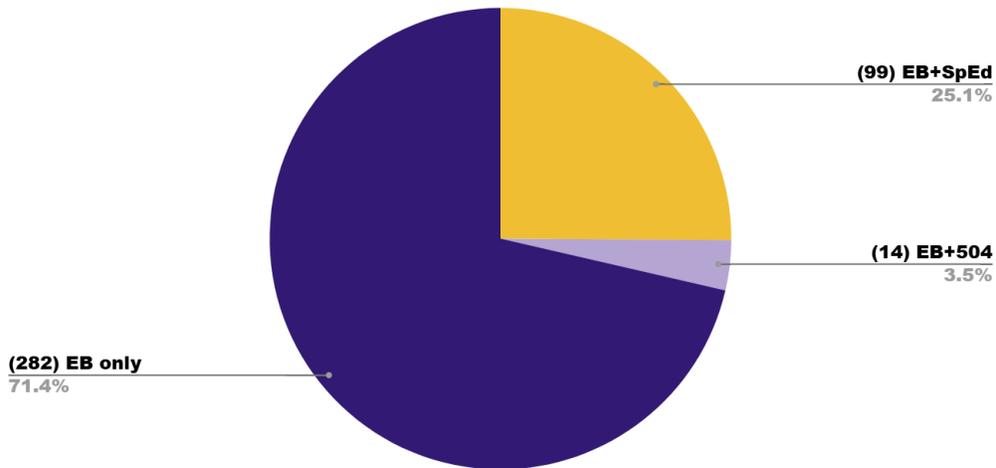
Annual Enrollment by Campus

25-26 Enrollment of EB Students by Campus (as of 10/31/25)



Dual Identified Students

Dual Identified Students: Total 395 (as of 10/31/25)



❖ LPAC Activities, Identification and Classification Procedures

Students are identified as Emergent Bilinguals and/or reclassified as English Proficient according to TAC §89.1226 (see requirements below).

For Godley ISD, within four calendar weeks of initial enrollment in a Texas school, a student with a language other than English indicated on the home language survey shall be administered the pre-LAS Links English test for listening and speaking for students in pre-kindergarten and kindergarten, the LAS links English test for listening and speaking for students in first grade, and the LAS links for listening, speaking, reading, and writing for students in grades 2nd - 12th, by GISD's bilingual paraprofessionals/interpreters who are proficient in the language of the test and trained in the administration of the pre-LAS and LAS testing requirements.

Students that are identified as Emergent Bilinguals (EBs) based on the results of the corresponding language proficiency test will be placed into the required ESL program as a bilingual program is not currently offered, with parental consent, in accordance with the following criteria:

(1) In prekindergarten through Grade 1, the student's score(s) from the listening and/or speaking components on the pre-LAS or LAS test for identification is/are below the level designated for indicating English proficiency (below a score of 4).

(2) In Grades 2-12, the student's score(s) from the listening, speaking, reading, and/or writing components on the LAS test for identification is/are below the level designated for indicating English proficiency (below a score of 4).

A student shall be identified as an Emergent Bilingual if the student's ability in English is so limited that the English language proficiency assessment described above cannot be administered.

The language proficiency assessment committee (LPAC) in conjunction with the admission, review, and dismissal (ARD) committee shall identify a student as an EB if the student's ability in English is so limited or the student's disabilities are so severe that the English language proficiency assessment described above cannot be administered. The decision for entry into an ESL program shall be determined by the LPAC in conjunction with the ARD committee in accordance with §89.1220(f).

❖ **Reclassification Information**

An EB student may be reclassified as English Proficient (EP) after 1st grade and only at the end of the school year in which a student would be able to participate equally in a general education, all-English instructional program. This determination was based upon all of the following criteria for the 2024-2025 school year:

(1) an overall composite score of advanced high proficiency rating on the TELPAS for reclassification that is designated for indicating English proficiency in each the four language domains - listening, speaking, reading, and writing;

(2) passing standard met on the Reading STAAR or English STAAR/EOC assessment (TEC §39.023(a)), or, for students at grade levels not assessed by the aforementioned reading/English assessment instrument, a score at or above the 40th percentile on both the English reading and the English language arts sections of the IOWA test which is the state-approved norm-referenced standardized achievement instrument; and

(3) the results of a subjective teacher evaluation using the state's standardized rubric.

An EB may not be reclassified as English proficient in prekindergarten or kindergarten. A school district must ensure that English learners are prepared to meet academic standards required by the TEC, §28.0211.

For the 2024-2025 school year, students for whom the LPAC recommended designated supports for any STAAR English reading or English EOC assessment **were still** considered for reclassification at the end of the school year, however, the LPAC made those decisions with careful consideration.

For EBs who are also eligible for special education services, the standardized process is followed in accordance with the aforementioned provisions. However, annual meetings to review student progress and make recommendations for reclassification must be made in all instances by the LPAC in conjunction with the ARD committee in accordance with TAC §89.1230(b) and shall implement assessment procedures that differentiate between language proficiency and disabling conditions in accordance with TAC §89.1230(a).

For an EB with a significant cognitive disability, the LPAC in conjunction with the ARD committee may determine that the state's English language proficiency assessment for reclassification is not appropriate because of the nature of the student's disabling condition and may recommend that the student take the state's alternate English language proficiency assessment, determine an appropriate performance standard requirement for reclassification by language domain, and utilize the results of a subjective teacher evaluation using the state's standardized alternate rubric.

❖ **Reclassification Rate**

Based on the 2024-2025 criteria for reclassification and exit to English Proficient, 28 out of 337 EB students (8.3%) met reclassification criteria in grades 1 - 12. They attained an Advanced High Composite score on the 2025 TELPAS, met passing standard on the 2025 STAAR Reading or EOC English assessments (grades 3-10) or scores 40% or better on the reading and language sections of the IOWA assessment (grades 1, 2, 11, and 12), and obtain a positive subjective teacher evaluation.

The computer-rated speaking domain of the TELPAS assessment continues to be the major reason the large majority of EB students in the state of Texas have not met reclassification criteria. With the assistance of the Summit K-12 TELPAS supplementary program for grades K-8 that was once again purchased for the 2025-2026 school year for all campuses (<https://www.summitk12.com/TELPAS>) and the hiring of additional bilingual support staff, I believe more EB students will show a progress growth measure of 1 or greater on the 2026 TELPAS and STAAR/EOC, and that the number of EB students that qualify for classification will continue to increase.

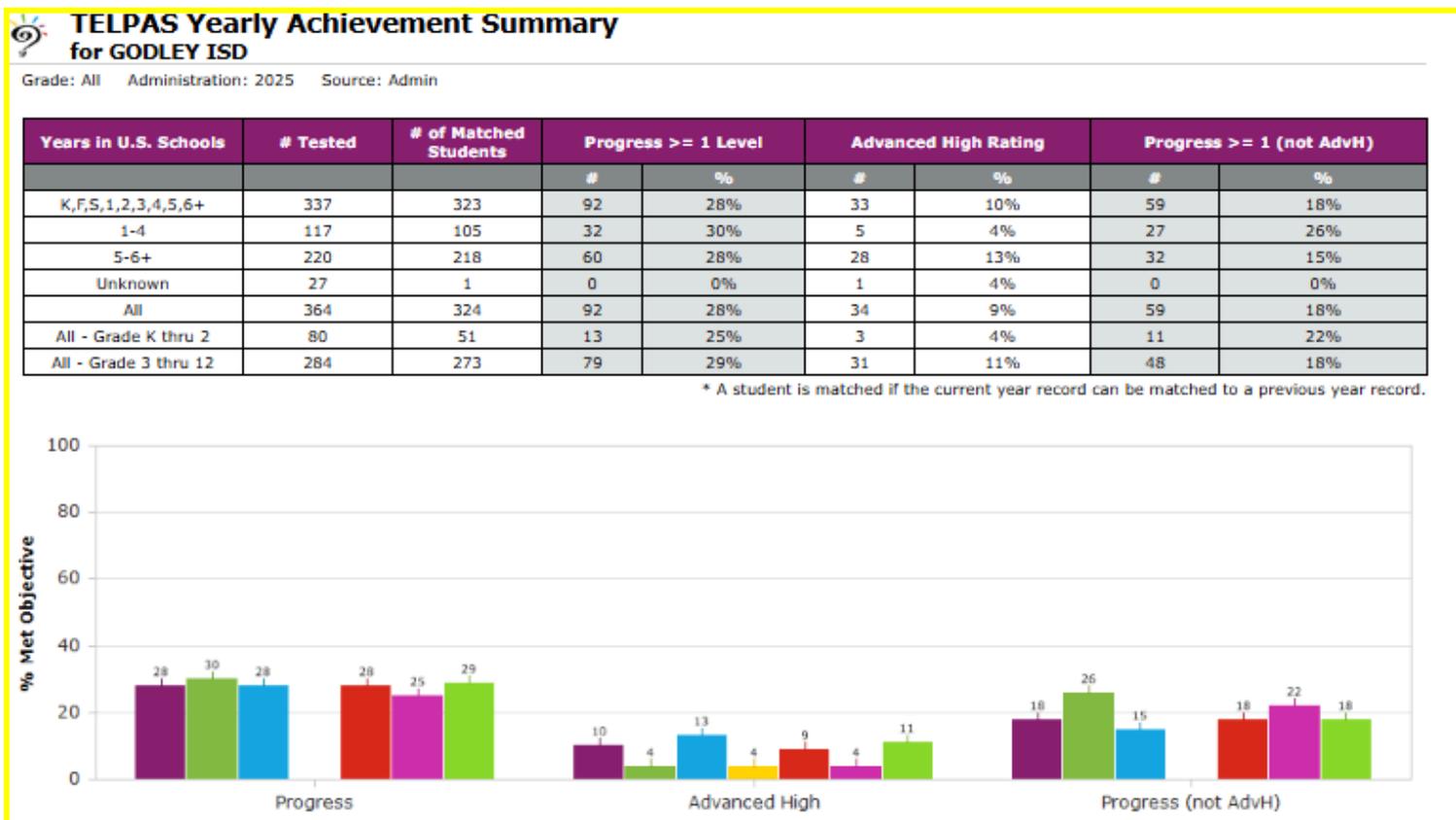
❖ Student Progress

TELPAS:

In the Spring of 2025, 364 EB students took the 2025 TELPAS. Of the 364 students, 324 were able to be “matched” in the system which allowed it to compare results from the current school year to the previous school year. This allows the report to calculate and display the academic growth of the 324 students.

Of the 364 EB students that tested, 34 (9.34%) received an Advanced High Composite Score and of the 324 students that were matched, 92 (28.4%) showed language acquisition progress (growth) of one or more levels from the previous school year.

LEAs were able to use an Advanced High Composite Score as one criteria for reclassification on the 2025 TELPAS as part of the [Adopted Revisions to 19 Texas Administrative Code \(TAC\) Chapter 89, Subchapter BB](#).



TELPAS-AIT:

In the Spring of 2025, none of the students that were serviced through both an EB and Special Education programs qualified to take the TELPAS-AIT.

STAAR Reading:

Of the 188 3rd through 8th grade EB students that took the 2025 STAAR Reading, 115 (61.2%) approached grade level, 57 (30.3%) met grade level, and 11 (5.85%) mastered grade level. 76 of the 161 (47.2%) 4th through 8th grade EB students showed academic growth. 8 of the 161 (4.97%) had no growth information available.

In 4th grade, of the 26 EB students tested, 15 students (58%) showed academic growth. 14 students (54%) showed expected growth (1) and one student (4%) showed accelerated growth (2). Two students (8%) did not have any growth information available as they did not test with Godley ISD during the 23-24 school year.

In 5th grade, of the 33 EB students tested, 17 students (52%) showed academic growth. Those 17 students (52%) showed expected growth (1) and no students showed accelerated growth (2). Three students (9%) did not have any growth information available as they did not test with Godley ISD during the 23-24 school year.

In 6th grade, of the 29 EB students tested, 17 students (58%) showed academic growth. 12 students (41%) showed expected growth (1) and 5 students (17%) showed accelerated growth (2). One student (3%) did not have any growth information available as they did not test with Godley ISD during the 23-24 school year.

In 7th grade, of the 37 EB students tested, 12 students (32%) showed academic growth. 12 students (32%) showed expected growth (1) and no students showed accelerated growth (2). One student (3%) did not have any growth information available as they did not test with Godley ISD during the 23-24 school year.

In 8th grade, of the 36 EB students tested, 15 students (41%) showed academic growth. 12 students (33%) showed expected growth (1) and 3 students (8%) showed accelerated growth (2). One student (3%) did not have any growth information available as they did not test with Godley ISD during the 23-24 school year.

GROWTH

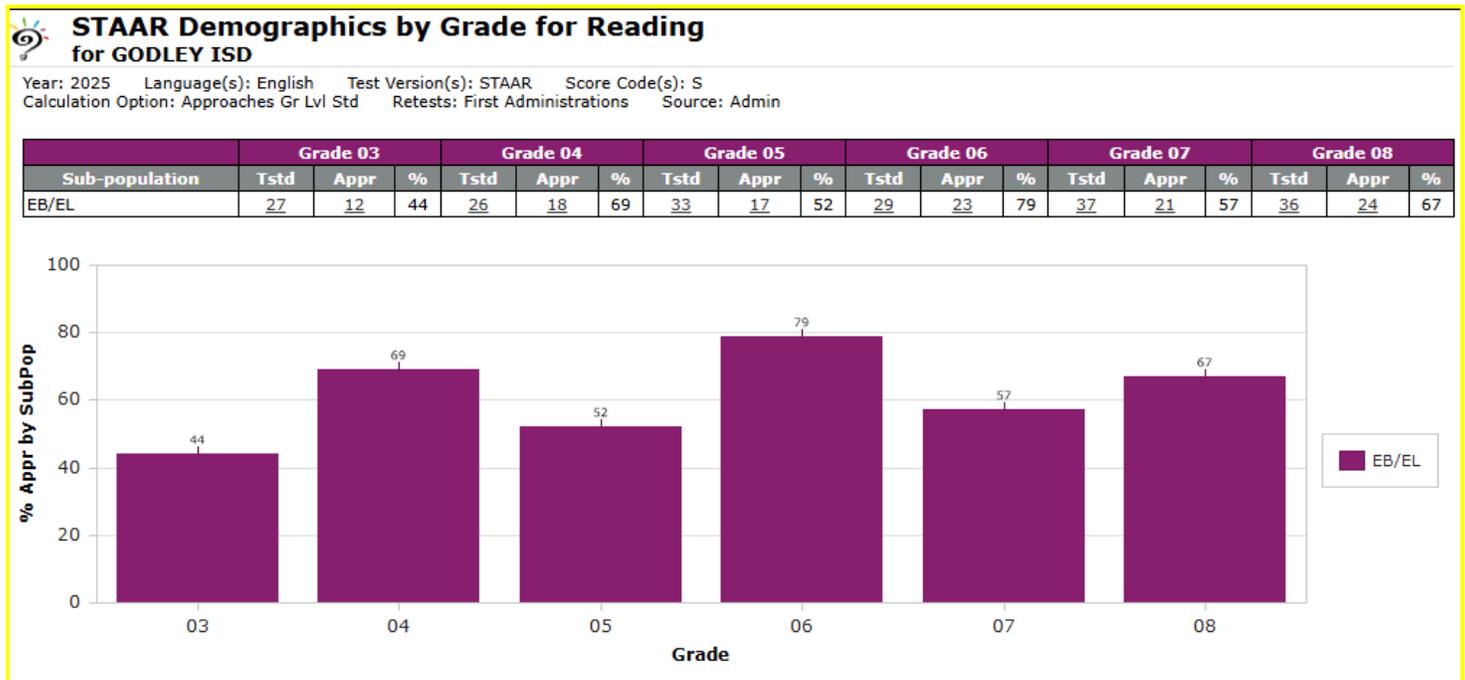
STAAR Demographics Growth by Grade for Reading for GODLEY ISD

Year: 2025 Language(s): English, Spanish Test Version(s): STAAR Score Code(s): S
 Calculation Option: Growth Retests: First Administrations Source: Admin

Sub-pop	Grade 04					Grade 05					Grade 06					Grade 07					Grade 08				
	Tstd	Lim%	Exp%	Acc%	NoI%	Tstd	Lim%	Exp%	Acc%	NoI%	Tstd	Lim%	Exp%	Acc%	NoI%	Tstd	Lim%	Exp%	Acc%	NoI%	Tstd	Lim%	Exp%	Acc%	NoI%
EB/EL	26	35	54	4	8	34	38	53	0	9	29	38	41	17	3	37	65	32	0	3	36	56	33	8	3

* Lim% = Limited growth(0), Exp% = Expected growth(1), Acc% = Accelerated growth(2), NoI% = No growth information(blank)
 ** For 2013: The columns only reflect results for the STAAR version, growth was not calculated by TEA for all versions/subjects.

APPROACHES

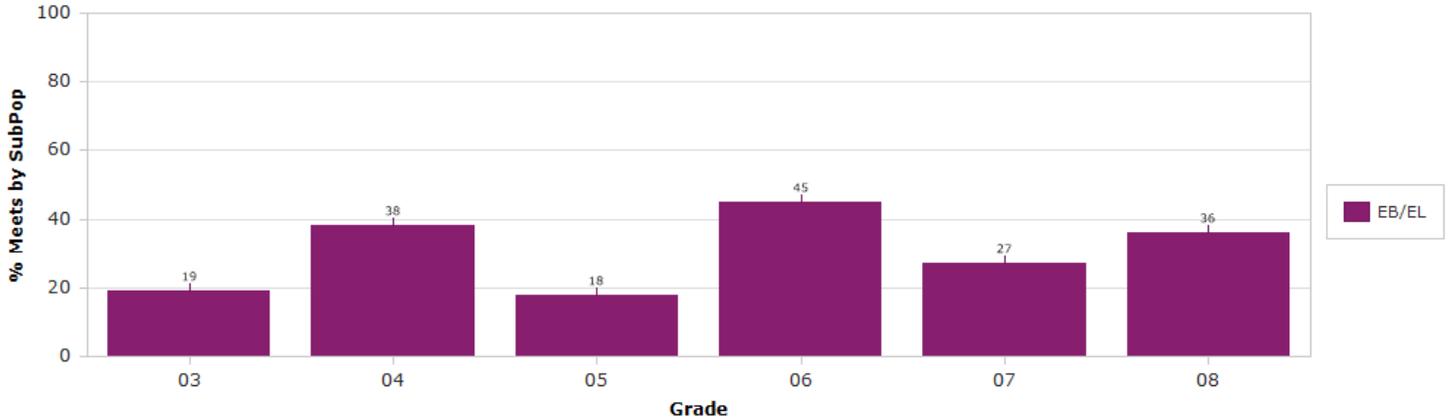


MEETS

STAAR Demographics by Grade for Reading for GODLEY ISD

Year: 2025 Language(s): English Test Version(s): STAAR Score Code(s): S
 Calculation Option: Meets Gr Lvl Std Retests: First Administrations Source: Admin

Sub-population	Grade 03			Grade 04			Grade 05			Grade 06			Grade 07			Grade 08		
	Tstd	Meets	%															
EB/EL	27	5	19	26	10	38	33	6	18	29	13	45	37	10	27	36	13	36

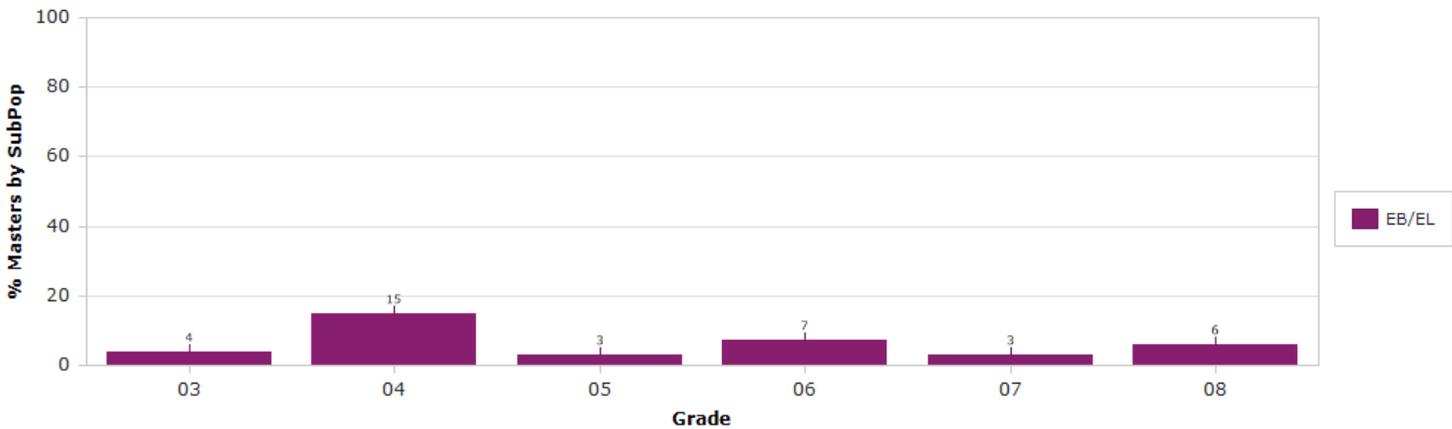


MASTERS

STAAR Demographics by Grade for Reading for GODLEY ISD

Year: 2025 Language(s): English Test Version(s): STAAR Score Code(s): S
 Calculation Option: Masters Gr Lvl Std Retests: First Administrations Source: Admin

Sub-population	Grade 03			Grade 04			Grade 05			Grade 06			Grade 07			Grade 08		
	Tstd	Masters	%	Tstd	Masters	%	Tstd	Masters	%	Tstd	Masters	%	Tstd	Masters	%	Tstd	Masters	%
EB/EL	27	1	4	26	4	15	33	1	3	29	2	7	37	1	3	36	2	6



EOC English:

Of the 67 9th through 11th grade EB students that took the EOC English, 42 students (62.7%) approached grade level and 20 students (29.85%) met grade level. 31 of the 67 (46.3%) students showed academic growth.

In 9th grade, of the 25 EB students tested, 11 students (44%) showed expected academic growth (1).

In 10th grade, of the 37 EB students tested, 20 students (54%) showed expected academic growth (1).

GROWTH

STAAR Demographics Growth by Grade for English for GODLEY ISD

Year: 2025 Language(s): English Test Version(s): STAAR Score Code(s): S
 Calculation Option: Growth Retests: First Administrations Source: Admin

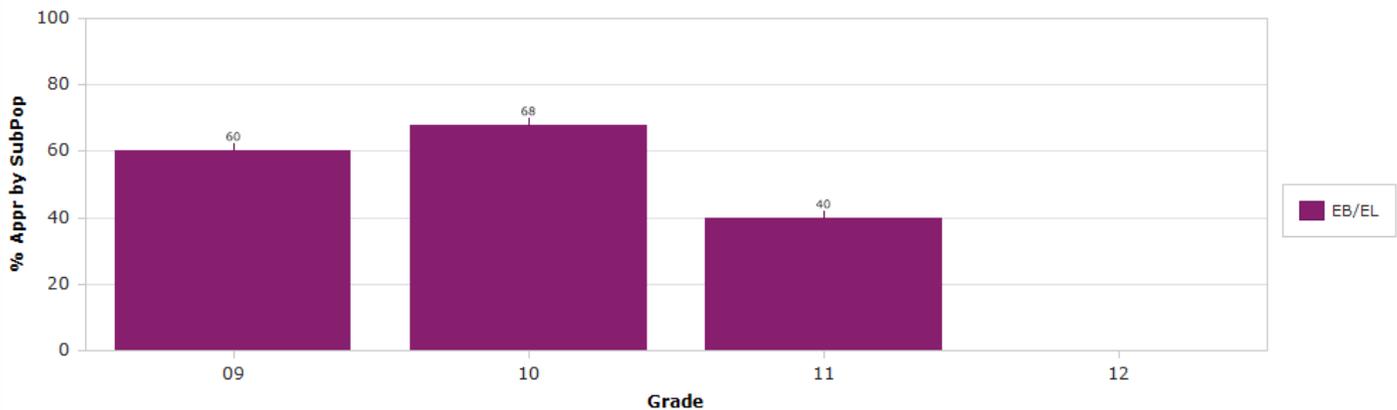
Sub-pop	Grade 09					Grade 10					Grade 11				
	Tstd	Lim%	Exp%	Acc%	NoI%	Tstd	Lim%	Exp%	Acc%	NoI%	Tstd	Lim%	Exp%	Acc%	NoI%
EB/EL	25	48	44	0	8	37	32	54	0	14	5	0	0	0	100

APPROACHES

STAAR Demographics by Grade for English for GODLEY ISD

Year: 2025 Language(s): English Test Version(s): STAAR Score Code(s): S
 Calculation Option: Approaches Gr Lvl Std Retests: First Administrations Source: Admin

Sub-population	Grade 09			Grade 10			Grade 11			Grade 12		
	Tstd	Appr	%	Tstd	Appr	%	Tstd	Appr	%	Tstd	Appr	%
EB/EL	25	15	60	37	25	68	5	2	40	0	0	0

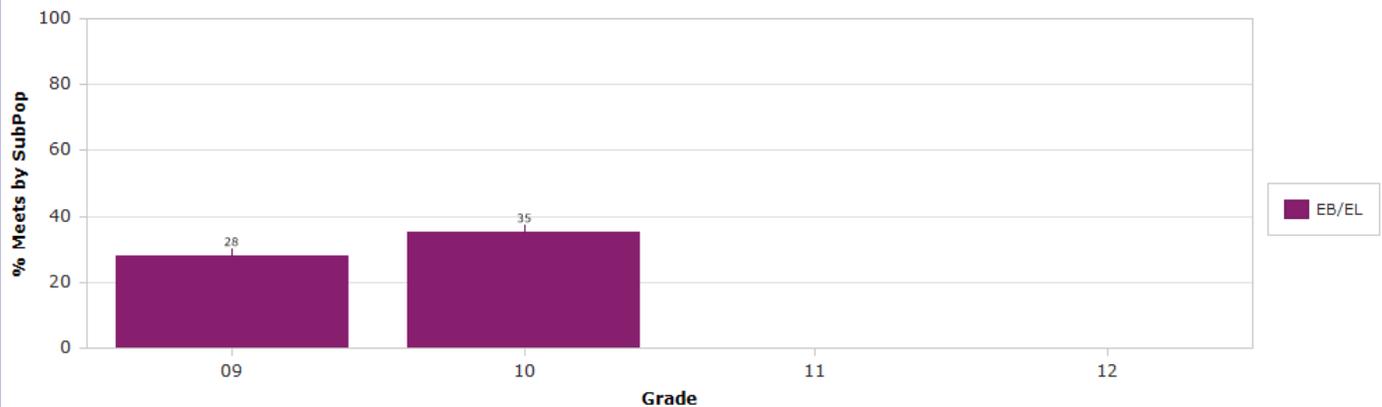


MEETS

STAAR Demographics by Grade for English for GODLEY ISD

Year: 2025 Language(s): English Test Version(s): STAAR Score Code(s): S
 Calculation Option: Meets Gr Lvl Std Retests: First Administrations Source: Admin

Sub-population	Grade 09			Grade 10			Grade 11			Grade 12		
	Tstd	Meets	%	Tstd	Meets	%	Tstd	Meets	%	Tstd	Meets	%
EB/EL	25	7	28	37	13	35	5	0	0	0	0	0



MASTERS - none

❖ **Monitored Students**

Of the 39 GISD students that were on monitored status for the 24-25 school year, 36 were year one (F) and 3 were year two (S) of monitored status. All 39 students (100%) met and/or continue to meet state academic standards to remain English Proficient. The 36 year one (F) students moved to year two (2) of LPAC full monitoring status for the 25-26 school year.. The 3 year two (S) students completed full LPAC academic monitoring status.

For students who are in years 3 and 4 of monitoring after reclassification, the LPAC is not responsible for full monitoring responsibilities as with students in years 1 and 2 after reclassification. The LPAC's only responsibility for students in years 3 and 4 of monitoring is to report their status to PEIMS. The data for all monitored students are collected in PEIMS in compliance with federal accountability requirements under ESSA.

❖ **Reclassification of Former EB students**

Based on the information obtained from the students' LPAC records, of the 39 monitored students for the 2024-2025 school year, all have continued to achieve and none have been reclassified back into an EB language program.

❖ **English Proficiency within 5 years of currently served EBs**

Of the 395 current EB students, 192 (48.6%) of these students have been in an EB program for 5 or more years and still have not met reclassification criteria for English proficiency. These students are in fifth through twelfth grades.

❖ **2024 Summer Enrichment/Language Acquisition Program**

Per TEA: Local Education Agencies (LEAs) are required to provide summer school for emergent bilingual (EB) students served in bilingual education and English as a second language (ESL) programs entering kindergarten and grade 1 (**TEC §29.060; TAC §89.1250**).

The required summer school program is intended to prepare our youngest EB students for linguistic and academic success in early grades and provides multiple opportunities for students to engage with meaningful linguistic and academic experiences to prepare them for the next grade level. The purpose of this program is to focus on language development, affective linguistic, and cognitive needs of EB students. This required program is offered each Summer.

For the Summer of 2025, there were 15 incoming EB 1st graders and 12 incoming EB Kindergarten students that registered to attend this program.

❖ **Staffing of programs (TAC §89.1265)**

For the 2024-2025 school year, GISD filed the required Bilingual Exemption and ESL Waiver with TEA. For the Bilingual Exception, Godley ISD does not yet have a required bilingual program. According to TAC §89.1205(a) The "Rule of 20" for EB (emergent bilingual) programs requires Texas school districts to offer a bilingual program if they have an enrollment of 20 or more emergent bilingual students in the same language and at the same grade level across the district. This mandate applies to students from prekindergarten through the elementary grades.

The district also filed an ESL Waiver for 2 elementary teachers and 1 high school teacher who were not ESL certified and had EB students in their classrooms. These teachers were required to complete all the activities, professional developments, and coaching sessions listed on the Alternative Language Program report also filed with TEA. These individuals were required to obtain the required

certifications by April 1, 2025 per their contract addendum however, they were not able to do so. Students assigned to that class were coded as participating in an Alternative Language Program with additional ESL campus supports for these students.

Per the 24-25 waiver filing, all other PK - 5th grade (regardless of subject taught) who had EB students on their rosters and all other secondary English/RLA teachers were required to be ESL certified. If new teachers for the areas listed above were not ESL certified, they were required to obtain certification by April 1, 2025 per their GISD contract addendum.

❖ **Training of teachers & paraprofessionals (TAC §89.1265)**

Bilingual programs:

Per the 2024-2025 Bilingual Exception filed by the previous ESL coordinator: The district's intended bilingual education program, Dual language Immersion, is provided by certified English as a Second Language certified teachers throughout the district. These teachers plan daily lessons and activities that meet the students' affective, linguistic and cognitive needs. Emergent Bilingual students receive English language and literacy development through academic content based instruction that is linguistically and culturally responsive. Primary level students receive Content Based English as a second Language program. Secondary level emergent bilingual students receive Pull Out model English as a second language program. These students receive additional primary language support from other educators, including paraprofessionals and campus support staff. Staff members are encouraged to pursue their bilingual certification with exam reimbursement as an incentive.

ESL Program:

Per the 2024-2025 ESL Waiver filed by the previous ESL coordinator: The district's intended ESL program: Content-Based is implemented at the primary level while the Pull-Out model is implemented at the secondary level, is provided by teachers receiving guidance from experienced certified teachers who collaboratively plan daily lessons and activities with their grade level or subject area teacher peer for guidance and support. Additionally, Emergent Bilingual students receive additional language support from other educators including bilingual paraprofessionals and campus support staff. All teachers were required to complete Content-Based Language Instruction training offered by a representative from the EB Division at Region 11. Teacher and support training for the use of the Summit K12 Connect to Literacy supplementary program for grades K-8 for EB students occurred. This program assisted our long-term (5+ year) EB students with language acquisition growth. Classroom strategies such as posting language and content objectives, pre-teaching vocabulary, increased wait time, simplifying language, sentence stems, repeat/rephrase/restate, clarification, modeling, scaffolding, use of pictorials/visuals, teaching language skills across the curriculum, emphasizing productive language, use of technology, etc. was implemented from the trainings and/or professional developments they received. Additional trainings/professional developments offered at the Region 11 service center focused on educating EB students was offered throughout the 2024-2025 school year. ESL/bilingual paraprofessionals received training on the resources and ELPS strategies to assist students in the classroom and support Newcomers with language development and basic interpersonal communication skills (BICS).

❖ **Learning Materials**

The district provides the following curriculum, materials, and/or resources for teachers and paraprofessionals to support students in the classroom:

- ELLevation (online software)
- All online and print assessments in both English and Spanish
- Content-Based Language Instruction strategies

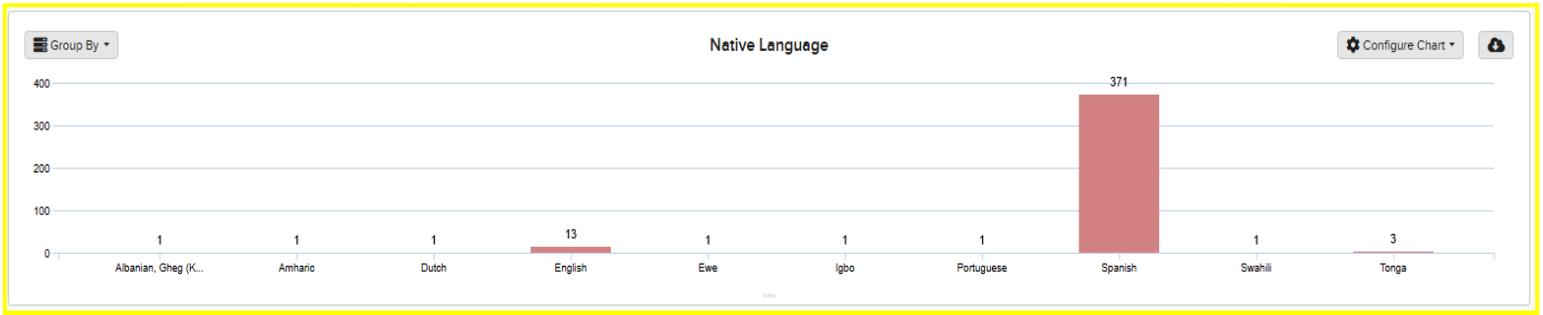
- ELPS resources
- Implementing TEKS Resources
- TExGUIDE
- TCMPC
- DMAC
- Heggerty - Phonics Awareness
- UFLI - Phonics
- ARC/SchoolPace - RLA/Writing
- Thinking Maps
- Epic
- Pebble Go
- Learning A-Z
- Nessy
- IXL
- Stemsopes Math
- HMH Science
- HMH Writable
- Amplify
- Lowman
- TCI - History Alive
- McGraw Hill
- Rosetta Stone
- Summit K-12

❖ **Assessment Materials**

The following assessments materials are provided to teachers for use with students:

- pre-LAS language proficiency assessment (PK-K)
- LAS language proficiency assessment (1st-12th)
- IOWA Test of Basic Skills
- STAAR online practice assessments
- TELPAS online practice assessments
- STAAR benchmark testing
- STAAR/EOC
- TELPAS
- ULFI Assessments
- mClass
- ESGI
- DMAC
- IXL
- Summit K-12
- MAP testing
- CBAs/Common-Based Curriculum Assessments (District created)
- Fluency checks
- MAZE
- Quizizz

❖ **Current Languages Spoken by GISD EB Students for the 2025-2026 school year**



We currently have ten (10) languages spoken by EB students:

Albanian (1)	Igdo (1)
Amharic (1)	Portuguese (1)
Dutch (1)	Spanish (372)
English (13)	Swahili (3)
Ewe (1)	Tonga (1)

❖ **Bilingual Exception and ESL Waiver Reports (previous and current years)**

Number of teachers for whom an expectation and/or waiver was filed for the 2024-2025 school year:

- There was a Bilingual Exception filed as the district does not have a bilingual program.
- There was an ESL Waiver filed for three teachers. These three teachers did not obtain their ESL certification by the date listed on their contract addendum.

Number of teachers for whom an expectation and/or waiver was filed for the 2025-2026 school year:

- There was a Bilingual Exception filed as the district does not yet have a bilingual program.
- There was an ESL Waiver filed for 15 teachers - 13 at the elementary level and 2 at the secondary level. These teachers will be required to complete all the activities, professional developments, and coaching sessions listed on the Alternative Language Program report that was also filed with TEA. These individuals will be required to obtain the required certifications by April 1, 2025 per their contract addendum. Students assigned to that class are coded as participating in an Alternative Language Program with additional ESL campus supports for these students.

❖ **Summary of Findings**

The frequency and scope of a comprehensive professional development plan and results of the plan for the Bilingual Exception and ESL Waiver that was filed for the 2024-2025 school year indicate that all trainings and professional developments were offered, as well as additional coaching sessions with the ESL Coordinator, support teachers, and a Bilingual/ESL Instructional Coach from ESC Region 11. The teachers on the waiver did not attempt and/or did not obtain their required certification(s) by the end of the 2024-2025 school year.

Each school year, there has been an increase in the number of EB students at Godley ISD. At the end of the 2021-2022 school year, there were 293 EB students. At the end of the 2022-2023 school year, there were 317 EB students. At the end of the 2023-2024 school year, there were 359 EB students, 37 of which in grades 1-12 met reclassification criteria and exited to English Proficient. At the end of the 2024-2025 school year, there were 364 EB students, 28 of which in grades 1-12 met reclassification criteria and exited to English Proficient. Remaining EB students as of June 12, 2025 totaled 336. As of October 31, 2025, there are 395 EB students, an increase of 59 EB students since June. This number is projected to continue increasing this school year.

❖ Short and Long-Term EB Program Recommendations

1. Purchase Rosetta Stone language learning online program licenses for our Newcomer non-English and limited-English speaking EB students. This program presents lessons through real-world images and audio without direct translations to create a fully immersive experience. It includes core lessons, pronunciation practice with TruAccent speech recognition technology, and additional supports and resources designed to build language skills naturally through a combination of the four language domains: listening, speaking, reading, and writing.
2. Purchase additional language translation devices for all campuses to assist with equitable access to the curriculum, lessons, activities, etc. both teacher to student and student to student.
3. Using set-aside funds from the 10% Bilingual Education Allotment (BEA) for filing a Bilingual Exemption & ESL Waiver to:
 - A. Pay to contract with a trainer to come in and provide the ESL Supplemental TExES preparation training for those teachers on the exemption/waiver;
 - B. If they take the prep course and pass their ESL TExES exam, reimburse them for the certification testing fee (no reimbursement for cost of adding it to their certificate);
 - C. Substitute pay to cover teacher(s) absent from school to take a Texas ESL and/or Bilingual certification exam paid for through BEA funds.
 - D. Offer targeted professional developments and coaching focused on educating EB students provided by certified instructional coaches from Region 11, third-party contracted providers focused on Bilingual and ESL, and certified district coordinators and instructional specialists/coaches.
 - E. Attend and/or host recruitment fairs at colleges and universities to strengthen recruitment efforts for certified bilingual and ESL teachers.
4. Make it a GISD requirement for all teachers working with EB students to take the TEA updated [Content-Based Language Instruction \(CBLI\)](#) offered by Region 11, if they have not done so, and a refresher course as needed and recommended by the EB department.
5. Propose hiring two additional bilingual paraprofessionals for the 2026-2027 school year - one for Godley MS and one to split between RB Godley ES and Pleasant View ES to provide additional support for EB students and teachers.
 - Pleasant View currently has 99 EBs and RB Godley has 71 EBs. Godley MS currently has 64 EBs and GHS has 112 EBs. The secondary bilingual paraprofessional is currently splitting her time, as best she can, between GMS and GHS (176 EBs).
6. Propose hiring two Bilingual and/or ESL certified support teachers for the 2026-2027 school year - one for GMS and one for GHS.

The responsibilities of these teachers would be to:

 - Provide language acquisition support to newcomers.
 - Provide language advancement support to students that have not reclassified as English Proficient (EP) within 5 years of entering the EB program.
 - Provide additional support to teachers of EB students in the classroom.
 - Facilitate the students with Summit K12 and Rosetta Stone.
 - Tracks EB student progress throughout the year.
 - Facilitates parent/guardian contacts for all EB students.
 - Participate in LPACs
 - Assists campus LPAC admin/coordinator with obtaining required BOY, MOY, and EOY LPAC documentation from teachers.

7. Preliminary discussions (logistics, staffing, and planning) with the Chief of Human Resources, Dr. Melissa Block, and the Chief Financial Officer, Spencer Davis, to establish a Bilingual Program (Dual Language Immersion) at Pleasant View Elementary within the next 2-3 years.
8. With the continued increase in EB numbers and with the establishment of a dual language program, in the near future, propose hiring one full-time district Bilingual Instructional Facilitator to work with the Bilingual/ESL teachers of EB students. The goal is to increase the dual language/English and Spanish literacy and academic achievement of these students by providing high-quality, innovative and research-based professional development, instructional coaching and technical assistance to the administrators, teachers, and support staff in the bilingual and ESL campuses.

The responsibilities of the bilingual facilitator/coach would be to:

- Work under the EB Leader, Executive Director of Elementary Education, and Chief Academic Officer to collaborate with the other instructional facilitators/specialists and school leaders in support of multilingual programming initiatives.
- Provide support in the areas of second language acquisition, developing literacy in the first language and a second language, language translation of instructional materials, formative and summative assessment, co-planning and co-teaching, and family and community engagement.
- Provide comprehensive instructional coaching to support teachers by providing feedback on lessons and assessments that reflect the instructional needs of EB students.
- Collaborate with the EB Leader, campus leaders, and the teachers:
 - to provide specific strategies for improved instructional delivery;
 - serve as a resource in identifying appropriate research-based instructional strategies and interventions to improve achievement for EB students;
 - provide professional development and materials to support bilingual teachers and general education teachers which will include literacy development in the first and a second language, instructional strategies for language learners, use of data to plan effective instruction and other topics based on needs for support; and
 - reflect on the coaching conducted with teachers.

For any questions regarding the Emergent Bilingual Program, please contact:

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