

# Lyford Consolidated Independent School District

## Bilingual Time and Treatment Transitional Early-Exit Program

2020-2021																				
<u>PreK</u>			<u>Kinder</u>			<u>First</u>			<u>Second</u>			<u>Third</u>			<u>Fourth</u>			<u>Fifth</u>		
B	I	A	B	I	A	B	I	A	B	I	A	B	I	A	B	I	A	B	I	A
SLA	SLA	Pre LAS 4-5 = English Proficient	SLA	SLA	ELA	SLA	SLA	ELA	SLA	SLA	ELA	SLA	SLA	ELA	SLA	SLA	ELA	SLA	SLA	ELA
ESL	ESL		ESL	ESL	SLD	ESL	ESL	SLD	ESL	ESL	SLD	ESL	ESL	SLD	ESL	ESL	SLD	ESL	ESL	SLD
Mate	Mate/ Math		Mate	Mate/ Math	Math	Mate	Mate/ Math	Math	Mate/ Math	Math	Math	Math	Math	Math	Math	Math	Math	Math	Math	Math
ES	ES/ SS		ES	ES/ SS	SS	ES	ES/ SS	SS	ES	ES/ SS	SS	ES	ES/ SS	SS	ES	ES/ SS	SS	ES	ES/ SS	SS
CIE	CIE/ SCI		CIE	CIE/ SCI	SCI	CIE	CIE/ SCI	SCI	CIE/ SCI	SCI	SCI	SCI	SCI	SCI	SCI	SCI	SCI	SCI	SCI	SCI
PE	PE		PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE

- SLA = Spanish Language Arts/Artes del Lenguaje    ES = Estudios Sociales    CIE = Ciencias    Mate=Matemáticas    SLD=Spanish Literacy Development
  - ELA = English Language Arts    SS = Social Studies    SCI =Science    Math=Mathematics    PE=Physical Education/Music    ESL=English as a Second Language
- Note: Linguistically accommodated instruction must be implemented in all areas taught in English (TEKS+ELPS) through Sheltered Instruction.*

### Language Proficiency Levels

	<u>BEGINNER</u>	<u>INTERMEDIATE</u>	<u>ADVANCED</u>
<b>PK</b>	Pre LAS 1-2	Pre LAS 3	Pre LAS 4-5
<b>Kinder</b>	Pre LAS 1-2	Pre LAS 3	Pre LAS 4-5
<b>1st-5th</b>	TELPAS Composite BEG	TELPAS Composite INT	TELPAS Composite ADV/AH

### General Observations

- 1 All PK-K students will be tested with PreLAS at the end of each school year to determine the following year's time and treatment. 1st-5th grade students will be placed according to their TELPAS Composite Scores.
- 2 All new PreK-K grade students scoring Pre LAS 4-5 in English are considered to be English Proficient.
- 3 Only those students previously identified and enrolled in K-5 scoring LAS-Links 4-5 in English could be considered as Bilingual Advanced.
- 4 Content areas requiring English and Spanish instruction (except SLAR/ELAR) could be delivered in the following formats:
 

* One week in English, one week in Spanish	* Six weeks in English, six weeks in Spanish	* One day in English, one day in Spanish
* Three weeks in English, three weeks in Spanish	* One semester in English, one semester in Spanish	
- 5 Once students receive English Language Arts and Reading instruction, their ESL block will switch to Spanish Literacy Development (SLD) for maintenance purposes. For example, an Intermediate 2nd grade student who receives Spanish Language Arts and Reading must receive a period of ESL, while an Advanced student receiving English Language Arts and Reading must receive a block of Spanish Literacy Development.
- 6 Spanish Language Arts and Reading lessons and textbooks adoptions can be used for the Spanish Literacy Development block. Students should review either the same story but target a different skill or review the same skill with a different reading selection (library books, leveled readers, e-books, etc).
- 7 Once students receive English Language Arts and Reading instruction, they will continue in ELAR the following school years.
- 8 Please note that this Time and Treatment was created for "Native EL" students. Recent immigrants in the upper grades might still need Spanish instruction or support in all content areas, depending on their English proficiency level.

### PreK Considerations

- 1 Students whose Home Language Survey shows Spanish/English or Spanish/Spanish and score 1-3 in the English Pre LAS Assessment must be placed in a bilingual program, even if their Spanish Pre LAS score is lower than their English score.
- 2 Students with a Home Language Survey showing a language other than English and Spanish (i.e. Tagalog) could be considered for the ESL program.
- 3 In cases where a PK student's language assessment results do not appear to accurately reflect the language in which the student functions, additional steps to determine dominant language could be followed: 1) What language do they speak at home? 2) What language does the child prefer to use when thinking academically?