



# Bilingual/ESL Program Year-at-a-Glance

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| **August** | **September** | **October** | | **November** | **December** | **January** |
| * Provide Oral Language Proficiency Test (OLPT) and   Norm-Reference training for test proctors as well as make sure IPT testers have enough quantities for testing in their accounts.   * Review student records and disseminate   appropriately:   * + Pending state assessment results for Exit/Reclassification\*¹ of ELL   + Review End-of-Year (EOY) LPAC documentation   + Transitioning to another campus   + Proper program placement   + ELL Instructional Accommodation Checklist   + First (F), Second (S) year monitoring, and parent denials   + Personal Graduation Plans in grades 8 to 12 * Collaborate with counselors and administrators …… to create class schedules for new ELLs | * Attend required LPAC training 9/4, 9/6 * Train campus LPAC staff * Schedule parent LPAC   training as needed   * Schedule and conduct Beginning-of-Year (BOY) LPAC meetings for newly enrolled (required)   20th day of school is …….9/19/18   * MS send ESL letters home if applicable and change coding from Bilingual to ESL * HS change PP from B to F * Confirm staff knows and understands the   instructional and linguistic needs of their ELLs (including F, S, and parent denials)   * Collaborate with   ARD/SPED Committee to review and discuss identified ELLs   * Send Initial Placement minutes to Jeanette Garza | * Schedule and conduct LPAC meetings to review academic progress for struggling ELLs and identify appropriate interventions * Send Parental Report on Student Progress home (30 day letter) due by 10/2/18 * ELL instructional accommodations form section 1 due 10/12/18 * Monitor and review students grades after 6/9 weeks grading period   HS due 10/5/18  Elem./MS Due 10/26/18   * Snapshot date for PEIMS   10/26/18   * Send Initial Placement minutes to Jeanette Garza | | * Schedule and conduct   LPAC meetings for End-of-Course (EOC) Assessments only, as needed   * Monitor and review students grades after 6/9 weeks grading period   HS due 11/09/18   * 60th day of school. 11/14/18 * Send Initial Placement minutes to Jeanette Garza | * Accommodations form part 2 due 12/14/18 * Verify years in U.S. schools, current ELLs, monitored F, S, and parent denial. * Send Initial Placement minutes to Jeanette Garza | * Designated LPAC members attend LPAC Decision-Making training * Schedule Middle-of-Year (MOY) LPAC Decision-Making for ELLs in grades 3 to 12 * Monitor and review students grades after 6/9 weeks grading period   HS due 1/11/19  Elem./MS Due 1/11/19   * Prepare for TELPAS window * Send Initial Placement minutes to Jeanette Garza |
| * Provide LPAC Framework training for new LPAC members * Review LPAC video vignettes for MOY and EOY | |
| Note:  \*¹ Due to release of state assessments results, LPACs shall conduct end of year LPAC meetings for all ELLs, including those who are possible candidates for exit from the bilingual or ESL program, even though results from the spring STAAR administration will not yet be available. For students being considered for exit, the LPAC will document that all the necessary criteria have been met and that they are awaiting the necessary STAAR results in order to make a final exit decision. Once scores are received, a member of the LPAC will enter the scores into the documentation and complete the exiting process for eligible students without the need for another LPAC meeting. The LPAC must revisit pending ELLs in August, prior to the beginning of the school year. | | | On-going Activities:   * LPAC for new enrollees within 20 school days * Monitor linguistic and academic progress * On-going collaboration with special programs such as Special Education, Advanced Academics-Gifted and Talented, etc. to ensure student success * PEIMS up-to-date and accurate * On-going professional development | | | |







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| **February** | **March** | **April** | **May** | **June** | **July** |
| * Revisit Instructional   Accommodations 3rd section due 2/15/19   * Identify linguistic accommodations routinely used in the classroom and recommend for State assessment purposes * Schedule and conduct Middle-of-Year (MOY) LPAC Decision-Making for ELLs in grades 3 to 12 * Send Initial Placement minutes to Jeanette Garza | * Conduct MOY LPAC Decision Making for ELLs in grades 3 to 12 * Review ELL enrollment numbers to anticipate new Bilingual/ESL classrooms and staff * Monitor and review students grades after 6/9 weeks grading period   HS due 3/01/19  Elem./MS Due 3/29/19   * Send Initial Placement minutes to Jeanette Garza | * Monitor and review students grades after 6/9 weeks grading period   HS due 4/18/19   * Attend annual EOY training * Schedule End-of-Year (EOY) LPAC   meetings for participating ELLs,  parent denials, and monitored ELLs   * Initiate Pre-kindergarten (PK) to Kindergarten (K) round-up activities to identify potential ELLs * Collaborate with counselors and administrators to create class schedules * Send Initial Placement minutes to Jeanette Garza | * Monitor and review students grades after 6/9 weeks grading period   Elem. Due 5/30/19   * Send Parental Notification and Approval of Exit * Send Initial Placement minutes to Jeanette Garza | * Ensure documentation is   properly filed in student  records   * Monitor and review students grades after 6/9 weeks grading period   HS due 6/6/19  MS due 6/6/19   * Follow-up with pending   exits |  |
| * Schedule/conduct EOY LPAC meetings for participating ELLs, parent denials, and monitored ELLs * Program planning for following school year | | |
| On-going Activities:   * LPAC for new enrollees within 20 school days * Monitor linguistic and academic progress * On-going collaboration with special programs such as Special Education, Advanced Academics-Gifted and Talented, etc. to ensure student success * PEIMS up-to-date and accurate * On-going professional development | | | | | |

