

## The El Paso Independent School District Vision

To meet the diverse educational needs of every student and empower each to become a successful, contributing member of the global community.

### Department of English Language Acquisition

#### Mission

To achieve success for students and teachers through the alignment, equity, and consistent implementation of Bilingual/ESOL programs.

#### Belief

Administrators, teachers, students, and parents working together in an environment of mutual respect can bring about the changes necessary to empower our students.



## El Paso Independent School District

If you have any questions regarding the Accelerated English Transition Model or the English Transition Model, please contact your school or call:

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## El Paso Independent School District

# *Accelerated English Transition Model and English Transition Model for the Elementary Level*



## MODELS

The Accelerated English Transition Model (AETM) and the English Transition Model (ETM) are designed to help limited English proficient students master the state curriculum while learning the English language. Both are early exit models.

## GOAL

The goal of the Accelerated English Transition Model and the English Transition Model is to teach foundational literacy skills in Spanish while the students learn the English language through academics.

## BENEFITS

Students participating in the Accelerated English Transition or English Transition Model are able to keep the academic pace necessary for their grade level while they learn the English language.

Pre-kindergarten, kindergarten, and first grade students participating in the program learn to read in their home language, facilitating parental involvement in the process of reading.

Second through fifth grade teachers use the students' native language to scaffold instruction as students transition into English.

The models ensure that students:

- are taught by state certified bilingual/ESL teachers
- have access to comprehensible instruction
- are provided access to content area instruction through ESL methodology

## MODEL COMPONENTS

Students are taught the same curriculum in reading, language arts, math, science, social studies, fine arts, and physical education as English speaking students. TEKS objectives are the same and instruction is at grade level.

Instruction deployed in both models is as rigorous as that of a monolingual classroom.

## ENGLISH INSTRUCTION

English is taught daily in both models. Pre-kindergarten students participate in daily English Oral Language Development while English is taught daily during English as a Second Language (ESL) instructional time at kindergarten and first grade. Kindergarten and first grade students are also taught science, social studies, math, fine arts, and physical education in English. Second through fifth graders are taught reading, language arts, math, science, and social studies in English by bilingual/ESL certified teachers who deliver instruction using ESL methodologies.

## ACCELERATED ENGLISH TRANSITION MODEL

Teachers scaffold instruction for their incoming immigrant students through native language cognitive development.

## ENGLISH TRANSITION MODEL

Teachers use Spanish literacy instruction with students needing additional support in acquiring the English language to maximize opportunities for academic and English language learning.

## FREQUENTLY ASKED QUESTIONS

### **How long should a student remain in the Accelerated English Transition Model or the English Transition Model?**

There is no time frame imposed, the student's progress in academics and English language learning is monitored on an individual basis.

The models are meant to help students until they meet established performance requirements for Reading, Writing, and Oral Language Proficiency in English. These performance requirements are established by the Texas Education Agency.

### **Are students evaluated on their English language acquisition?**

Students are evaluated on their English language acquisition annually in the domains of listening, speaking, reading, writing and comprehension. The Language Proficiency Assessment Committee (LPAC) reviews students' progress on a regular basis.

### **Why are the Accelerated English Transition Model and the English Transition Model offered?**

The Accelerated English Transition Model and the English Transition Model are EPISD policy. The state of Texas and the *No Child Left Behind Act of 2001* also mandate that local districts meet the needs of limited English proficient (LEP) students through a Bilingual Education Program.