cpse K16
CORPORATION FOR PUBLIC SCHOOL EDUCATION K16

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Round Rock Independent School District
Bilingual Strategic Plan 2003-2004

Spring 2003

Special Programs
Round Rock Independent School District
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RRISD BILINGUAL TRANSITIONAL PROGRAM

Definition:

The RRISD Bilingual campuses will implement a Bilingual Transitional Program for the 2003-2004 school year.

The two major components of the RRISD transitional model are to build a foundation in the student's primary language and to develop the Basic Interpersonal Communication Skills (BICS) in English. Based on their language and academic proficiency the student will be transitioned at the earliest possible level into the English language.

Once a student transitions into the English language the teacher is responsible for the continued use of the primary language for bridging the cognitive skills needed for comprehension in the English language.

Round Rock Independent School District
Bilingual Transitional Program

Mission Statement

The mission of the RRISD Bilingual Transitional program is to ensure that each student reaches the highest level of achievement and that each educator has high student expectations, thereby guaranteeing exemplary instruction in both English and the primary language. This will empower each student to reach his or her highest individual academic potential. The student will develop the cognitive academic language proficiency skills in English and become a contributing member of a nurturing, culturally diverse learning community.

Vision Statement

The RRISD Bilingual Transitional Program will guarantee that each student reaches his or her highest level of academic performance. The Bilingual Transitional Program will create a learning community that is nurturing, compassionate and respectful of the affective, linguistic and cognitive needs of the English Language Learner.

Guiding Principles

The Bilingual Transitional Program will:

- provide a strong linguistic foundation in English and in the primary language so that each student successfully transitions at the earliest possible level into the English language
- create a learning environment that promotes high academic performance while understanding and respecting the diversity of each individual in a bilingual and bicultural society
- guarantee literacy in English and in the primary language
- utilize the application of best practices to guarantee the highest level of cognitive learning by each bilingual student.

Strengths of High Performing Bilingual Campuses
Round Rock Independent School District
2002-2003

In the fall 2002, Round Rock Independent School District created a Bilingual Committee to develop a blueprint that would guide its bilingual programs across the district. The committee consisted of central office staff, principals, teachers, and parent representatives from the district's four elementary schools with bilingual programs at Berkman, Bluebonnet, Robertson, and Purple Sage. The purpose of the report entitled ***"Identifying Best Practices for the Bilingual Strategic Plan 2003-2004: Methodology and Research Design."***

The following are identified strengths of high performing bilingual campuses organized by Best Practice Area:

Collaboration

Definition: Teachers actively participate in teams that concentrate on curricular and instructional issues about student work.

- Staff meetings centered on student achievement and performance
- Weekly planning meetings in regards to student performance
- Collaboration among staff on curriculum and instruction issues
- Collaboration among all stakeholders on student achievement
- Collaboration in effective grade and subject-level teams
- New teacher mentor program

Teaching Strategies

Definition: Teachers know what curriculum they must teach and what students should learn by grade and subject; teachers select evidence-based instructional materials based on its relationship to the curricular objectives.

- Strong, focused instructional leadership/principal
- Qualified and certified bilingual teachers
- Teach to specified academic objectives using data-driven, research-based instructional practices and arrangements
- Strong ESL component for the bilingual program
- Small group or individual student interventions
- Meet the academic needs of all students (no barriers allowed)
- Prescriptive plan of action for each student

Strengths of High Performing Bilingual Campuses (continued)
Round Rock Independent School District
2002-2003

Monitoring Performance

Definition: Teachers use assessment results to examine student performance and to direct instructional decision-making.

- Monitor the progress of every student
- District-based scope and sequence
- District-based benchmark testing
- Continuous, short-cycle student assessments
- Parental involvement and support student performance

Recognize, intervene, and adjust

Definition: Through on-going daily observations of students and student work, teachers recognize and adjust instructional practice and provide interventions for students both inside and outside the regular classroom.

- Intervene or adjust instruction based on individual student performance
- Regrouping students for academics based on need

Round Rock ISD Bilingual Program
2002-2003

In compiling an evaluation of the Bilingual Program at Round Rock ISD, data was analyzed, information gathered at the campuses, campus visits were held at the three bilingual campuses, and inquiries of all stakeholders were completed. The Special Programs staff found strengths and the areas for needed improvement for the Round Rock ISD's bilingual program.

The following are the areas of strengths for Round Rock ISD's bilingual program:

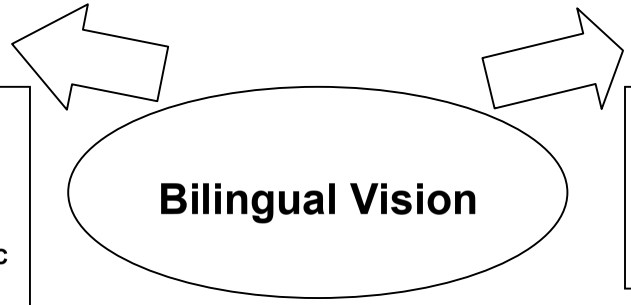
- Identified appropriate student assessments (Texas Assessment of Knowledge and Skills, District Reading Assessment, Reading Proficiency Test in English, Oral language proficiency test, Metropolitan Achievement Test 8, Pre Idea Proficiency Test, District Benchmarks by nine weeks, Peabody Picture Vocabulary Test) that have proven relevant to high level student learning and performance
- Bilingual Vision Committee established to reorganize the Bilingual Program Model that will ensure academic success among bilingual students in the district
- Special Programs staff trained bilingual teachers in TAKS preparation, module training, and class modeling in mathematics, language arts, and writing for bilingual students
- Two bilingual/ESOL teacher leaders, one ESOL teacher leader, and one Bilingual/ESOL/Migrant/Prekindergarten Coordinator were added to Central Office Staff to ensure and support the implementation of the bilingual program
- Training by Margaret Kilgo ("Curriculum Alignment") for the three bilingual campuses provided teachers with the skills to align TEKS with RRISD curriculum
- Training and follow-up by Ann Terry ("Writing Strategies") for the three bilingual campuses provided teachers with the skills and writing methods appropriate for bilingual students
- District Translator Specialist translated benchmarks, TEKS, scope and sequence, and assessments into Spanish to support bilingual instructional practice and student performance
- Bilingual principals established a formal collaborations to discuss instructional practices, student performance, and key issues that relate to success among bilingual students like parental involvement and support

The following are the areas for needed improvement for Round Rock ISD's bilingual program to support higher levels of academic success for bilingual students:

- RRISD will implement benchmark tests in all core areas across the bilingual campuses.
- Campus administrators and teachers will implement and monitor the scope and sequence/TEKS.
- Bilingual and ESOL teachers will write an ESOL component for the bilingual program.
- Special Programs will establish district monitoring systems for the bilingual program.
- Human Resources Services Department will provide a pool of highly qualified, certified bilingual teacher candidates for employment.
- Central office administrators, Curriculum Specialists, principals, support staff, teachers, and parents will have access to meaningful student data and performance reports to inform them and to adjust instructional practices that will lead to student academic success.
- Special Programs Team Leader, Coordinators, and Curriculum Integrated Specialists will provide training on how to use data to drive campus-based staff development and instruction.
- Administrators supported by Executive Team Leaders, Special Programs Team Leader, Coordinators, and Curriculum Integrated Specialists will facilitate meaningful dialogues about student work and instructional practices among regular and bilingual teachers.
- Special Programs Team Leader, Coordinators, and Curriculum Integrated Specialists will provide teachers with model demonstration lessons to demonstrate appropriate academic rigor and content that will lead to long-term academic success for bilingual students.

Four Focus Areas for Bilingual/ESOL Campuses – 2003-04

Purpose- To build quality teacher capacity, implement best practice strategies for Bilingual/ESOL programs, create collaborative teams and provide campus support to increase student achievement.



Focus Area 1: Curriculum Alignment

- TEKS Analysis **D C CL**
- Teacher/student profiles for Bilingual/ESOL proficiencies (knowledge/fluency of language of instruction) **D C CL**
- Curriculum mapping **D C CL**
- TEKS must be taught at the Mastery Level **D C CL**
- Model focused content lessons on key concepts **D**
- Provide Staff development on Best Practices based on data **D C**
- Provide Staff Development on data dissagregation **D C CL**
- Create and maintain Best Practice lessons **D C CL**
- Create a working Bilingual guide **D**
- Create High-quality benchmarks **D C CL**
- Provide Scope and Sequence alignment of Bil/Gen. Ed **D C CL**
- Set goals/objectives of Bil/ESOL models **D**
- Teacher Leaders model and provide support and guarantee systems/implementation and Best Practices **D**
- Provide/Recommend resources **D C**

Focus Area 2: Engaged Learning

- Questioning Strategies **C CL**
- Well managed vs. highly engaged **C CL**
- Provide training on the awareness of individual differences in language, culture and learning styles **D C**
- Model conceptual development lessons **C CL**
- Implement ESL strategies **D C CL**

Focus Area 3: Meeting the needs of Diverse Learners

- Build collaborative team **D C CL**
- Provide training to understand the stages of language acquisition development/ESOL strategies **D**
- Provide training on methods of differentiating instruction **D C**
- Provide additional training on Questioning Strategies **D**
- Provide translations **D C CL**
- Implement Family Learning Centers **D C**
- Provide brochures **D C**

Focus Area 4: Monitoring

District:

- Monitor Best Practices
- Compliance Issues
- Data analysis
- Monitor of Teacher Proficiency/Performance
- Performance Assessments (RPTE, Mat 8, IPT, DRA, KDRA, TAKS, Benchmarks)

Campus:

- Cumulative folders
- Campus improvement plan
- Data analysis
- Track LEP students
- Performance Assessments (RPTE, Mat 8, IPT, DRA, KDRA, TAKS, Benchmarks)
- Prescriptive Individual Plan
- Determination of instructional/testing language for TAKS
- Implementation/Monitoring of Best Practices for Bil/ESL
- Monitoring of agreed remediation program
- Extended school-day tutorial programs and flexible grouping
- Expectations of all staff members must high, positive and apparent
- Family Involvement
- Monitor of Teacher Proficiency/Performance
- Compliance Issues
- Monitor Report Cards

Classroom:

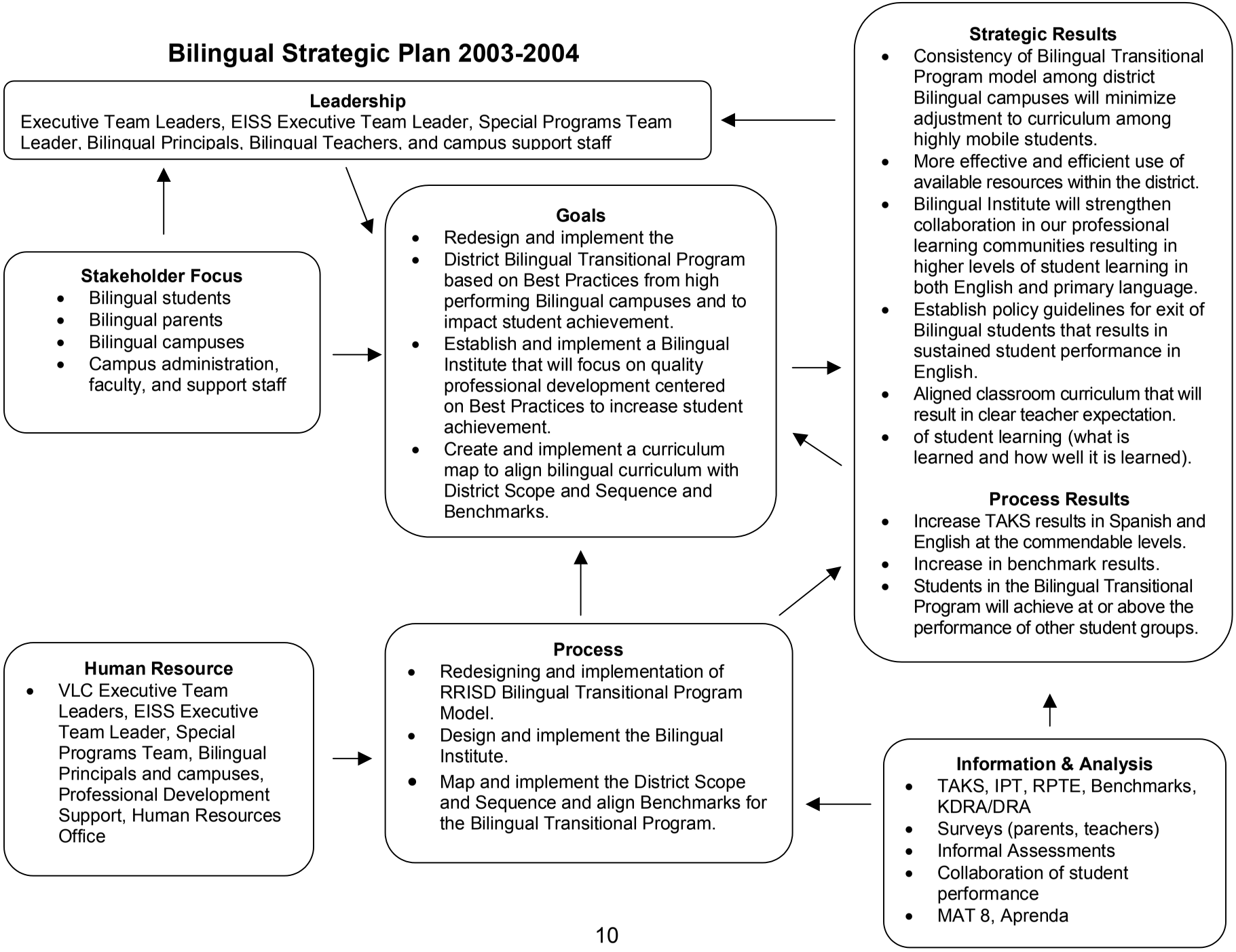
- Lessons Plans
- Curriculum maps
- Classroom Visits
- Data Folders/Portfolios
- Family Involvement
- Data analysis
- Performance Assessments (RPTE, Mat 8, IPT, DRA, KDRA, TAKS, Benchmarks)
- Compliance Issues
- Monitor Report Cards

D – District
C – Campus
CL - Classroom

Data Sources
(assessment data, best practice action research, qualitative interviews, surveys)

Administrators
Bilingual Teachers
Bilingual Vision Committee
District Support System
Just for the Kids

Bilingual Strategic Plan 2003-2004



ROUND ROCK ISD Blueprint for Excellence - 2003-2004 Bilingual Strategic Plan Campus: Bilingual Elementary Campuses

BPE: Goal	Student Achievement: All students will meet or exceed local, state, national and international performance standards in all subject areas.
District Focus Area:	Meeting Needs of Diverse Learners, Monitoring, Align Curriculum, Instruction and Assessment
Leadership:	• Vision: Create a collaborative environment that allows teachers to engage in a constant cycle of reflection, planning, action, analysis of results and adjustments. Acts as a change agent to engage teachers in collective inquiry about curriculum and instructional strategies relevant to exemplary practices in the RRISD Bilingual Program. • Leadership Person(s): Bilingual Campus Administrators, Executive Team Leaders, Special Programs Team
Information and Analysis:	Data Collected and Analyzed**:** TAKS, IPT, Benchmarks, KDRA, DRA, RPTE, MAT 8, parent/teacher surveys, collaboration on student performance and informal classroom assessments
Student Stakeholder Focus:	Data Trends: 1) Bilingual student population increasing rapidly. 2) Bilingual students scoring below district and state assessments compared to other student groups. 3) Bilingual teachers need strategies to meet needs of bilingual learners.
Human Resource Focus:	Training Needs: Professional development of Bilingual best practice strategies.
Change Strategy:	• Redesign and implement the district Bilingual Transitional Program based on best practices of high performing bilingual campuses.

	Process Management for Redesigning and Implement the District Bilingual Transition Program based on Best Practices from high performing Bilingual campuses and to impact student achievement– Specific Action Steps and Time Lines for Each Change Strategy	**Start**	**Finish**	**Responsibility**	**Resources**
1	Design the RRISD Bilingual Transitional program model based on best practices from high performing Bilingual campuses.	11/03	07/03	Special Programs Team, Curriculum Integration Specialists, Bilingual Campuses	Travel ($500), time, staff
2	Compare and contrast the RRISD Bilingual Transitional model to the current model(s) used at each campus	04/03	07/03	Special Programs Team, Curriculum Integration Specialists, Bilingual Campuses	Meetings & Research $50
3	Design an action plan that aligns to RRISD Bilingual Transitional model for each campus.	05/03	07/03	Special Programs Team, Curriculum Integration Specialists, Bilingual Campuses	Time, staff, Bilingual committee
4	Develop a system to monitor and track changes in the redesign process at each campus. (surveys, visits, teacher and student portfolios)	05/03	07/03	Special Programs Team, Curriculum Integration Specialists, Bilingual Campuses	Campuses, surveys, time, staff $100
5	Monitor implementation of RRISD Bilingual Transitional model through class visits and surveys.	05/03	On going	Special Programs Team, Curriculum Integration Specialists, Bilingual Campuses	Forms, surveys, class visits, time, staff
6	Adjust and facilitate changes as needed at each bilingual campus regarding the RRISD Bilingual Transitional model.	05/03	On going	Special Programs Team, Curriculum Integration Specialists, Bilingual Campus	Staff training

	Process Management for Establish and implement a Bilingual Institute that will focus on quality professional development centered on Best Practices; Specific Action Steps and Time Lines for Each Change Strategy	Start	Finish	Responsibility	Resources
1	Based on the RRISD Bilingual Transitional model, areas of professional development will be identified to support the implementation of the model.	05/03	07/04	Special Programs Team, Curriculum Integration Specialists, Bilingual Campuses	$7,656 Bilingual Institute; time, staff
2	Identify delivery models and create the timeline for the implementation of the Bilingual Institute	05/03	07/04	Special Programs Team, Curriculum Integration Specialists, Bilingual Campuses	Meetings to establish timelines, $500
3	Launch Fall/Spring Bilingual Institutes. (Flyers, registration)	08/03	On going	Special Programs Team, Curriculum Integration Specialists, Bilingual Campuses	$50 flyers/ Emails $5,000
4	Create timeline to monitor implementation of professional development (Class visits, surveys….)	08/03	On going	Special Programs Team, Curriculum Integration Specialists, Bilingual Campuses	Staff, time, Surveys, time, class visits, monitoring forms ($100)
5	Facilitate teacher collaboration regarding student performance including instructional practices and data analysis.	08/03	On going	Special Programs Team, Curriculum Integration Specialists, Bilingual Campuses	Meetings, staff, time; Analysis of data
6	Adjust and facilitate changes as needed at each campus to implement strategies learned at the Bilingual Institute. (Coach, model lessons, etc.)	08/03	On going	Special Programs Team, Curriculum Integration Specialists, Bilingual Campuses	$5,000 Staff, time

	Process Management for Creating and Implementing a Curriculum Map to align to the RRISD Bilingual curriculum with the District Scope and Sequence and Benchmarks	Start	Finish	Responsibility	Resources
1	Provide professional development on the District Scope and Sequence to Bilingual teachers.	08/03	On going	Special Programs Team, Curriculum Integration Specialists, Bilingual Campuses	$4,328 Staff and time
2	Assist in the design and monitor of an action plan for each Bilingual teacher to implement the District Scope and Sequence.	08/03	On going	Special Programs Team, Curriculum Integration Specialists, Bilingual Campuses	Bilingual Institute, time, staff, action plans for the campuses
3	Develop a system to monitor and track changes in the implementation of District Scope and Sequence. (Curriculum mapping, data analysis using Curriculum, Instruction and Assessment)	08/03	On going	Special Programs Team, Curriculum Integration Specialists, Bilingual Campuses	Staff training, data, staff, time $3,000
4	Adjust and facilitate changes as needed in the teacher's action plan to support the implementation of District Scope and Sequence.	08/03	On going	Special Programs Team, Curriculum Integration Specialists, Bilingual Campuses	Monitoring Systems, time and staff $3,000

Process Results (Benchmarks & Others): TAKS, RPTE, IPT, MAT 8, Reading, Writing, Social Studies, and Science benchmarks will show improvement over time

Strategic Results:

- TAKS
- Increase in Bilingual teacher capacity that will result in higher level of student learning.
- More effective and efficient of district/campus/classroom resources

Standard Assessments
for RRISD
Elementary Bilingual Transitional Model

Grade Level	Tests (see descriptions below)
Pre-Kindergarten	PPVT, Pre IPT
Kindergarten	Annual OLPT, KDRA
First Grade	Annual OLPT, DRA
Second Grade	Annual OLPT Spanish/English, DRA, MAT8, Benchmarks, Aprenda
Third Grade	Annual OLPT, Spanish/English, DRA, TAKS, RPTE, MAT 8, Benchmarks
Fourth Grade	Annual OLPT, Spanish/English, DRA, TAKS, RPTE, MAT 8, Benchmarks
Fifth Grade	Annual OLPT, Spanish/English, DRA, TAKS, RPTE, MAT 8, Benchmarks

Test	Definition	Grade Given	Purpose
Pre IPT	Pre Idea Proficiency Test	PK	Identification
OLPT	Oral Language Proficiency Test Spanish/English as needed	K-5	Identification, review, exit
PPVT	Peabody Picture Vocabulary Test	PK only	Receptive vocabulary development (Pre/Post)
RPTE	Reading Proficiency Test in English	3-5	To establish reading proficiency levels (Beginning, Intermediate, Advanced)
DRA	District Reading Assessment	K-5	Diagnostic reading assessment Based on the scope and sequence
District Benchmarks	Language Arts, Math, Science, Social Studies (By nine weeks)	2-5	Diagnostic assessments based on the scope and sequence
TAKS	Texas Assessment of Knowledge and Skills	3-5	Exit
MAT 8	Metropolitan Achievement Test	2	Identification for grades 2-5 new students or assessment for exit from second grade BIL/ESOL program
Aprenda **NEW!!! 2004**	Spanish Proficiency Test	2	Assessment to establish Spanish proficiency for transition into English Language Arts curriculum

Best Practices

Student Centered Instruction
Teachers will:

- facilitate the learning process through the use of the student's native language as a resource
- provide experiential learning in order to build background knowledge
- encourage cooperation and mutual support in the learning environment and address the affective, linguistic and cognitive needs of the second language learner
- help students develop self-monitoring and self-correcting techniques to build and expand language acquisition and knowledge base
- encourage students to take risks to test appropriate use of newly acquired language

Cognitive Involvement
Teachers will:

- provide ongoing student-directed learning opportunities
- use a variety of strategies to provide comprehensible input and to create meaningful learning opportunity
- provide students with various approaches that develop cognitive academic language competence
- use knowledge of verbal and nonverbal communication skills in a variety of academic contexts
- help students make connections with relevant material at increasingly higher levels of reasoning
- provide opportunities for students to read predictable whole stories, novels, plays and poems that are context rich
- encourage students to work collaboratively to propose, assess, and implement meaningful solutions to real-world problems

Best Practices

Assessing Student Learning
Teachers will:

- develop assessment activities that are situational and require innovative use of information and skills
- know how to use a variety of assessment procedures (e.g. observations, standardized, informal and peer assessments) to determine level of language proficiency to adapt instruction to address strengths and needs and to monitor learner's progress
- frequently use technology and multiple resources for assessment
- utilize technology programs and management systems in assessing and monitoring student progress
- help students develop criteria for assessment and use the criteria to measure process, progress, and products
- assist students in developing portfolios containing evidence of both written and oral products
- guide students to use assessment results to direct their own learning

Instructional Materials
Teachers will:

- provide a variety of print and non-print resources to students at appropriate reading levels
- consider learners' cultural background levels of language proficiency and experiences when choosing material
- choose materials that will connect background knowledge and experiences with new learning
- provide students with a variety of materials and resources for creating, problem solving, and communicating effectively to variety of audiences
- consult print and non-print resources in their native language when needed

Round Rock Independent School District
Bilingual Transitional Leadership Profile

A Round Rock Bilingual Transitional Leader is anyone in a position who promotes the success of Bilingual students by…

- **facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.**
    - Leads through a shared vision, a powerful sense of purpose and a collective commitment to act
    - Creates collaborative structures focused on teaching and learning by:
        - Building collaborative teams that engage in a constant cycle of reflection, planning, action, analysis of results, and adaptation
        - Providing staff with information, training and parameters to make sound decisions
        - Involving faculty and staff in campus decision making processes and empowering individuals to act
    - Engages in collective inquiry about curriculum and instructional strategies relevant to exemplary practices
    - Acts as a change agent

- **advocating, nurturing and sustaining a school culture and instructional program conducive to Bilingual student learning and staff professional growth.**
    - Organizes school structures, groups and roles that serve as an infrastructure to develop a culture of inquiry
    - Builds a Professional Learning Community by aligning authority and power to develop leadership capacity within the school
    - Leads constructive, systemic change and manages change within context of school improvement initiatives
    - Monitors alignment of written, taught and tested curriculum
    - Focuses on engaged learning rather than teaching
    - Expects continuous learning by all people within the learning community
    - Focuses on results by articulating clear assessment goals aligned with measures
    - Ensures learning experiences support cultural diversity
    - Establishes high standards of learning that all students are expected to achieve
    - Integrates technologies in teaching and learning experiences
    - Treats individuals with fairness, dignity and respect and gives them the tools and autonomy to make contributions
    - Focuses professional development on student learning experiences consistent with the mission and goals
    - Understands bilingual/ESOL teaching methods and monitors classroom teachers' ability to plan and implement effective, developmentally appropriate instruction
    - Understands formal and informal assessment procedures and instruments used in bilingual/ESOL programs and monitors to ensure the classroom teachers use assessment results to plan and adapt instruction

Round Rock Independent School District
Bilingual Transitional Leadership Profile (continued)

- **ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment.**

  - Employs a system-perspective to maximize attainment of organizational goals
  - Analyzes and responds to organizational data and educational trends
  - Uses shared decision-making, individual team empowerment and other research based change strategies
  - Ensures the school plant, equipment and support systems operate safely, efficiently, and effectively to maximize attainment of organizational goals
  - Uses data to differentiate student services, interventions and programs to meet the identified needs of diverse learners
  - Seeks and obtains resources to support the implementation of the campus mission and goals
  - Has knowledge of current Bilingual/ESOL state and federal guidelines and fulfills his or her campus responsibilities to abide by them
  - Serves as an advocate for Bilingual/ESOL students and collaborates with families and community members to address diverse community interests and needs

- **understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.**

  - Collaborates with families and community members to address diverse community interests and needs
  - Mobilizes community resources
  - Demonstrates an appreciation for and sensitivity to cultural diversity in the school community
  - Understands the foundations of bilingual education and the concepts of bilingualism and biculturalism, and monitors the implementation of his/her campus
  - Establishes personal credibility by acting in accordance with the attitudes, behaviors and commitments they ask others to demonstrate
  - Knows the factors that affect Bilingual/ESOL students' learning of academic content, language and culture

Round Rock Independent School District
Bilingual Transitional Teacher Profile
Exemplary Learning Contexts and Processes

Learning Contexts/Environments

- **Learning-centered** – Teaching and learning activities are focused on students' interests, concerns, and questions
- **Engaging** – Students learn best when faced with challenges, choices, and responsibility in their own learning
- **Flexible as to time, space, and groupings** – Learning needs dictate the amount of time spent on a learning experience, the location where the learning is to occur, and the make up of the group learners/learning facilitators working together
- **Relevant to expected learning outcomes** – Student-learning experiences are embedded in real life problems or simulations in the classroom and/or community settings
- **Interactive and collaborative** – Classroom activities require students to work with multiple persons and media both in the classroom and in other locations
- **Technology rich** – Students have access to multiple technologies and can choose appropriate tools for learning tasks

Learning Process

Curriculum (What):

- TEKS/TAKS
- Interdisciplinary
- Language Arts – listening, speaking, reading, writing, viewing/representing
- Numerical reasoning skills
- Critical thinking strategies
- Technical reasoning
- Futuristic thinking

Instructional Approaches (How Taught):

- Integrate curriculum through thematic and problem-based experiences
- Immerse students in learning experiences that create/construct knowledge
- Are based on current brain research and multiple intelligences
- Differentiate instruction based on learner needs
- Infuse technology as a learning tool
- Require student-led learning and teaching
- Make experts in field of study accessible to students
- Require collaborative/interactive learning experiences
- Incorporate Baldridge principles in classroom management
- Implement the ESOL curriculum component
- Prepare prescriptive plans listing intervention strategies as needed
- Has a comprehensive knowledge of content area instruction in first language (Spanish) and second language (English)

Round Rock Independent School District
Bilingual Transitional Teacher Profile (continued)
Exemplary Learning Contexts and Processes

- Has knowledge of the foundations of bilingual education and the concepts of bilingualism and biculturalism
- Responsible for providing a bilingual program that consists of a full-time program of instruction in which basic skills are taught in the student's home language and intensive English (ESOL)
- Understands the process of first and second language acquisition and uses this knowledge to promote students' language development in Spanish and English
- Actively collaborates with families and community members to address diverse community interests and needs
- Willing serves as an advocate for bilingual students

Assessment Strategies (Verification of Need and Progress):

- Assess authentic application of knowledge and skills
- Use assessment data to drive instructional planning
- Use student achievement data to track individual students' progress
- Give direct and frequent feedback to learners
- Communicate evidence of student progress to parents
- Incorporate student self-assessment with goal setting
- Understands formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in the bilingual program and uses assessment results to plan and adapt instruction
- Has a comprehensive knowledge of the development and assessment of literacy in the primary language and English language

Round Rock Independent School District
Bilingual/ESOL Graduate Profile

A Bilingual/ESOL student who graduates from Round Rock ISD will be able to demonstrate the following characteristics:

Seeks Knowledge and Understanding

- Initiates own learning
- Has a foundation in core academic areas
- Has knowledge of and appreciates the arts and humanities
- Uses effective learning techniques to acquire and apply new knowledge
- Applies numerical reasoning strategies to practical problems
- Understands world issues and current events
- Takes intellectual risks in learning
- Develops the academic skills needed to be cognitively proficient in English

Thinks Critically and Solves Problems

- Defines problems, hypothesizes, and becomes actively involved in creative problem solving
- Organizes and processes information in productive ways
- Generates new ideas
- Analyzes and adapts to changing environment with a focus on the future
- Makes decisions based on facts
- Transfer cognitive academic language proficiency skills from the primary language into English to build comprehension

Listens and Communicates Effectively

- Communicates and receives ideas and information through written, visual, and spoken formats

Uses Technology as a Tool

- Selects appropriate tools and procedures to accomplish tasks
- Uses technology to access, organize, and synthesize information
- Adapts to the evolution of software and hardware
- Applies technical reasoning skills

Interacts Effectively with Others

- Works successfully in teams
- Builds consensus with among divergent interests
- Exhibits effective leadership skills by communicating ideas and motivating others
- Collaborates effectively with persons from diverse backgrounds
- Plans and acts as a system thinker
- Uses primary language as a communication tool for peer assistance

Round Rock Independent School District
Bilingual/ESOL Graduate Profile (continued)

Exhibits Strong Personal Qualities

- Demonstrates initiative and perseverance
- Accepts responsibility for his/her own actions
- Recognizes and responds to societal needs
- Values and participates in the democratic process
- Maintains wellness and balance in life

As a result of this expectation, our Bilingual/ESOL students will exceed and/or meet local, state, and national attendance performance standards in all subject areas.

Round Rock ISD

Enroll Now!! Highly Recommended!!

Bilingual Institute

When: July 28-31, 2003

8:00-4:00 PM

Hopewell Middle School

(Sign up on EDMIN.COM under Special Programs by May 30)

- General Sessions will focus on the following four areas: Curriculum Alignment, Diverse Learners, Monitoring and Engaged Learners
- Breakout Sessions will be facilitated by RRISD Bilingual/ESOL Master Teachers on monitoring procedures, second language acquisition, curriculum mapping, LPAC procedures and
- THE NEW RRISD BILINGUAL TRANSITIONAL MODEL!

Please enroll by May 30, 2003 to allow for accurate planning and organization of the sessions

QUESTIONS: Contact Laura Wheeler 464-5157

Bilingual Institute Program

Monday	Tuesday	Wednesday	Thursday
8:30-9:00 Registration 9:00 9:30 General Session: Dr. Gaul, Topic: **Vision/Goals for RRISD Bilingual Transitional Program** Breakout sessions topic: **Setting High Expectations: The Role of the Bilingual Transitional Teacher** 9:30-12:00 Concurrent Administrator Sessions: **A Bilingual Administrator's Compliance Responsibilities** 9:30 – 10:30 Breakout Session 1: RRISD Master Teachers. Choose from: • IPT results – what's next? – hands-on analyzing of real IPT scores • LPAC – hands on application of real student information LPAC records – what to do next? • Exit criteria – examine real student records – what do you think? • Learning Transition criteria 10:30-10:45 Break 10:50 – 11:55 Breakout Session 2: (Choose from above) 12:00-1:30 Lunch (on own) 1:30-2:30 Breakout Session 3 2:30-2:45 Break 2:45-3:30 Breakout session 4 (Choose from above) 3:30 – 4:00 Plus/Delta Debrief session	8:30-9:00 Sign in/Sign up for Breakout Sessions 9:00-9:30 General Session/Dr. Lopez Breakout sessions topic: **Second Language Acquisition** 9:30-12:00 Concurrent Administrator Sessions **Development of Second Language Acquisition and strategies** 9:30-10:30 Breakout Session 1 RRISD Master Teachers: Choose from: • Creating second language acquisition lessons through technology integration • Hands on research for websites for the development of ESL lessons • Presentation of the new RRISD ESL Component and hands on opportunity for integrating and aligning to the new RRISD Bilingual Transitional Model • Writing with the second language learner 10:30-10:45 Break 10:50-11:55 Breakout Session 2 Choose from above: 12:00-1:30 Lunch (on own) 1:30-2:30 Breakout session 3 2:30:2:45 Break 2:45 – 3:30 Breakout Session 4 (Choose from above) 3:30-4:00 Plus/Delta Debrief Session	8:30-9:00 Sign in/Sign up 8:30-9:30 General Session: Beverly Helfinstein, Topic: **Monitoring Systems** Breakout sessions topic: **Using assessments for instructional purposes** 9:30-12:00 Concurrent Administrator Sessions **Monitoring Responsibilities** 9:30-10:30 Breakout Session 1 RRISD Master Teachers: Choose from: • Hands on analyzing of real student running records • Observations – focused? notes – examine several teachers' notes • Flexible Grouping – given reading levels, IPT levels – how would you group? • Writing checklists/rubrics • Monitoring notebooks • Spanish Benchmarks 10:30 – 10:45 Break 10:50-11:55 Breakout Session 2 Choose from above: 12:00-1:30 Lunch (on own) 1:30-2:30 Breakout Session 3 2:30-2:45 Break 2:45-3:30 Breakout Session 4 (Choose from above) 3:30 – 4:00 Plus/Delta Debrief Session	8:30-9:00 Sign in/Sign up 9:00-9:30 General Session: Matt Matthys, Topic: **Curriculum Alignment** Breakout sessions topic: **View and revise scope and sequence and collaborate** 9:30-12:00 Concurrent Administrator Sessions: **Curriculum Alignment: where is your campus in the journey?** 9:30-10:30 Curriculum Alignment Session: RRISD Master Teachers. Choose from: • Hands on – View Scope & Sequence by grade level, discuss Non-negotiables, opportunity for collaboration on curriculum alignment 10:30-10:45 Break 10:45-11:45 Curriculum Alignment Session continued. 11:45 – 12:30 Closing Speaker: Dr. Tom Gaul • Discussion of Follow up Plan • Putting it all Together • Door Prize winners • Evaluation

Bilingual/ESOL Component Design
To the RRISD Scope and Sequence
(*A Collaborative Project with Pflugerville ISD Bilingual/ESOL Program)*

Plan**:** Form two writing committees (Primary and Intermediate) to write an ESOL Component to the RRISD Scope and Sequence in collaboration with a committee of Bilingual/ESOL teachers from Pflugerville ISD

Purpose:

- To raise student achievement levels on short cycle, benchmark and standardized assessments in English
- Provide a resource for Bilingual and ESOL teachers to assess student progress

Audience: All elementary Bilingual and ESOL teachers in RRISD
Approximately 3 Bilingual teachers and 1 Curriculum Integration Specialist would be needed per committee.

Outcomes:

- Raise each Bilingual/ESOL student's achievement level on assessments in English
- Raise each Bilingual/ESOL teacher's expectations of English vocabulary development by second language learners
- Provide a product for Bilingual/ESOL teachers to use for English vocabulary development to revise existing product
- Provide a monitoring system to ensure Bilingual/ESOL TEKS for English vocabulary development are systematically taught
- Implementation of best practice with second language learners
- Feedback from elementary Bilingual and ESOL teachers for future staff development
- Collegial dialogue among elementary Bilingual and ESOL teachers

Location**:** Bluebonnet Elementary

Writers: highly experienced, Bilingual certified RRISD teachers

Schedule:

- June 9-12 from 9:00 a.m. – 3:00 p.m.

Bilingual/ESOL Component Design
To the RRISD Scope and Sequence (continued)
(***A Collaborative Project with Pflugerville ISD Bilingual/ESOL Program)***

Budget:

Primary Committee:

Curriculum Integration Specialist Bil/ESOL x 32 hours at $26.00/hr	$832.00
1 teacher for 32 hours at $26.00/hr (832.00 x 3 teachers)	$2,496.00
	$3,328.00

Intermediate Committee:

Curriculum Integration Specialist Bil/ESOL x 32 hours at $26.00/hr	$832.00
1 teacher for 32 hours at $26.00/hr (832.00 x 3 teachers)	$2,496.00
	$3,328.00

Printing Costs (to distribute materials to teachers in binders)	$1,000.00
TOTAL ESTIMATED COSTS OF ESOL CURRICULUM WRITING:	$7,656.00

Funding Source: Round Rock ISD RRAC (local money)

Revision of Spanish Benchmarks
Aligned with Round Rock ISD Scope and Sequence

Plan: Form a design committee to revise benchmarks for Spanish and Writing and to rewrite existing benchmarks in all other content areas

Purpose:

- To raise student achievement levels on short cycle, benchmark and standardized assessments in English
- Provide a resource for Bilingual and ESOL teachers to assess student progress

Audience: All elementary Bilingual teachers. Approximately 3 Bilingual teachers and 1 Curriculum Integration Specialist would be needed.

Outcomes:

- Raise each Bilingual/ESOL student's achievement level on assessments
- Raise each Bilingual/ESOL teacher's expectations of student achievement by second language learners
- Provide a product for Bilingual/ESOL teachers to use for assessment
- Provide a monitoring system to ensure Bilingual TESKS are systematically taught
- Implementation of best practice with second language learners
- Feedback from elementary Bilingual teachers for future staff development
- Collegial dialogue among elementary Bilingual teachers

Where: Bluebonnet Elementary School

Writers: highly experienced, Bilingual certified RRISD teachers

Schedule: June 9-12, 2003 from 9:00 a.m. to 3:00 p.m.

Budget:

Curriculum Integration Specialists, Bilingual/ESOL: $26/hr for 8 hours X 4 days	$832.00
$26/hr for 8 hrs X 4 days ($832.00) for 3 teachers	$2,496.00
Primary Total:	$3,328.00
Printing costs (to distribute materials to teachers in binders)	$1,000.00
Total Estimated costs of writing:	$4,328.00

Funding Source: Round Rock ISD local (bilingual) Special Programs