

Elementary Bilingual Program Campuses

Arizona Fleming Elementary
Grades PK-5

E. A. Jones Elementary
Grades PK-5

Early Literacy Center at Ridgemont
Grades PK-1

Heritage Rose Elementary
Grades PK-5

Lula Belle Goodman Elementary
Grades K-5

Lynn Armstrong Elementary
Grades PK-5

Mary Austin Holley Elementary
Grades PK-5

Mission West Elementary
Grades PK-5

Ridgegate Elementary
Grades K-5

Ridgemont Elementary
Grades 2-5

Townewest Elementary
Grades PK-5

Walter Moses Burton Elementary
Grades PK-5

Rosa Parks Elementary
PK

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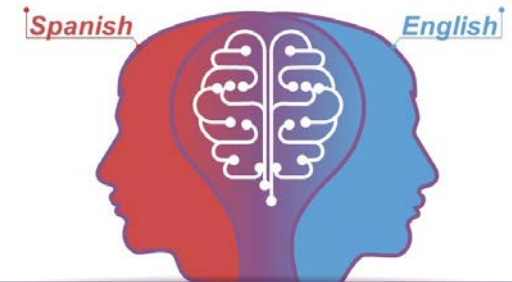
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2024-2025

Bilingual Program



Information

PK-3rd: One-Way Dual Language Immersion (Spanish-English)

4th-5th: Transitional Bilingual Early-Exit (Spanish-English)

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Bilingual Program Philosophy

The FBISD Bilingual Education Program aims to maximize the power of languages to equip students for a multicultural world by developing linguistically competent and culturally proficient global citizens through robust academic learning experiences.

Bilingual Program Eligibility Requirements

- New students entering PK-5th grade whose Home Language Survey (HLS) indicates Spanish.
- Student is identified as an English learner (EL) through the single statewide assessment.
- Language Proficiency Assessment Committee (LPAC) recommends Bilingual program placement .
- Parent approves student participation in Bilingual program.

Phased Implementation of the One-Way Dual Language Immersion Program

As the district phases in One-Way Dual Language (OWDL) in grades PK through 3rd in 2024-2025, grades 4th and 5th will continue the implementation of the current Transitional Bilingual Early-Exit (TBEE) model. FBISD will offer two models of bilingual programming (TBEE and OWDL) until the final group of students taught with the TBEE model have transitioned to middle school at the end of the 2025-2026 school year.

One-Way Dual Language Immersion (PK through 3rd)

- TEA Requirement: Districts must offer bilingual programming to eligible English learners (ELs).
- Student Group: Spanish-speaking English learners with LPAC recommendation and parent approval.
- Program Goals: Bilingualism and Biliteracy (full proficiency in Spanish and English), grade-level Academic Achievement, and Sociocultural Competence.
- Program Design: Provides ongoing literacy and academic instruction in the two languages (Spanish and English) with at least half of the instruction delivered in the partner language (Spanish) for the duration of the program.

Transitional Bilingual Early-Exit (4th-5th)

- TEA Requirement: Districts must offer bilingual programming to eligible English learners (ELs).
- Student Group: Spanish-speaking English learners with LPAC recommendation and parent approval.
- Program Goals: Full proficiency in English and grade-level academic achievement.
- Program Design: Use primary language (Spanish) as a resource while acquiring full proficiency in English.