



Transitional Bilingual Instruction Program (TBIP)

Transitional Bilingual Instruction Program (TBIP) Overview:

The TBIP program is a supplemental method of instruction which may include English as a second language and is designed to enable the student to achieve competency in English.

Quincy School District implements Sheltered Instruction (SI) as an approach for teaching in strategic ways that make academic concepts comprehensible while promoting students' English language development. The TBIP program provides a partnership with general education and supplements what all students receive for instruction. Core curriculum is modified to meet the language needs of ELL's and target distinctive second language development needs and gaps in educational backgrounds.

Transitional Bilingual Instruction Program Goal/Purpose:

The Transitional Bilingual Instructional Program's primary intent and purpose is to ensure that students with limited English proficiency are able to participate meaningfully in school by developing English language proficiency while developing academics at grade level.

How will the Transitional Bilingual Instruction Program make a difference for our staff/students?

- Provide a systematic, research based approach for a language acquisition program.
- Utilize curriculum and materials that are based on sound educational theory and practice.
- Create and implement a structured supplemental language intervention plan to meet diverse ELL needs to ensure progress in both academic areas and language acquisition across all grade bands.

Student Eligibility and Placement

- When a student enrolls in school, parents complete a Home Language Survey which asks "Does your child speak a language other than English?"
- If the answer is yes, the student is administered a placement test to determine the student's English skills. Any student who scores below "Transitional" is eligible to receive TBIP services and parents are notified of student placement.
- A student continues to be eligible until considered "Transitional" on the annual state language proficiency assessment.

Principal expectations:

- Familiarity with the features of sheltered instruction (i.e. GLAD or SIOP strategies) and systematic language interventions to ensure quality instruction is provided.
- Guide the creation of a school-wide version for the educational success of all students including English Language Learners.
- Promote and support the implementation of supplemental language interventions and strategies.

Instructional Staff expectations:

- Be familiar with the features of sheltered instruction (i.e. GLAD or SIOP) and systematic language interventions to ensure quality instruction is provided.
- Collaborate with intentional focus on data to support educational success and positive outcomes for ALL students including English Language Learners.
- Implement research based ELL instructional strategies (i.e. GLAD or SIOP) to promote optimum learning within the classroom.

TBIP Program Staff will:

- Determine student eligibility for services and notify parents of student placement in program.
- Oversee/collaborate with building staff to support TBIP including:
 - Monthly count/reporting
 - Maintaining files/documentation
 - Designing services
 - Participating in building meetings for TBIP services
- Utilize district curriculum designed to provide supplemental instruction to eligible students per TBIP and district program guidelines.

Outcomes of Transitional Bilingual Intervention Program Implementation:

- Provide an understanding of evidence-based practices in language acquisition instruction and interventions to increase students' English language proficiency and meet state academic standards.
- Build conditions to support and sustain system-wide structures for the continuous improvement of ELL teaching and learning.