

## Diboll ISD Services for English Language Learners

Diboll ISD offers a Dual Language Enrichment Model (DLE) for all limited English students from PK3 through Grade 3. Each year a DLE class is added to a grade level. Our goal is to assure that a DLE model of instruction is available to all limited English proficient (LEP) students in grades PK3- 5. Additionally, the district is working to expand the DLE model to a “two way” enrichment educational model so that all students (both English and English Language Learners) have an opportunity to become high achieving biliterate citizens.

In grades 6-12, limited English students are served through English as a Second Language (ESL) services. Students either participate in a pull out program to enrich English language development and/ or through ESL supports in the classroom. Such supports include Sheltered Instruction and ESL instructional accommodations and strategies which are taught and/ or provided by ESL certified teachers.



Sheltered Instruction (Content Area Teachers) - Curriculum - Portland Public Schools.url

The district chose to implement the DLE model as the bilingual program of choice because of our belief in the following premise:

***Results of enrichment bilingual education models continue to demonstrate that the route to “academic English” and long-term achievement for Bilingual Learners is through a strong education in their native language and well-balanced and sequenced English instruction. Although instruction in Spanish (native language) appears counter-intuitive to English language acquisition, it is the best route because it is focused on academic learning that involves cognitive and linguistic development and on-grade-level learning. In Late-exit transitional bilingual (sometimes referred to as “maintenance”) programs where Bilingual Learners exit native language instruction late...after 4-5 years, and dual language programs, where Bilingual Learners continue native language instruction through at least 5th grade, there is greater long-term success of these students. However, only one-way or two-way dual language programs effectively close the academic achievement gap for ELLs based on long-term standardized assessments. In contrast, remedial BE models (transitional or ESL) only partially close the gap (Thomas & Collier, 2004)***

The Dual Language Enrichment Model in Diboll ISD follows the Gomez/Gomez DLE model.

<http://dlti.us/index.html>.

### **[Key Features of the Gómez & Gómez Dual Language Enrichment Model](#)**

**DLE Implementation Guidelines (Gomez & Gomez DLE Model in Texas)**

**[DLE Guidelines-8-2008.pdf](#)**