



UNITED INDEPENDENT SCHOOL DISTRICT INFORMATIONAL ITEM

TOPIC: Conclusion of the Language Academy Program for Elementary NEWCOMER Students

SUBMITTED BY: Carmen A. Pompa, Director of Bilingual/ESL/DUAL/Foreign Language

OF: Curriculum & Instruction Department

APPROVED FOR TRANSMITTAL TO SCHOOL BOARD: _____

DATE ASSIGNED FOR BOARD CONSIDERATION: September 17, 2014

INFORMATIONAL REPORT:

Presentation of the conclusion of the Language Academy Program for elementary NEWCOMER students currently at Prada Elementary servicing surrounding campuses (Juarez-Lincoln, Kennedy-Zapata, Arndt, Perez, Roosevelt, Centeno, and Prada). To take into effect immediately for the 2014-2015 school year and following the NEWCOMERS plan established in 2013-2014 at the elementary level.



NEWCOMERS Plan for Elementary students in Grades 3rd -5th

<p>Step 1: Student enrolls in school, he/she is identified as RI/RA and Limited English Proficient.</p>	<p>Step 2: LPAC clerk assesses with LAS Links English (scores 1, 2) and in Spanish he/she is proficient (scores 3+).</p>	<p>Step 3: The reading interventionist will conduct running records (English and Spanish): If the Spanish running record is at or above text level 14 with comprehension at 80% and fluency at or above 45 wcpm—reading interventionist will begin instruction in English for literacy. If the student is not at or above text level 14 in his/her native language (Spanish), the reading interventionist will continue to work with the student until he/she meets the desired text level (assess the student with Primer grade TEJAS lee in order to provide diagnosed instruction to improve reading, regardless of the grade level enrolled and continue to monitor progress of the student).</p>	<p>Step 4: Student is ready to begin literacy instruction in English. The Reading intervention teacher will assess the student with the First grade TPRI in order to provide diagnosed instruction to improve reading, regardless of the grade level enrolled at and continue to monitor progress of the student. The Transition Guide will also be implemented to target every literacy component and provide that systematic instruction for our RI/RAs. The student will also participate in the Virtual Mind Reading Coach by the language acquisition teacher assistant—monitoring reports for progress will be provided every 3 weeks.</p>	<p>Step 5: The student will remain with homeroom teacher for grade-level content based instruction with the ELPS standards and the Sheltered Instruction strategies. The Reading intervention teacher will continue to work with the student until the student is ready to work independently and on level in English reading and all other content areas. The Reading Intervention teacher will also provide ESL/REACH to our RI/RA students (at least 3 days a week).</p>
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