



UNITED INDEPENDENT SCHOOL DISTRICT INFORMATIONAL ITEM

TOPIC: 2016-2017 Bilingual Department Program Evaluation and TELPAS Results

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

OF: Curriculum and Instruction Department

APPROVED FOR TRANSMITTAL TO SCHOOL BOARD: _____

DATE ASSIGNED FOR BOARD CONSIDERATION: October 18, 2017

Informational Report:

Presentation of the Bilingual Department Program Evaluation and TELPAS (Texas English Language Proficiency Assessment System) results for the English Language Learners of our District for the 2016-2017 school year.



**BILINGUAL PROGRAM EVALUATION/TELPAS
2016-2017 SCHOOL YEAR**

BY: DR. CARMEN A. POMPA, DIRECTOR

PRESENTED TO THE BOARD OF TRUSTEES & SUPERINTENDENT OF SCHOOLS ON OCTOBER 10, 2017



United Independent School District

§89.1265

§89.1265. Evaluation.

- (a) All districts required to conduct a bilingual education or English as a second language program shall conduct periodic assessment and continuous diagnosis in the languages of instruction to determine program impact and student outcomes in all subject areas.
- (b) Annual reports of educational performance shall reflect the academic progress in either language of the limited English proficient students, the extent to which they are becoming proficient in English, the number of students who have been exited from the bilingual education and English as a second language programs, and the number of teachers and aides trained and the frequency, scope, and results of the training. These reports shall be retained at the district level to be made available to monitoring teams according to §89.1260 of this title (relating to Monitoring of Programs and Enforcing Law and Commissioner's Rules).
- (c) Districts shall report to parents the progress of their child as a result of participation in the program offered to limited English proficient students in English and the home language at least annually.
- (d) Each school year, the principal of each school campus, with the assistance of the campus level committee, shall develop, review, and revise the campus improvement plan described in the Texas Education Code, §11.253, for the purpose of improving student performance for limited English proficient students.

Source: The provisions of this §89.1265 adopted to be effective September 1, 1996, 21 TexReg 5700; amended to be effective April 18, 2002, 27 TexReg 3107
Texas

§89.1267. Standards for Evaluation of Dual Language Immersion Program Models.

- (a) A school district implementing a dual language immersion program must conduct annual formative and summative evaluations collecting a full range of data to determine program impact on student academic success.
- (b) The success of a dual language immersion program is evident by students in the program demonstrating high levels of language proficiency in English and the other language and mastery of the Texas essential knowledge and skills for the foundation and enrichment areas. Indicators of success may include scores on statewide student assessments in English, statewide student assessments in Spanish (if appropriate), norm-referenced standardized achievement tests in both languages, and/or language proficiency tests in both languages.

Source: The provisions of this §89.1267 adopted to be effective May 28, 2012, 37 TexReg 3822.

UISD Enrollment/ELL Enrollment/ EXIT History						
School Year	Enrollment	ELL Enrollment	Total % from Enrollment	Number of EXITS	Total % from EXITS	Based on:
2016-2017	42,986	14,131	32.9%	2,202	14%	STAAR
2015-2016	43,107	14,919	34%	2,134	14%	STAAR
2014-2015	43,237	17,393	40.2%	1,921	11%	STAAR
2013-2014	43,023	16,857	39%	2,198	13%	STAAR
2012-2013	42,408	16,949	40%	2,193	13%	STAAR

Instructional setting 2016-2017	Total District Enrollment	ELL Population	ELL %
(27) Elementary Schools	20,246	11,267	55.7%
(9) Middle Schools	9,856	3,117	31.6%
(4) High Schools	12,884	1,949	15.1%
District Totals BEFORE EXITS	42,986	16,333	38.0%
Recent Immigrant/Recent Arrival	16,333 ^{Total ELLs}	860 RI/RA	5.3% RI/RA
Parent Denials	14,131	90	1%
District Totals AFTER EXITS	42,986	14,131	32.9%

EXIT CRITERIA FOR 2013-2014, 2014-2015, 2015-2016, & 2016-2017: LEP students for whom the LPAC has recommended linguistic accommodations (Designated Support) on the STAAR reading or writing test may not be considered for EXIT.

§89.1265 (a, b)

Source: IRIS, Tyler Systems, YIR 16-17

	Bilingual Dual		Bilingual Early Transition		English as a Second Language		Current ELL & Monitored Year and Year 2		ELL Monitored Year 1 and Year 2	
	Met	Met %	Met	Met %	Met	Met %	Met	Met %	Met	Met %
Reading	1968		4019		2957		10910		3103	
Approaches	1585	81	2411	60	1233	42	6938	64	2783	90
Meets	960	49	932	23	221	7	2872	26	1525	49
Masters	540	27	356	9	52	2	1258	12	764	25
Math	1968		4019		2957		10908		3099	
Approaches	1724	88	2998	75	1953	66	8464	78	2891	93
Meets	1115	57	1370	34	716	24	4277	39	1893	61
Masters	579	29	505	13	125	4	1628	15	892	29
Writing	557		1359		911		3527		1020	
Approaches	468	84	785	58	372	41	2219	63	909	89
Meets	286	51	275	20	71	8	894	25	493	48
Masters	83	15	40	3	8	1	167	5	112	11
Science	567		1243		855		3228		939	
Approaches	466	82	771	62	383	45	2102	65	826	88
Meets	298	53	321	26	146	17	1001	31	491	52
Masters	131	23	102	8	17	2	296	9	162	17
Social Studies	130		0		850		1227		353	
Approaches	83	64			228	27	462	38	230	65
Meets	45	35			41	5	123	10	81	23
Masters	24	18			15	2	49	4	34	10



2016-2017 DUAL Program Progress monitoring in Reading for the English and the Spanish language, AP correlation & EOC results

§89.1267(a, b,)

- ❖ **2nd Grade EOY Text Levels:**
 - ❖ 96% of students maintained or progressed reading levels in both languages
 - ❖ 56% of D.U.A.L. students attained or surpassed 2nd grade text level 16/Lexile level of 500L in both English and Spanish
- ❖ **1st-12th EOY Las Links Reading Online**
 - ❖ English Reading: 88% of D.U.A.L. students attained intermediate or above levels (3,4,5)
 - ❖ Spanish Reading: 61% of D.U.A.L. students attained intermediate or above levels (3,4,5)

HS Campus:	Total Number of DUAL students taking Spanish AP exam	Total Number of DUAL students taking Spanish AP exam and passed	%
Alexander HS	16	15	93.7%
United South HS	6	6	100%
United HS	22	22	100%
LBJ HS	NO DUAL Program		

EOC	ALL students	DUAL
ALL Subjects	79%	91%
ENG 1 & 2	66%	80%
Algebra 1	92%	97%
Biology	88%	95%
US History	93%	98%



38 DUAL Program Graduates 2013-2014
52 DUAL Program Graduates 2014-2015
59 DUAL Program Graduates 2015-2016
50 DUAL Program Graduates 2016-2017



Source: Year in Review 16-17, p. 57

DUAL graduate pin, 5 Letters of Completion, DUAL SEAL on the Diploma

§89.1265 (a, b.)

TEXAS EDUCATION AGENCY

2016 & 2017 INDEX 1 : STUDENT ACHIEVEMENT DATA TABLE

2016 & 2017 INDEX 4: POST SECONDARY READINESS CALCULATION REPORT

STAAR Performance		16 ALL students	17	16	ELL	17
United HS						
(Percent of tests % at LEVEL II Satisfactory Standard) ELL percent includes M1s and M2s 2016 & 2017		84% ALL Subjects 85%	75% 94%	55% ALL Subjects 53%		31% 79%
		75% Reading 88% Math 91% Science 94% Social Studies	93% 94%	37% Reading 71% Math 62% Science 82% Social Studies		70% 80%
4-Year Graduation rate (Gr9-12): Class of 2015 & Class of 2016		96.3% 1014 1053	96.7% 968 1001	87.1% 115 132		93.3% 111 119
5-Year Extended Graduation rate (Gr9-12): Class of 2014 & Class of 2015		96.9% 970 1001	97.5% 1022 1048	90.2% 120 133		89.4% 118 132
LBJ HS						
(Percent of tests % at LEVEL II Satisfactory Standard) ELL percent includes M1s and M2s 2016 & 2017		68% ALL Subjects 72%	56% 91%	47% ALL Subjects 47%		26% 83%
		50% Reading 84% Math 83% Science 86% Social Studies	82% 89%	24% Reading 72% Math 66% Science 77% Social Studies		61% 72%
4-Year Graduation rate (Gr9-12): Class of 2015 & Class of 2016		89.8% 537 598	90.3% 522 578	82.4% 122 148		84.1% 119 145
5-Year Extended Graduation rate (Gr9-12): Class of 2014 & Class of 2015		89.5% 560 626	91.4% 542 593	81.1% 154 190		84.2% 123 146

§89.1265 (a, b.)

TEXAS EDUCATION AGENCY

2016 & 2017 INDEX 1 : STUDENT ACHIEVEMENT DATA TABLE

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STAAAR Performance		16 ALL students	17	16	ELL	17
United South HS (Percent of tests % at LEVEL II Satisfactory Standard) ELL percent includes M1s and M2s 2016-2017		<p>76% ALL Subjects 78%</p> <p>64% Reading 87% Math 85% Science 90% Social Studies</p>	<p>63% 92% 88% 94%</p>	<p>48% ALL Subjects 50%</p> <p>28% Reading 71% Math 68% Science 65% Social Studies</p>	<p>28% 78% 68% 80%</p>	<p>79.3% 111 140</p>
4-Year Graduation rate (Gr9-12): Class of 2015 & Class of 2016		<p>92.3% 676 732</p>	<p>92.9% 728 784</p>	<p>76.9% 90 117</p>		<p>79.3% 92 116</p>
5-Year Extended Graduation rate (Gr9-12): Class of 2014 & Class of 2015		<p>94.1% 620 659</p>	<p>93.9% 682 726</p>	<p>89.9% 98 109</p>		<p>79.3%</p>
Alexander HS (Percent of tests % at LEVEL II Satisfactory Standard) ELL percent includes M1s and M2s 2016-2017		<p>86% ALL Subjects 85%</p> <p>77% Reading 91% Math 95% Science 92% Social Studies</p>	<p>75% 92% 95% 96%</p>	<p>56% ALL Subjects 52%</p> <p>38% Reading 72% Math 80% Science 78% Social Studies</p>	<p>26% 74% 75% 88%</p>	<p>97.1% 61 69</p>
4-Year Graduation rate (Gr9-12): Class of 2015 & Class of 2016		<p>96.8% 631 652</p>	<p>97.6% 657 673</p>	<p>91.0% 81 89</p>		<p>97.1% 83 87</p>
5-Year Extended Graduation rate (Gr9-12): Class of 2014 & Class of 2015		<p>96.7% 647 669</p>	<p>98.2% 637 649</p>	<p>91.0% 81 89</p>		<p>95.4%</p>

TELPAS (Texas English Language Proficiency Assessment System) is an assessment program for students in Texas public schools who are learning the English language.

- ❖ **Beginning** —*Students who receive this rating are in the early stages of learning English. These students have a small vocabulary of very common words and little ability to use English in academic settings. These students often communicate using English they have memorized.*
- ❖ **Intermediate** —*Students who receive this rating are able to use common, basic English in routine academic activities but need considerable English-language support to make learning understandable. Socially, these students are able to communicate simply about familiar topics and are generally able to understand conversations but may not comprehend all the details.*
- ❖ **Advanced** —*Students who receive this rating are able to understand and use academic English in classroom activities when given some English-language support. In social situations, these students can understand most of what they hear but have some difficulty with unfamiliar grammar and vocabulary.*
- ❖ **Advanced High** —*Students who receive this rating are able to use academic English in classroom activities with little English-language support from others, even when learning about unfamiliar material. Students at this level have a large enough vocabulary in English to communicate clearly and fluently in most situations.*

United ISD

Grades K-12

2017 TELPAS Yearly Summary

Listening-from 15,223 ELLs we have 12,418 at AH & Adv = 82%

Speaking-11,593 at AH & Adv = 76%

Writing-9,939 at AH & Adv = 66%

Reading-8,068 at AH & Adv = 53%

Composite Score-10,348 at AH & Adv = 69%

Totals	Listening Scored 15223		Speaking Scored 15194		Writing Scored 15121		Reading Scored 15162		Composite Scored 15109	
	AdvH	Int	AdvH	Int	AdvH	Int	AdvH	Int	AdvH	Int
	9436	2982	8188	3405	5992	3947	2593	5475	5266	5092
	62%	20%	54%	22%	40%	26%	17%	36%	35%	34%
	1891	914	2269	1332	3028	2154	4506	2588	2916	1835
	12%	6%	15%	9%	20%	14%	30%	17%	19%	12%

Spring 2016 TELPAS Proficiency Ratings

Preliminary

United ISD

Grades K - 12

Listening-from 15,844 ELLs we have 12,502 at AH & Adv = 79%

Speaking-11,504 at AH & Adv = 73%

Writing-9,772 at AH & Adv = 62%

Reading-8,539 at AH & Adv = 54%

Composite Score-10,407 at AH & Adv = 66%

District	Listening Scored 15844		Speaking Scored 15811		Writing Scored 15722		Reading Scored 15737		Composite Scored 15691	
	AdvH	Int	AdvH	Int	AdvH	Int	AdvH	Int	AdvH	Int
	8886	3616	7425	4079	5327	4445	2568	5971	4921	5486
	56%	23%	47%	26%	34%	28%	16%	38%	31%	35%
	2348	994	2824	1483	3545	2405	4524	2674	3355	1929
	15%	6%	18%	9%	23%	15%	29%	17%	21%	12%



UISD Middle School and High School ESL Plan Progress
for Recent Immigrants and Arrivals (RI/RA)

TAC Chapter 101.1001, Subchapter AA

Preliminary



§89.1265 (a, b, c)

Composite scores Provided
(L,S,R,W)

	28% Year 1			62% Year 4			70% Year 3								
	Total	AH	ADV	NT	BEG	Total	AH	ADV	NT	BEG	Total	AH	ADV	NT	BEG
MS and HS Totals	242	23	43	90	83	247	66	87	75	19	220	71	84	52	13
		10%	18%	3%	34%		27%	35%	30%	8%		32%	38%	24%	6%
UNITED H S 240903001	50	6	14	19	11	70	21	29	20	0	50	19	18	11	2
		12%	28%	38%	22%		30%	41%	29%			38%	36%	22%	4%
UNITED SOUTH H 240903002	22	1	3	9	9	18	7	4	7	0	42	7	19	12	4
		5%	14%	41%	41%		39%	22%	39%			17%	45%	29%	10%
JOHN B ALEXANDE 240903003	24	6	4	7	7	29	10	11	7	1	23	14	5	4	0
		25%	17%	29%	29%		34%	38%	24%	3%		61%	22%	17%	
LYNDON B JOHNSO 240903009	38	2	10	13	13	29	4	11	7	7	27	6	11	9	1
		5%	26%	34%	34%		14%	38%	24%	24%		22%	41%	33%	4%
UNITED MIDDLE 240903041	10	0	3	4	3	17	6	6	4	1	12	4	4	2	2
			30%	40%	30%		35%	35%	24%	6%		33%	33%	17%	17%
UNITED SOUTH MI 240903043	19	2	1	5	11	5	2	1	2	0	7	0	6	0	1
		11%	5%	26%	58%		40%	20%	40%						14%
SALVADOR GARCIA 240903044	7	1	0	1	5	6	0	0	4	2	5	1	3	1	0
		14%		14%	71%				67%	33%		20%	60%	20%	
GEORGE WASHINGT 240903045	16	2	1	7	6	14	3	6	5	0	18	9	7	2	0
		13%	6%	44%	38%		21%	43%	36%			50%	39%	11%	
CLARK MIDDLE 240903046	18	1	2	13	2	17	7	5	3	2	8	5	2	1	0
		6%	11%	72%	11%		41%	29%	18%	12%		63%	25%	13%	
LOS OBISPOS MID 240903047	7	0	0	2	5	9	2	1	5	1	11	3	1	5	2
				29%	71%		22%	11%	56%	11%		27%	9%	45%	18%
TRAUTMANN MIDL 240903048	12	1	3	6	2	13	3	9	1	0	6	2	2	2	0
		8%	25%	50%	17%		23%	69%	8%			33%	33%	33%	
ANTONIO GONZALE 240903053	9	0	1	4	4	13	0	3	8	2	5	0	3	1	1
			11%	44%	44%		23%	62%	45%			60%	20%	20%	
LAMAR BRUNI VER 240903054	10	1	1	3	5	7	1	1	2	3	6	1	3	2	0
		10%	10%	30%	50%		14%	14%	29%	43%		17%	50%	33%	

Domain Weight
 Listening - 0.10
 Speaking - 0.10
 Reading - 0.50
 Writing - 0.30

TELPAS 2017

TELPEAS Progress
 Attainment (AdvH) A
 (1-4 Years LEP)
 UISD Target = 20%

TELPEAS Attainment (AdvH) B
 (5+ Years LEP)
 UISD Target = 35%

	TELPEAS Progress			TELPEAS Attainment (AdvH) A			TELPEAS Attainment (AdvH) B			
	Tested	Matched Progress %	Met AdvH %	Tested	Matched Progress %	Met AdvH %	Tested	Matched Progress %	Met AdvH %	
District	45109	12645	63.7	7558	2159	28.6	5932	3038	52.1	
UNITED HS	469	401	88.8	201	58	28.9	268	151	56.3	
UNITED SOUTH H	546	504	45.4	102	22	21.6	444	171	38.5	
JOHN B ALEXANDE	239	199	81.8	94	35	37.2	145	77	53.1	
LYNDON B JOHNSO	739	674	43.2	121	21	17.4	618	199	32.2	
UNITED MIDDLE	171	156	73.1	46	15	32.6	125	89	71.2	
UNITED SOUTH M	439	410	259	63.2	41	6	14.6	398	229	57.5
SALVADOR GARCIA	254	243	133	54.7	22	4	18.2	232	113	48.7
GEORGE WASHINGT	342	311	203	65.3	62	19	30.6	280	165	58.9
CLARK MIDDLE	235	207	150	72.5	57	22	38.6	178	107	60.1
LOS OBISPOS MID	468	435	288	63.3	30	6	20	438	257	58.7
TRAUTMANN MIDL	189	172	127	73.8	37	10	27	152	103	67.8
ANTONIO GONZALE	546	527	346	65.7	39	2	5.1	507	282	55.6
LAMAR BRUNI VER	464	447	250	55.9	28	6	21.4	436	220	50.5
NYE EL	345	271	207	76.4	256	86	33.6	33	20	60.6
CLARK EL	221	163	90	55.2	156	30	19.2	21	7	33.3
SALINAS EL	375	304	210	69.1	262	109	41.6	45	15	33.3
NEWMAN EL	301	233	152	65.2	205	55	26.8	38	24	63.2
TRAUTMANN EL	188	138	114	62.6	133	62	46.6	16	13	81.3
SIGIFREDO PEREZ	404	317	191	60.3	257	53	20.6	73	28	38.4
FINLEY EL	235	173	115	66.5	145	35	24.1	39	17	43.6
ANIPARO GUTIERRE	228	193	108	56	160	46	28.8	40	11	27.5

§89.1265 (a, b)

	Tested			Matched Progress %			Met AdvH %			
	Tested	Matched Progress %	Met AdvH %	Tested	Matched Progress %	Met AdvH %	Tested	Matched Progress %	Met AdvH %	
RUIZ EL	428	356	194	54.5	279	64	22.9	86	31	36
MATIAS DE LLANO	167	121	79	65.3	111	35	31.5	19	12	63.2
KAZEL EL	248	195	142	72.8	155	56	36.1	47	34	72.3
JUAREZ LINCOLN	492	399	289	72.4	335	74	22.1	77	46	59.7
PRADIEL	461	379	222	58.6	294	50	17	95	58	61.1
CHARLES BORCHER	274	211	162	76.8	181	73	40.3	37	22	59.5
KENNEDY ZAPATA	302	246	178	72.4	201	61	30.3	58	35	60.3
COL SANTOS BEVA	320	238	203	85.3	229	87	38	25	14	56
FRANKLIN D ROOS	420	329	239	72.6	281	59	21	70	50	71.4
JUDITH ZAFFRIN	611	496	274	56.4	391	103	26.3	111	40	36
HENRY CUELLAR E	409	332	227	68.4	259	87	33.6	86	58	67.4
JULIA BRD JONE	340	263	202	76.8	242	94	38.8	32	22	68.8
JOHN W ARNDEL	469	372	229	61.6	304	90	29.6	80	39	48.8
BONNIEL GARCIA	588	469	304	64.8	389	85	21.9	103	50	48.5
RODOLFO CENTE	478	397	264	66.5	314	101	32.2	97	60	61.9
DR MALAKOFF EL	354	258	164	63.6	242	86	35.5	39	22	56.4
BARBARA FASKEN	466	362	240	66.3	305	99	32.5	76	52	68.4
RAOCLIFFE & SUE	392	327	219	67	267	83	31.1	71	46	64.8
VETERANS MEMORI	492	407	251	61.7	325	70	21.5	97	49	50.5

AMAO (Annual Measurement Achievement Objective)
 Targets have not been released by the Federal Government
 since 2013-2014 school year.

HIGHLIGHTS FOR THE YEAR 16-17

BESA (Bilingual Education Scholar Award)

- ❖ Nominations submitted from school counselors
- ❖ Affective Domain for ELLs –MEDAL was Awarded
- ❖ Board recognitions in December and May

Summer Language Academies

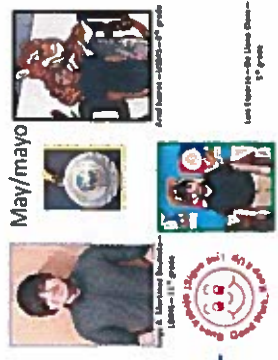
- ❖ HS Academy –Mr. Jaziel Silva USHS –Audiologist-(Panther LEGEND); Mr. Carlos Campuzano LBJHS –Engineer-(Wolf LEGEND) –Face time Mr. Guillermo Obregon LBJHS currently in Medical School.
- ❖ MS Academy –Educational field trip to TAMIU
- ❖ ELEMENTARY LEVEL--International Language Academy -2nd grade ELLs-- at LBJ HS



Title III Symposium

- ❖ Dr. Julissa Liendo and Dr. Thelma Solis were selected to present on the connection between T-TESS & Sheltered Instructional Strategies

\$89.1265 (a)



ELL PROGRESS TO PARENTS & PROFESSIONAL DEVELOPMENT

- ❖ Every year within the first 30 days of school the parents of ELLs receive a letter of progress in English and Spanish about their child's academic progress. Campus principals submit a VERIFICATION DOCUMENT to verify that all letters were sent home on or before the DUE date.
- ❖ Campus Principals also provide a Progress report on week 3 and a Report card on week 6 (Elem & MS) week 9 (HS) for all parents of all students being serviced.
- ❖ All ELLs from 1st-11th grade have an **ELL Plan for Success (NEW INITIATIVE for 13-14)** where the progress is monitored every six weeks through a LEP failure reports and new interventions are assigned as recommended by the LPAC committee and the teacher(s) of the ELLs.

Professional Development Trainings from Language Acquisition Program Coordinators to Teachers of ELLs and Parents of ELLs

- ❖ Sheltered Instruction/Stra-Tiques Phase III 2016
- ❖ DUAL Training
- ❖ Summer Learning Opportunities about Effective Instruction for ELLs
- ❖ International Language Academy and more found in the ERO reports for 2016-2017

BILINGUAL/ESL PARENTAL INVOLVEMENT TRAININGS BASED ON TITLE III SURVEY

- ❖ LPAC framework for Parents – September 2016
- ❖ DUAL Showcases—FALL 2016
- ❖ Parent Summit– October 2016—The benefits of the UISD Bilingual/ESL Program—ENG./SPAN.
- ❖ Bilingual Education Awareness Month –November 2016
- ❖ TELPAS awareness Meeting for parents –January 2017

Campus level PTC meetings are held monthly highlighting all students

\$89.1265 (a,b,c,d)

Campus Improvement Plan

\$89.1265 (d)


FileMaker Pro - [CIP Form (INST-IRI503)]

File Edit View Format Records Window Help

10 / 542 Found (Sorted)

Show All New Record Delete Record Find Sort

Layout: FORM - CIP Form View View As: Preview



IRIS

CAMPUS IMPROVEMENT PLAN 2014-2015

Find Show All Report View as Table Return to Menu

CAMPUS NAME

GOAL 01: Continue to improve student achievement

DATA ANALYZED TO DETERMINE NEED TAPR, AMD, AMAS, PBMAS

LONG RANGE GOAL By the year 2016, all students will reach high standards, at a minimum attaining proficiency or better in all state assessments.

ANNUAL PERFORMANCE OBJECTIVE To increase the percentage of students including special education and migrant meeting state standard from 68% to 85% on the reading STAAR assessment.

INITIATIVE NUMBER	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA / PROGRAMS	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMPLETION DATE	EVIDENCE OF IMPLEMENTATION
8	POPULATION Selected Bilingual Students	Instruction and Curriculum PERSON(S) RESPONSIBLE Principal, APs, Former Fast Forward Assistant, Reading Interventionist	Rigor and Relevance	Academic Performance Reading Interventionist and Language Acquisition Assistant	Reading	Implementation of Virtual Reading Program FORMATIVE Walk-throughs, Class Schedule, and Progress Monitoring	08/25/2014	06/04/2015	Walk-throughs, class STATUS REPORT
9	POPULATION ALL = All Students	Instruction and Curriculum PERSON(S) RESPONSIBLE Principal, APs, pathfinders, teachers, librarian	Rigor and Relevance	Academic Performance Librarian, Pathfinders, Teachers, 4,000 (Title I)	Reading	Integrate the purchase library books with the classroom curriculum FORMATIVE Walk-throughs, Progress Monitoring, AR reports	08/25/2014	06/04/2015	Walk-throughs, lesson plans, STATUS REPORT

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DISTRICT COLLABORATIONS

- ❖ District collaborates with campus Principals when completing their Campus Improvement Plans (always based on needs of ALL students).
- ❖ All campuses receive a **CAMPUS DATA PROFILE** generated through IRIS to assist in their completion of their campus CIP.
- ❖ In addition, the District Improvement Plan is always merged into the plans of all departments within the district because **WE ARE UNITED.**



**United Independent School District
Bilingual/ESL/DUAL and Foreign Language Department Plan
2016-2017**

Dr. Carmen A. Pompa, Director

Mission Statement

United, the Bilingual Department strives to enhance the development of bilingual, bicultural, and biliterate students in an ever-evolving globally-technological society through providing capable leaders for a better tomorrow. Additionally, the Bilingual Department will collaborate with district and campus administrators, teachers, students, and parents to acquire the knowledge base about best practices in bilingual education. This collaboration will provide an effective and cultural curriculum and more importantly, it is considered a priority achievable by all stakeholders.

**SUPERINTENDENT
MR. ROBERTO J. SANTOS**

Associate Superintendents
David E. Gonzalez, Instruction
Mr. Eduardo Zamora, Support Services
Mr. Gloria Rendón, Administration

Assistant Superintendents
Mr. Laida Bravides, Business & Finance
Mr. David Garcia, Human Resources
Mr. Enrique Raspol, Facilities/Construction/Student Services
Mr. Mike Garza, Student Services



- Priority is to service all campuses
- Implement new initiatives according to the needs of our ELLs
- Correlate initiatives with the District Improvement Plan and all stakeholders

§89.1265 (a,d)