



Bilingual Education Program 2024 - 2025 Annual Evaluation

Presentation for:

United I.S.D. Board
Dr. Gerardo Cruz, Superintendent
October 8, 2025

Maria Arámbula Ruiz, Bilingual Ed. Director

“United, We empower students to become Responsible, Global Leaders”



Program Evaluation: Chapter 89.1265

- A. Chapter 89.1265 requires school districts to conduct a bilingual education or English as a second language (ESL) annual program evaluation in accordance with Texas Education Code (TEC), §29.053.

The purpose is to present data to determine program effectiveness to ensure student academic success. The annual evaluation report shall be presented to the board of trustees before November 1 of each year and the report shall be retained at the school district level in accordance with TEC, §29.062.



2025-2026



B. The annual report shall include the extent to which EBs are becoming English proficient and their educational performance.

United ISD – EB Reclassification History						
School Year	UISD Student Enrollment	EB Student Enrollment	Total % from Enrollment	EB students meeting reclassification criteria at EOY prior school yr.	EB students reclassified at BOY of new school year	Criteria
2025-26	39,903	15,287	38.3%	1,809	10.9%	TELPAS-Composite Score & STAAR Rdg./ITBS Rdg. & Lang. Arts
2024-25	41,127	16,615	40.4%	1,859	10.5%	TELPAS-Composite Score & STAAR Rdg./ITBS Rdg. & Lang. Arts



Data source: IRIS and SKYWARD as of 9/24/2025

2025-2026



Academic Performance

Standard Summary for Cluster (K-2nd)

 LISTENING				
	B	I	A	AH
	%	%	%	%
State	26	31	25	18
Region 1	27	33	24	16
UISD	18	32	29	20
 SPEAKING				
	B	I	A	AH
	%	%	%	%
State	42	33	15	9
Region 1	43	36	13	7
UISD	30	40	18	11
 READING				
	B	I	A	AH
	%	%	%	%
State	50	27	14	9
Region 1	51	30	12	7
UISD	39	35	17	10
 WRITING				
	B	I	A	AH
	%	%	%	%
State	56	25	13	7
Region 1	57	26	11	5
UISD	44	34	15	7
COMPOSITE RATING				
	B	I	A	AH
	%	%	%	%
State	36	38	18	9
Region 1	36	40	17	6
UISD	26	41	24	10
State Average Composite Score				2.0
Region 1 Average Composite Score				1.9
UISD Average Composite Score				2.1

2025 TELPAS Standard Summary Report State - Region - District Comparison



2026 Targets
High School
Interim= 34%
Long= 40%
Middle School
Interim= 44%
Long= 50%
Elem. School
Interim= 49%
Long= 55%

Data source:  | 



2025-2026



Academic Performance

Standard Summary
for Cluster (3rd-12th)

Data source:  | 



 LISTENING				
	B	I	A	AH
	%	%	%	%
State	12	24	33	31
Region 1	9	24	34	34
UISD	6	22	36	36
 SPEAKING				
	B	I	A	AH
	%	%	%	%
State	26	33	34	7
Region 1	27	34	33	6
UISD	22	33	38	7
 READING				
	B	I	A	AH
	%	%	%	%
State	15	34	26	25
Region 1	13	34	26	27
UISD	10	32	27	31
 WRITING				
	B	I	A	AH
	%	%	%	%
State	24	38	30	7
Region 1	22	37	32	9
UISD	18	40	34	9
COMPOSITE RATING				
	B	I	A	AH
	%	%	%	%
State	12	38	37	13
Region 1	9	40	37	14
UISD	7	36	42	15
State Average Composite Score				2.5
Region 1 Average Composite Score				2.5
UISD Average Composite Score				2.6

2025-2026



2025 TELPAS Standard Summary Report State - Region - District Comparison



2026 Targets
High School
Interim= 34%
Long= 40%
Middle School
Interim= 44%
Long= 50%
Elem. School
Interim= 49%
Long= 55%



Academic Performance

2025 EB Students STAAR Results [90 - 60 - 30]

															Current EL & Monitored (1-4)				
Bilingual (ET)						DUAL (2-WAY)			ESL (PO)			Current EL							
Tested		#	%	Tested		#	%	Tested		#	%	Tested		#	%	Tested		#	%
Reading																			
Approaches	3101	2368	76	453	410	91	3109	1985	64	7766	5351	69	10665	8160	77				
		1603	52		345	76		1136	61		3425	44		6086	57				
		621	20		203	45		355	33		1230	16		3116	29				
Math																			
Approaches	3105	2245	72	455	392	86	3044	1868	73	7703	5050	66	10272	7408	72				
		1368	44		299	66		880	49		2815	37		4757	46				
		468	15		144	32		181	19		821	11		1793	18				
Science																			
Approaches	1056	650	62	177	147	83	1031	599	73	2568	1526	59	3803	2679	70				
		214	20		78	44		294	44		619	24		1547	41				
		57	5		20	11		48	16		133	5		553	15				
Social Studies																			
Approaches							1010	278	53	1172	316	27	2074	1003	48				
	Meets							87	26					100	9			484	23
	Masters							32	12					36	3			210	10

Data Source: ETS Student Data File
Compiled by Instructional Accountability



2025-2026



Graduation Rates (4 Year)

CAMPUS	4-Year Graduation Rate (Gr 9-12) Class of 2024- All Students	4-Year Graduation Rate (Gr 9-12) Class of 2024 – <i>EB Students</i>	4-Year Graduation Rate (Gr 9-12) Class of 2023- All Students	4-Year Graduation Rate (Gr 9-12) Class of 2023 – <i>EB Students</i>
UHS	99.2%	97.2%	98.0%	96.3%
LBJHS	97.6%	95.8%	95.9%	90.8%
AHS	98.8%	97.2%	98.0%	93.6%
USHS	97.5%	95.9%	96.0%	90.4%

Data source: TEA Accountability Research (Completion, Graduation and Dropouts Table 2) as of 9/19/25



2025-2026



Graduation Rates (5 Year)

CAMPUS	5-Year Graduation Rate (Gr 9-12) Class of 2024- All Students	5-Year Graduation Rate (Gr 9-12) Class of 2024 – <i>EB Students</i>	5-Year Graduation Rate (Gr 9-12) Class of 2023- All Students	5-Year Graduation Rate (Gr 9-12) Class of 2023 – <i>EB Students</i>
UHS	98.1%	96.3%	98.4%	93.4%
LBJHS	96.0%	90.9%	97.3%	90.4%
AHS	97.7%	91.7%	98.3%	93.8%
USHS	96.3%	91.1%	96.6%	92.3%

Data source: TEA Accountability Research (Completion, Graduation and Dropouts Table 2) as of 9/19/25



2025-2026



Exceptions & Waivers

C. The annual report shall reflect the number of bilingual exception and/or ESL waivers filed.

Commissioner's Rules Concerning State Plan for Educating Emergent Bilingual Students

It is the policy of the state that every student in the state who has a primary language other than English and who is identified as an EB be provided a full opportunity to participate in a Bilingual or ESL program, as required by TEC Chpt. 29.

Transitional bilingual/Early-Exit is a bilingual program model in which students identified as emergent bilingual are served in both English and the students' primary language and are prepared to meet reclassification criteria to be successful in English with no second language acquisition support. Instruction in this program is delivered by a teacher appropriately **certified in bilingual** education under TEC, §29.061(b)(1), for the assigned grade level and content area.

An ESL/pull-out program model is an English acquisition program that serves students identified as emergent bilingual through English instruction using content-based language instruction methods provided by an appropriately **certified ESL** teacher under the TEC, §29.061(c), through English reading and language arts in a pull-out or inclusionary delivery setting.

United I.S.D. submitted an Exception/Waiver application to comply with the requirements for Bilingual and ESL certifications for teachers servicing EB students.

- The application was submitted before November 1.
- Utilizing the 10% state bilingual education allotment, a comprehensive professional development plan was developed to support and prepare teachers listed in the exception/waiver report, as well as others needing certification.



2025-2026



2024-25 Comprehensive PD Plan for BIL/ESL Certification

PD Sessions offered for:

TE_xES ESL 154
TE_xES Bil. Supplement 164
TE_xES BTLPT Span. 190

316
Attended

2025-26 T.E.A. Exceptions & Waivers Teachers Missing Certification	
Bilingual	202
ESL	52

As of 9/26/25

 Sept. 2026 NEW
TE_xES 165 (BESS Exam)
Bilingual Education Spanish Supplemental



TE _x ES Bilingual and ESL Review Sessions - At a Glance 2024-2025														
Department	Date	Date	Time		Activity/Topics	Target Audience	Contact Person	Location/Link	Workshop #	STATUS	Monitored By	Presenter	# Expected	Delivery Mode
Staff Development	Wednesday, September 25, 2024	9/25/2024	8:30 a.m. - 4:00 p.m.	1 day	TE _x ES Review Session ESL (154)	teachers seeking ESL certification	Julissa Liendo (956) 473-1815	C&J RM076	339116	COMPLETED	Dr. Julissa Liendo	Region 3 - Dr. L. Soto, Sr. Ed. Specialist	25	Face-to-Face
BTLPT Fall Commitment Letter														
Staff Development	Tuesday, October 1, 2024	10/1/2024	8:00 a.m. - 3:00 p.m.	3-day Cohort	TE _x ES BTLPT (190) Day 1 must attend all 3 days	teachers seeking BIL certification	Julissa Liendo (956) 473-1815	C&J RM076	339120	COMPLETED	Dr. Julissa Liendo	Teach Us, Vensid I, Inc.	25	Face-to-Face
Staff Development	Wednesday, October 2, 2024	10/2/2024	8:00 a.m. - 3:00 p.m.		TE _x ES BTLPT (190) Day 2 must attend all 3 days	teachers seeking BIL certification	Julissa Liendo (956) 473-1815	C&J RM076	339121	COMPLETED	Dr. Julissa Liendo	Teach Us, Vensid I, Inc.	25	Face-to-Face
Staff Development	Thursday, October 3, 2024	10/3/2024	8:00 a.m. - 3:00 p.m.		TE _x ES BTLPT (190) Day 3 must attend all 3 days	teachers seeking BIL certification	Julissa Liendo (956) 473-1815	C&J RM076	339122	COMPLETED	Dr. Julissa Liendo	Teach Us, Vensid I, Inc.	25	Face-to-Face
ESL Fall Commitment Letter														
Staff Development	Tuesday, October 8, 2024	10/8/2024	8:00 a.m. - 3:00 p.m.	3-day Cohort	TE _x ES Review Session ESL (154) Day 1 must attend all 3 days	teachers seeking ESL certification	Julissa Liendo (956) 473-1815	C&J RM076	339123	COMPLETED	Dr. Julissa Liendo	Teach Us, Vensid I, Inc.	25	Face-to-Face
Staff Development	Wednesday, October 9, 2024	10/9/2024	8:00 a.m. - 3:00 p.m.		TE _x ES Review Session ESL (154) Day 2 must attend all 3 days	teachers seeking ESL certification	Julissa Liendo (956) 473-1815	C&J RM076	339125	COMPLETED	Dr. Julissa Liendo	Teach Us, Vensid I, Inc.	25	Face-to-Face
Staff Development	Thursday, October 10, 2024	10/10/2024	8:00 a.m. - 3:00 p.m.		TE _x ES Review Session ESL (154) Day 3 must attend all 3 days	teachers seeking ESL certification	Julissa Liendo (956) 473-1815	C&J RM076	339126	COMPLETED	Dr. Julissa Liendo	Teach Us, Vensid I, Inc.	25	Face-to-Face
Staff Development	Saturday, October 19, 2024	10/19/2024	9:00 a.m. - 2:00 p.m.	1 day	TE _x ES Review Session L Supp. (164)	teachers seeking BIL certification	Julissa Liendo (956) 473-1815	Virtual	339128	COMPLETED	Dr. Julissa Liendo	UISD Staff Development Dept. Dr. J. Liendo	25	Virtual
Staff Development	Monday, October 21, 2024	10/21/2024	8:30 a.m. - 4:00 p.m.	1 day	TE _x ES Review Session Bil. Supp. (164)	teachers seeking BIL certification	Julissa Liendo (956) 473-1815	SAC RM#2	339129	COMPLETED	Dr. Julissa Liendo	Region 3 - Dr. L. Soto, Sr. Ed. Specialist	25	Face-to-Face
Bilingual Fall Commitment Letter														
Staff Development	Wednesday, November 6, 2024	11/6/2024	8:00 a.m. - 3:00 p.m.	3-day Cohort	TE _x ES Review Session Bil. Supp. (164) Day 1 must attend all 3 days	teachers seeking BIL certification	Julissa Liendo (956) 473-1815	C&J RM076	339131	COMPLETED	Dr. Julissa Liendo	Teach Us, Vensid I, Inc.	25	Face-to-Face
Staff Development	Friday, November 8, 2024	11/8/2024	8:00 a.m. - 3:00 p.m.		TE _x ES Review Session L Supp. (164) Day 2 must attend all 3 days	teachers seeking BIL certification	Julissa Liendo (956) 473-1815	C&J RM076	339132	COMPLETED	Dr. Julissa Liendo	Teach Us, Vensid I, Inc.	25	Face-to-Face
Staff Development	Tuesday, November 12, 2024	11/12/2024	8:00 a.m. - 3:00 p.m.		TE _x ES Review Session Bil. Supp. (164) Day 3 must attend all 3 days	teachers seeking BIL certification	Julissa Liendo (956) 473-1815	C&J RM076	339133	COMPLETED	Dr. Julissa Liendo	Teach Us, Vensid I, Inc.	25	Face-to-Face
Staff Development	Saturday, December 14, 2024	12/14/2024	9:00 a.m. - 2:00 p.m.	1 day	TE _x ES Review Session ESL (154)	teachers seeking ESL certification	Julissa Liendo (956) 473-1815	Virtual	340277	COMPLETED	Dr. Julissa Liendo	UISD Staff Development Dept. Dr. J. Liendo	25	Virtual
Bilingual Spring Commitment Letter														
Staff Development	Tuesday, January 28, 2025	1/28/2025	8:00 a.m. - 3:00 p.m.	3-day Cohort	TE _x ES Review Session Bil. Supp. (164) Day 1 must attend all 3 days	teachers seeking BIL certification	Julissa Liendo (956) 473-1815	C&J RM076	350830	COMPLETED	Dr. Julissa Liendo	Teach Us, Vensid I, Inc.	25	Face-to-Face
Staff Development	Wednesday, January 29, 2025	1/29/2025	8:00 a.m. - 3:00 p.m.		TE _x ES Review Session L Supp. (164) Day 2 must attend all 3 days	teachers seeking BIL certification	Julissa Liendo (956) 473-1815	C&J RM076	351107	COMPLETED	Dr. Julissa Liendo	Teach Us, Vensid I, Inc.	25	Face-to-Face
Staff Development	Thursday, January 30, 2025	1/30/2025	8:00 a.m. - 3:00 p.m.		TE _x ES Review Session Bil. Supp. (164) Day 3 must attend all 3 days	teachers seeking BIL certification	Julissa Liendo (956) 473-1815	C&J RM076	351110	COMPLETED	Dr. Julissa Liendo	Teach Us, Vensid I, Inc.	25	Face-to-Face
ESL Spring Commitment Letter														
Staff Development	Tuesday, February 25, 2025	2/25/2025	8:00 a.m. - 3:00 p.m.	3-day Cohort	TE _x ES Review Session ESL (154) Day 1 must attend all 3 days	teachers seeking ESL certification	Julissa Liendo (956) 473-1815	C&J RM076	351114	session condensed to 2 days only	Dr. Julissa Liendo	Teach Us, Vensid I, Inc.	25	Face-to-Face
Staff Development	Wednesday, February 26, 2025	2/26/2025	8:00 a.m. - 3:00 p.m.		TE _x ES Review Session ESL (154) Day 2 must attend all 3 days	teachers seeking ESL certification	Julissa Liendo (956) 473-1815	C&J RM076	351120	COMPLETED	Dr. Julissa Liendo	Teach Us, Vensid I, Inc.	25	Face-to-Face
Staff Development	Friday, February 28, 2025	2/28/2025	8:00 a.m. - 3:00 p.m.		TE _x ES Review Session ESL (154) Day 3 must attend all 3 days	teachers seeking ESL certification	Julissa Liendo (956) 473-1815	C&J RM076	351122	COMPLETED	Dr. Julissa Liendo	Teach Us, Vensid I, Inc.	25	Face-to-Face
BTLPT Spring Commitment Letter														
Staff Development	5/6/2025 moved to June 17	5/6/2025	8:00 a.m. - 3:00 p.m.	3-day Cohort	TE _x ES BTLPT (190) Day 1 must attend all 3 days	teachers seeking BIL certification	Julissa Liendo (956) 473-1815	C&J RM076	351127	COMPLETED	Dr. Julissa Liendo	Teach Us, Vensid I, Inc.	25	Face-to-Face
Staff Development	5/7/2025 moved to June 18	5/7/2025	8:00 a.m. - 3:00 p.m.		TE _x ES BTLPT (190) Day 2 must attend all 3 days	teachers seeking BIL certification	Julissa Liendo (956) 473-1815	C&J RM076	351130	COMPLETED	Dr. Julissa Liendo	Teach Us, Vensid I, Inc.	25	Face-to-Face
Staff Development	Thursday, May 8, 2025	5/8/2025	8:00 a.m. - 3:00 p.m.		TE _x ES BTLPT (190) Day 3 must attend all 3 days	teachers seeking BIL certification	Julissa Liendo (956) 473-1815	C&J RM076	351132	session condensed to 2	Dr. Julissa Liendo	Teach Us, Vensid I, Inc.	25	Face-to-Face

EB Progress Letters

D. Report to parents the progress of their child in acquiring English as a result of participation in the program offered to Emergent Bilingual Students.

- Every year within the first 30 days of instruction, parents of EB students receive a letter of progress (in English and Spanish) to review their child’s academic progress. A verification document is submitted by all campus administrators verifying that the process was completed.
- All EBs have an EB Plan for Success where progress is monitored throughout the academic year. New interventions are assigned and recommended by the Rtl committee and/or the teacher/s to meet the needs of the EB students.

Due: Thursday, 9/11/2025



UNITED INDEPENDENT SCHOOL DISTRICT
Title III Parental Notification-Student Progress in the Bilingual/ESL Program
Bilingual/ESL Program, 19 TAC Chapter 89, Subchapter BB §89.1220(g)(3)(E); PL 107-110 §3302

Verification Document

Campus: _____

This document is here to verify that all the Emergent Bilingual (EB) students at your campus have been provided with a Student Progress Report (UISD Form #871-013) as it is mandated by Title III, Part A. This mandate states that Federal and Texas laws require that we inform parents of the progress of their son/daughter in the Bilingual or ESL Program based on oral language and academic performance in order to make the best instructional decisions.

This Student Progress Report must be sent out within 30 days from the beginning of the school year and a copy of such document must be kept in each student's PRC.

2025-2026 School Year—Student Progress Report must be sent out on or before September 11, 2025.

By signing below you are verifying the completion of this mandate. Student Progress Letters were sent out on (actual date) _____, via _____ (i.e., student, mailed, with report card, personally, etc.)

COMPLETED BY: LPAC Administrator (print and sign)

Date

REVIEWED BY: Principal (print and sign)

Date

Scan and upload this document to your campus Google folder by 9/11/2025. Click on the link to access the folder: [EL Schools](#) [MS Schools](#) [HS Schools](#)

United I.S.D. Bilingual Education Department
Maria N. Arambula-Ruiz, Director
4410 State Hwy 159 • Carroll, Texas 76045 • (956) 475-1242

UISD Form 871-031
8/14; REVISED 5/25



United Independent School District
Parental Notification - Student Progress in the Bilingual/ESL Program
Bilingual/ESL Program, 19TAC Chapter 89, Subchapter BB §89.1265, PL 107-110 §3302

Title III, Part A
Student Progress Report

Campus: _____ Date: 8/12/2024

To the Parents/Guardians of: _____ Grade: _____

Federal and Texas laws require that we inform you of the progress of your son/daughter in the Bilingual or ESL program. We have reviewed your child's oral language and academic performance (see below) in order to make the best instructional decision. Based on this information, it has been recommended by the Language Proficiency Assessment Committee that your son/daughter continue in the Bilingual or ESL program. The Bilingual and ESL programs are developmentally appropriate and the instruction is designed to accelerate your child's development of English in Listening, Speaking, Reading, and Writing. In the case of a child with a disability, close collaboration will be maintained with the special education program.

PRE-KINDERGARTEN Oral Language Proficiency Test (OLPT)

K-12th: Texas English Language Proficiency Assessment System (TELPAS/TELPAS ALT)

Admin Year	LISTENING:	SPEAKING:	READING:	WRITING:
1 = Beginner	2 = Intermediate	3 = Advanced	4 = Advanced High	

KINDERGARTEN ACADEMIC ACHIEVEMENT: MAP Administration: _____ Language: _____

FIRST GRADE ACADEMIC ACHIEVEMENT: MAP Administration: _____ Language: _____

SECOND GRADE ACADEMIC ACHIEVEMENT: MAP Administration: _____ Language: _____

ACADEMIC ACHIEVEMENT: STAAR EOC

Subject	Admin Year	Score Code	Version	Raw Score	Scale Score	Did Not Meet	Approaches	Meets	Masters
English II									

For exit from a bilingual education or ESL program, a student may be classified as English proficient only at the end of the school year in which a student would be able to participate equally in a general education, all-English instructional program. This determination shall be based upon all of the following: (1) a proficiency rating on the state-approved English language proficiency test for exit that is designated for indicating English proficiency in each of the four language domains (listening, speaking, reading, and writing); (2) passing standard met on the reading assessment instrument under the Texas Education Code (TEC), §39.023(a), or, for students at grade levels not assessed by the aforementioned reading assessment instrument, a score at or above the 40th percentile on both the English reading and the English language arts sections of the state-approved norm-referenced standardized achievement instrument; and (3) the results of a subjective teacher evaluation using the state's standardized rubric.

If you have any questions, please contact your campus administration.

Source: TEA Bilingual/ESL Unit NCLB***KEEP COPY IN PRC***UISD Form 871-013 Rev. 07/2022

UISD Form 871-013



United Independent School District
EB Plan for Success
Bilingual/ESL Program
School Year: _____

Name: _____ Campus: _____ Grade: _____

Student ID: _____ DOB: _____ LEP+: _____ YIS: _____

Based on current linguistic and academic data recorded on page 1 of the Annual Review, the current EOY teacher(s) will devise an Instructional Accommodations plan for the subsequent school year to target the student's cognitive, linguistic, and affective needs and accelerate language acquisition and academic readiness. LPACs must ensure this plan is shared with next year's teacher at the beginning of the year.

End of year ELA, Reading, or ESL Plan Teacher: _____

Print Name

Signature

Date

Teacher, please check off the Interventions, Strategies, and/or Programs that you recommend be implemented for this EB next school year.

Interventions

☐ After-school Tutorials ☐ Targeted Reading (HS)

☐ Extended Day Tutorials ☐ Language Acquisition TA (Elem/MS)

☐ Fantastic Fridays ☐ Refer to Counselor (Affective)

☐ Super Saturdays ☐ Other (Specify)

☐ Reading Intervention Teacher

☐ ELITE Kits for EBs ☐ Model pronunciation

☐ Journals ☐ Tiered sentence stems

☐ Sheltered Instruction Strategies (Strategies)

☐ Organize reading chunks

☐ Electronic Translator / I-pad ☐ Adapted Text(s)

☐ 1:1 Support ☐ Clarification of word(s) or phrase(s)

☐ Peer to Peer Language Support ☐ Oral translation

☐ Flexible/ Small Group ☐ Bilingual dictionary or glossary

☐ Native Language support ☐ Clarify directions

☐ Gestures for added emphasis ☐ Translate word(s), phrase(s), or sentence(s)

☐ Simple conversations (words/phrases) ☐ Read and model think aloud

☐ Visuals and/or verbal cues to reinforce spoken or written words ☐ Drawing or pictorial representation

☐ Pre-teach vocabulary ☐ Writing on familiar, concrete topics

☐ Provide phrases or simple sentence frames ☐ Scaffold writing assignments

☐ Rephrase, repeat, and slow down ☐ Other (Specify)

☐ Wait time

☐ Extra Time for complex material and/or assignments

☐ Word bank of key vocabulary

Specify Programs:

UISD Form 871-046B



2025-2026



C.I.P. Plans

E. 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 TEC §11.253, for the purpose of improving student performance for Emergent Bilingual students.

- The district collaborates with campus principals when completing the Campus Improvement Plans. Goals are developed based on the performance and needs of current and monitored EB students.
- Bilingual funds are tied to the initiatives that campuses implement to meet the needs of the EB students.
- The district also completes a District Improvement Plan and develops goals to target the needs of the EB students and improve their academic performance.



Plan4Learning

Home

Needs Assessment

Goals

Goals

Formative and Summative Year End Reviews

Fund Source Titles

Formative Review Months

2024-25

Goals Revised/Approved date not set! Set Date

Goals

Goal 1

Student Learning:
Provide consistent quality instruction for all students, resulting in improved student achievement and progress.

Edit Remove New Performance Objective

Goal 2

Perceptions:
Provide a safe, secure, nurturing, and positive learning environment by collaborating with community partnerships, and engaging families in order to strengthen learning opportunities for all students.

Edit Remove New Performance Objective

Goal 3

Processes and Programs:
Ensure processes for employee recruitment and professional growth lead toward the retention of effective teachers, campus and district administrators, and district support staff to impact consistent quality traditional and/or virtual instruction for all students.

Edit Remove New Performance Objective

Goal 4

Demographics:
Ensure that the District is fiscally accountable and efficiently productive in serving all student and staff needs.

Edit Remove New Performance Objective

Add a Goal



2025-2026

