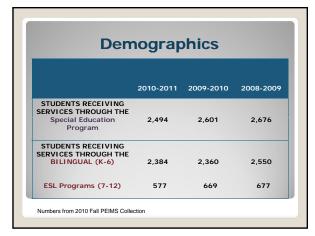
# SPECIAL PROGRAMS 2010-2011



## **Special Program Focus**

### **PRIORITY FOCUS:**

Ensure learning experiences that are engaging, challenging, and meaningful.

### **KEY COMPONENT:**

Defined District systems that support atrisk students in high needs populations.

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Bilingual Program:	
Target Goal: Establish a	
systemic, research-based	
Bilingual Program	
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Specific Strategies :	
Redesign of Bilingual/ESL program to exit/maintenance model.	
Development of operating guidelines which have been posted on Sharepoint for easy access by staff	
Addition of 2 Elementary Specialists to provide support for	
elementary campuses	-
Redesign of bilingual program will include consistent purchase/utilization of resources.	
Department representative required to be present at campus	
LPACS/ARDs.	
Horizontal Planning meetings, according to grade level, to address	
campus needs.	
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ESL Program:	-
ESET Togram.	
	-
Target Goal: Establish a	
Target Goal: Establish a	
systemic, research-based ESL	
Program	

Specific Strategies :
District ESL LPAC representative required at all LAPCs/ARDs. Curre codes verified.
Purchase of Journeys reading program
Limited funding of materials if request did not meet department guidelines
ESL Specialists moved to Administration Building to be more availab for campus and district support/services.
Addition of ESL Coordinator to assist Secondary Campuses
In accordance with district directive, redesigned ESL program to be implemented on all secondary campuses.
Operating Guidelines posted on SharePoint/updated & revised as needed

### **Special Education**

Target Goal: Special education program reorganization and focus on moving more students to Least Restrictive Environment (LRE)

#### Specific Strategies

Review of statewide testing selections (TAKS, TAKS-A, TAKS-M, and TAKS-Alt) by special education in collaboration with campuses.

Provide training to campus special education staff on essential components of the Individual Education Plan development and implementation.

Completion of Operating Guidelines, timeline to provide training for campus stakeholders.

Development of staffing rubric to ensure staff assignment will facilitate the implementation of student IEPs.

Specific support given to secondary schools in the development of special education staff assignments to ensure services are provided as per the IEP.

Participate in Horizontal Planning meetings, according to grade level, as requested by the campus.