

ESC Region #: 1	Special Education Monitoring System 2009-2010	Stage of Intervention: 1B
LEA: La Joya Independent School District		Submittal Date: 08-13-2010
Co/District #: 108912		

Desired results/goals identified in the special education monitoring continuous improvement plan should be integrated, as appropriate, into LEA and campus improvement planning processes. The LEA must ensure that staff members on each campus have a clear understanding of the LEA's CIP activities. Campus principals must disseminate the CIP to all faculty members and conduct training regarding implementation of CIP activities, including individual staff responsibilities for implementation and evaluation. The LEA must also conduct monitoring to determine the progress of implementation of CIP activities and evaluate completed activities to determine results related to student performance. The LEA must provide the TEA with updates regarding implementation, monitoring, and evaluation activities upon request.

DESIRED RESULT <i>Goal(s) that address each identified area of improvement, including necessary correction of noncompliance</i>	MEASURABLE EVIDENCE OF CHANGE <i>Qualitative and/or quantitative measures of student performance/program improvement</i>	ACTIVITIES <i>Describe the new strategies, initiatives, and/or redesign activities that will be implemented to improve key program components and systems to attain the desired result.</i>	RESOURCES <i>Materials/supplies, fiscal, and personnel needed to implement activities</i>	TIMELINES <i>Initial (beginning) Interim (formative) and Final (summative) for evaluation purposes</i>
Indicator # 3 SPED TAKS/TAKS (Accom.) Participation Rate La Joya ISD will increase special education student participation in TAKS/TAKS A assessments	Special Education students in grades 3-11 will increase the participation rate in all subjects tested in TAKS/TAKS A by 20%.	PBMAS training on Special Education Indicator # 3 for professional personnel ARD Revised Manual 2009-2010 training for professional personnel Accommodation Manual 2009-2010 training for professional personnel The LEA will create a State Assessment Matrix for students with disabilities by campus to monitor TAKS assessment recommendations made by ARDC.	TEA: PBMAS Report ARD Manual 2009-2010 Accommodations Manual 2009-2010 Campus TAKS Matrix	I: August 2009 I: November 2009 F: December 2009 I: August 2009 I: November 2009 F: December 2009 I: August 2009 I: November 2009 F: December 2009

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<p>Indicator # 2 SPED Year-After Exit TAKS Passing Rate – Science</p> <p>La Joya ISD will monitor the progress of special education students in science.</p>	<p>The LEA will review six week student data: report cards, grades and district's science benchmarks.</p> <p>The LEA will increase the TAKS passing rate in science by 13%</p>	<p>The special education contact teacher will continue to monitor the students who are exited from the program for one year after exit in all academic core areas.</p> <p>Inclusion teachers are assigned to students who are struggling</p> <p>Science coordinators monitor six weeks benchmark for all students</p> <p>Science strategies are provided during pullout periods for struggling learners</p> <p>Science academies are provided by science strategist for struggling learners</p>	<p>Special Education Student Contact List</p> <p>Student Grades</p> <p>Six weeks grades/benchmarks</p> <p>Tutoring Logs</p> <p>Inclusion Teachers</p> <p>Science Strategies</p> <p>Hands on Materials</p> <p>Science Academies</p> <p>Funding for tutorials</p>	<p>I: January 2010</p> <p>I: May 2010</p> <p>F: June 2010</p>
<p>Indicator # 11 SPED Graduation Rate</p> <p>La Joya ISD will increase percent of student served in special education who will graduate with a high school diploma in four years.</p>	<p>The LEA will review six week student data: report cards, attendance, discipline reports and students schedules to meet the state graduation rate.</p> <p>LJISD will increase the graduation rate by 8% by 2011</p>	<p>Career Interest inventories will be administered to special education students to ensure post graduation career pathways during 8th thru 12 grade.</p> <p>Every special education student will be assigned a special education contact teacher to monitor progress towards graduation.</p>	<p>Career Interest Inventories</p> <p>Special Education Student Contact List</p>	<p>I: August 2009</p> <p>I: January 2010</p> <p>F: June 2010</p> <p>I: August 2009</p> <p>I: January 2010</p> <p>F: June 2010</p>

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		<p>Special Education Counselors will provide training to special education contact teachers on required credits for graduation</p>	<p>Agenda/Sign-In State Credit Requirement Chart</p>	<p>I: August 2009 I: January 2010 F: June 2010</p>
<p>Indicator #15 SPED LEP Representation</p> <p>La Joya ISD will decrease the number of students identified as limited English proficient (LEP) served in special education.</p>	<p>The LEA will monitor the identification of special education students identified as limited English proficient.</p> <p>LJISD will reduce the percent of LEP students served in special education by 10%</p>	<p>The campus Response to Intervention Teams (RTI) will evaluate pre-referral intervention processes to ensure appropriate referrals to special education.</p> <p>The LEA will provide training to professional personnel on the <i>Decision-Making Process for LEP students served by Special Education.</i></p>	<p>Campus RTI Teams</p> <p>ARD/LPAC Forms Special Education/Bilingual Education Administrators LPAC/ARDC Members LPAC/ARD deliberation notes <i>Exit Guidelines and Procedures 2009-2010 Documents</i></p>	<p>I: August 2009 I: January 2010 F: June 2010</p> <p>I: August 2009 I: January 2010 F: June 2010</p>

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<p>Indicator # 17 SPED Discretionary Placements to ISS</p> <p>La Joya ISD will continue to decrease the placement of students with disabilities in ISS.</p>	<p>LJISD will decrease the placement of students with disabilities in ISS by 10%</p>	<p>Staff Development:</p> <p><i>Implementing Behavior Strategies in the Classroom Environment/SB 1196</i></p> <p><i>Behavior Intervention Strategies for professional personnel,, parents, para-educators, and district police officers</i></p> <p>Crisis Prevention Intervention Strategies training to professional personnel and para-educators</p> <p>PBMAS Training on Special Education Indicator #17 for middle school and high school assistant principals</p> <p>Provide training to professional personnel on Behavior Intervention Plan (BIP) implementation</p>	<p>Special Education Counselors Agenda/Sign-In</p> <p>Special Education Counselors</p> <p>Special Education Administrators Campus Administrators Agenda Sign-In</p> <p>Educational Diagnostician Special Education Counselor Special Education Teachers Special Education Supervisors</p>	<p>I: June 2009 I: December 2009 F: January 2010</p> <p>I: June 2009 I: December 2009 F: January 2010</p> <p>I: November 2009 I: January 2010 F: March 2010</p> <p>I: January 2010 I: April 2010 F: August 2010</p>

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RELATED SERVICES AND SPEECH	<p>ARDC documents will clearly state frequency, duration, and location of services to be received for individual student as indicated in 34 Cod of Federal Regulations 300.320(a)(7)</p>	<p>Provide training to evaluation professional personnel on ensuring that specific frequency, duration and location are documented in the student's Individual Educational Plan.</p> <p>The LEA will audit the specific frequency and duration of related services and speech provided to individual students using service provider logs every six weeks.</p> <p>Related Services personnel will create a matrix to monitor the frequency, duration and location of speech services provided to students.</p>	<p>Speech Language Pathologist Special Education Counselor Occupational Therapist Physical Therapist Educational Diagnostician Supervisors</p> <p>Special Education Supervisors</p> <p>Education Diagnosticians</p> <p>Speech Language Pathologist Special Education Counselor Supervisors Occupational Therapist Physical Therapist</p>	<p>I: August 2010 I: September 2010 F: January 2010</p> <p>I: August 2010 I: September 2010 F: January 2010</p> <p>I: August 2010 I: January 2010 F: May 2010</p>

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<p>ESY</p>	<p>ARDC documents will clearly state frequency, duration, and location of services to be received for individual student as indicated in 34 Cod of Federal Regulations 300.320(a)(7)</p>	<p>Provide training to evaluation professional personnel on ensuring that specific frequency, duration and location are documented in the student's Individual Educational Plan.</p> <p>The LEA will audit the specific frequency and duration of related services and speech provided to individual students using service provider logs every six weeks.</p> <p>Related Services personnel will create a matrix to monitor the frequency, duration and location of speech services provided to students.</p>	<p>Speech Language Pathologist Special Education Counselor Occupational Therapist Physical Therapist Educational Diagnostician Supervisors</p> <p>Special Education Supervisors</p> <p>Education Diagnosticians</p> <p>Speech Language Pathologist Special Education Counselor Supervisors Occupational Therapist Physical Therapist</p>	<p>I: August 2010 I: September 2010 F: January 2010</p> <p>I: August 2010 I: September 2010 F: January 2010</p> <p>I: August 2010 I: January 2010 F: May 2010</p>

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HOMEBOUND	ARDC documents will clearly state frequency, duration, and location of services to be received for individual student as indicated in 34 Code of Federal Regulations 300.320(a)(7)	<p>Provide training to evaluation professional personnel on ensuring that specific frequency, duration and location are documented in the student's Individual Educational Plan.</p> <p>The LEA will audit the specific frequency and duration of related services and speech provided to individual students using service provider logs every six weeks.</p> <p>Related Services personnel will create a matrix to monitor the frequency, duration and location of speech services provided to students.</p>	<p>Speech Language Pathologist Special Education Counselor Occupational Therapist Physical Therapist Educational Diagnostician Supervisors</p> <p>Special Education Supervisors</p> <p>Education Diagnosticians</p> <p>Speech Language Pathologist Special Education Counselor Supervisors Occupational Therapist Physical Therapist</p>	<p>I: August 2010 I: September 2010 F: January 2010</p> <p>I: August 2010 I: September 2010 F: January 2010</p> <p>I: August 2010 I: January 2010 F: May 2010</p>

Follow-Up Activities

After the interim benchmark for evaluation, what will we do if the initial plan isn't working?

Assessment data will be reviewed after each benchmark to identify objectives not mastered by individual students in the area of science for Indicator #2. Each TAKS objective will be analyzed individually by campus teams to provide an intense program of instruction for students requiring additional instruction to master identified objectives.

Provide students with individualized, targeted instruction in small group and/or tutoring

Provide teachers with more professional development to aid in effectively targeting instruction

Review and revise individual student LPAC/ARD recommendations for instruction, interventions, and placement decisions

Review and revise students' individual behavior intervention plans

After the evaluation benchmark; the special education administrators will conduct additional trainings on Indicator # 11.