

CISD SPECIAL PROGRAMS

LITERACY/EARLY LITERACY INSTRUCTION: The approach to reading instruction provides balanced instructional plans and practice opportunities that allow all children to make sense of reading. Teachers identify what students understand, what they need to learn, and what needs to be provided in the classroom. The components of the reading program and instructional materials relate to one another and can be orchestrated into sequences of instruction that engage all children and their individual needs.

The **Components of Balanced Literacy** includes the following practices:

Read Alouds take place daily, foster the love of reading, and develop knowledge of how fluent reading should sound.

Shared Reading allows the teacher to read to the students and encourages students to join in the reading. This practice also exposes students to quality literature and language. It offers non-threatening opportunities for students to strengthen reading skills and strategies.

Guided Reading allows the teacher to read with students at their instructional level, allows students to hold the book and do the reading, allows the teacher to assess students progress and performance, and provides the teacher opportunities to prompt and directly teach to the needs of individual students.

Independent Reading creates opportunities for students to select and read new texts or reread familiar texts. It is scheduled daily in the classroom and creates opportunities to develop fluency, to pursue interest, to share favorite books, and to extend reading beyond the school day.

Writer's Workshop provides opportunities for students to begin developing depth, voice, fluency, and organization of ideas in their writing. Students are engaged in writing a minimum of 45 minutes per day, a minimum of 4 days per week. Teachers design mini lessons to meet the individual writing needs of their students and provide individual conferences with students to target individual strengths and weaknesses.

MULTI-SENSORY TEACHING APPROACH READING & SPELLING PROGRAM: MTA and *Language!* programs are comprehensive, multisensory reading programs built upon the Alphabetic Phonic program, an Orton-Gillingham-Stillman based approach to teaching reading, cursive handwriting and spelling. These programs address the needs of the mild to severe dyslexic student and other students with a severe reading problem.

MATH: This curriculum involves the use of higher level questioning strategies, problem solving and a hands-on manipulative approach. By using a manipulative approach, students are able to understand and discover foundational math concepts and are better prepared to explain their reasoning process. Special emphasis is placed on problem solving. Small group instruction and tutoring are utilized to individualize instruction.

UNIVERSITY INTERSCHOLASTIC LEAGUE PROGRAM: Students are offered the opportunity to participate in the full range of athletic and academic UIL competition. UIL sanctioned athletic competition includes football, basketball, and track for boys and volleyball, basketball, and track for girls. Academic contests include: spelling, American history, ready writing, dictionary skills, maps chart and graphs, one-act play, listening skills, Texas history, earth science, life science, calculator skills, oral reading, impromptu speaking, modern oratory, and number sense.

DALLAS MORNING NEWS SPELLING BEE: Contestants in this annual event compete at the campus level for the opportunity to advance to county-wide competition. The winner of the county competition moves on to the regional spelling bee.

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DUKE UNIVERSITY TALENT IDENTIFICATION PROGRAM: The objective of the program is to identify academically talented students at an early age; to facilitate the education of these students; and to follow and nurture their talent through the critical middle and high school years.

DESTINATION IMAGINATION: This is a creative problem solving program for students of all ages, K-College. Students work together on teams of up to seven members to create an original solution to one of the five team challenges offered by the national organization. Each team also competes in instant challenge, a problem unknown to them until the day of competition. DI offers students the chance to improve their skills in the area of teamwork, problem solving, commitment, persistence, and creativity.

PC ACADEMY:

Purpose of Program: PC Academy is a unique opportunity designed as a benefit for our technology savvy high school students and for Crandall Independent School District. Students are chosen from sophomores to seniors to participate in this hands-on real world application based program. Students are taught computer repair techniques based on the CompTIA technical A+ and N+ standards and help CISD maintain its technology equipment.

Brief Description of Program: PC Academy provides students with valuable skills that can easily be transferred to the business sector, and it will provide a solid foundation for the students to survive in an ever changing technological society. Hardware and software repair is a big business in today's society and our students have the opportunity to learn first hand the business of running a technology department. This course prepares students for the nationally recognized CompTIA technical A+ and N+ certifications. Students have the opportunity to take the exams throughout their PC Academy tenure. This is an excellent opportunity for students interested in a technology career.

CHS NIGHT SCHOOL:

Qualifications: Must be considered a student in jeopardy of not graduating within four years of entering high school.

Purpose of Program: To meet the needs of drop-outs or students at-risk of not graduating from high school.

Brief Description of Program: Night School is funded by the Rural Technology Grant. Night school instruction is provided with the use of a web based program and a certified teacher. Courses in mathematics, English language arts, government, and economics are offered at night for high school credit to eligible students.

Prerequisites for Participation: Must be a potential drop-out or have deficiency in the number of credits needed for graduation.