

## Districtwide Improvement Committee Minutes

April 15, 2002

The Compensatory Education plan at Randolph Field ISD is composed of several programs to support students in at-risk situations. The teachers who work with those programs shared information with the committee.

Bridget Brennan-Bergman shared information on the elementary content mastery program for students in at-risk situations. She noted that students work with Tom Opfel, the content mastery teacher, when teachers send them to him for support. Such support might include providing additional time to complete tests, reading some materials to students, providing help as a student works on an assignment. Tom monitors these students' grades every three weeks and provides support as needed. Joanie Alderman explained the secondary content mastery program in which students receive one-on-one assistance in all subject areas. Such assistance might include direct instruction, review, assessment or modification of assessment. The content mastery teacher keeps in close contact with the general education teachers to monitor these at-risk students and help them to be successful.

Donna Zinn discussed the reading improvement program for grades 6-8 with the committee. The program is designed to meet the individual reading needs of students. High interest materials in which students use a variety of comprehensions strategies are used to encourage self-motivation and increase self-confidence in the students. Reading skills such as fluency, phonological processing, vocabulary development and comprehension are emphasized. Close communication is maintained with both parents and content teachers on the progress of the students.

Cheryl Deegan described the reading program for elementary grades 3-5 in which the instructional emphasis is to support the classroom teachers' reading programs and the content areas. A balanced program of phonics and literature based on instruction is used to emphasize the interconnection of reading, writing, spelling and phonics. Cheryl keeps in close communication with parents on the progress of their children.

Audra Burke reviewed the compensatory reading program for kindergarten students who need additional support in reading. Early reading skills such as oral language development, word attack, concept of word and print concepts are addressed. Parents are kept informed as to their children's progress in reading. Parents are also provided opportunities to learn more ways to support their children at home with reading through a series of parent meetings.

Christina Petofi-Casal provided an overview of the special education program and how that program will be monitored through the examination of 41 indicators and over 300 items during the District Effectiveness and Compliance visit. Christina noted that the special education program is always looking for ways to improve the services provided for S.E. students and they would be refining the process of Child Find and Three is Three.

Edgar Zepeda reviewed the budget process and presented the draft of the 2002-2003 budget to the committee. He noted that the district started with a zero budget meaning that it began with teachers identifying what they needed to support student achievement. The campus administration reviewed

the teachers' requests and worked with them on making appropriate adjustments. The superintendent and the administrative team reviewed the budget, and it will be shared with the Board of Trustees during a budget workshop on May 4<sup>th</sup>. The budget will be presented to the Board of Trustees for their approval following a public hearing on May 15<sup>th</sup>. The committee had no questions or additions to the proposed budget.

The committee reviewed the career and technology request from the high school technology department to require Business Computer Information Systems course for any ninth grader who chose to take a technology elective as a freshman. This would help students to gain the basic technology skills that they would need in the upper level technology courses. The committee recommended that Mr. McLaughlin highly recommend that students take BCIS as their initial technology course. Next year a subcommittee will meet in the fall to examine this issue in more detail.

The DWIC subcommittee to revise the Campus Improvement Plan Resource packet reported that the draft of the revisions was complete and ready of the DWIC's review. The revised document will be sent to committee members prior to the May 20<sup>th</sup> meeting for their review. The DWIC will make the final revisions at the meeting and the packet will be shared with all staff members in the fall. The subcommittee to revise the DWIC Summary and presentation to the Board of Trustees will meet next week. The recommendations of the subcommittee will be presented at the next DWIC meeting.

**Next scheduled meeting:      Monday, May 20, 2002**  
**Randolph High School**  
**Room 21**  
**4:00 PM**