

Districtwide Improvement Committee Minutes

December 7, 2004

Sandra Swint described the pre-kindergarten program that is provided for students who are Limited English Proficient, educationally disadvantaged or homeless. The program provides students an opportunity for their intellectual and social development through integrated learning experiences. Notification of the criteria to attend RFISD's pre-kindergarten program is shared with parents in English and Spanish each spring. A pre-kindergarten pamphlet is distributed to parents at the housing office on base as well as at the elementary.

Michele Heathman explained to the committee her responsibilities as the middle school counselor for identifying students who are in at-risk situations. She noted that the state guidelines for this identification had remained unchanged from the previous year. Ms. Heathman explained that any middle school or high school student who failed any section of the Texas Assessment of Knowledge and Skills (TAKS) or who was in jeopardy of not graduating from high school within four years were to have a Personal Graduation Plan (PGP) developed for them. The parents of each at-risk student was contacted and informed as to what their student's PGP included.

Doug McLaughlin reviewed his duties as the high school counselor for identifying at-risk students. He noted that all but one senior had passed the exit (TAKS) at this time. That student will have opportunities in February and May to pass prior to graduation. He is also involved in the development of the PGPs for the applicable high school students who are at-risk.

Audra Mitchell, Cheryl Deegan and Donna Zinn described the reading programs at the kindergarten, 3rd through 5th grades and the middle school. Each of these programs supports students who need additional reading instruction to be successful students. They explained how each program functioned, the identification and exit criteria and the formative evaluation that occurs. Title I teachers work with the first and second grade students in reading.

Bridget Brennan-Bergmann described the content mastery program at the elementary that supports at-risk students. This program provides students with additional content support, more time to complete tests, review of classroom instruction, etc. Student success in the classroom with content mastery support is monitored through progress reports and six weeks grades.

The content mastery program continues at the middle school and the high school for at-risk students who need additional support. Joanie Alderman explained the content mastery program at the secondary level. Students are provided additional instructional support, further review of material, additional time to complete tests, etc. A survey of teachers, parents and students is conducted each spring as part of the evaluation of the program's effectiveness.

Fritz Norman shared information with the committee on his work with students who had not passed the math portion of TAKS last spring or are new to the district and had not taken TAKS yet. Diagnostic tests are used to determine the particular needs of each student. Students work with other students and individually with Mr. Norman's support. Careful discussion of topics precedes student work and careful discussion of questions and techniques to answer the questions occur after student work is completed. The goal is to help each student pass the math portion of TAKS.

Sylvia Kuwamura informed the committee about her work with tenth and eleventh grade students who had not passed the English language arts portion of TAKS last spring. These students work with Ms. Kuwamura one class period each day to prepare them to be successful at the next administration of the test. This class was

established to help students who needed additional support in preparation for the exit level TAKS.

Bruce Cannon and Fritz Norman described the Discipline Alternative Education Program (DAEP) to the committee. Students enter the program for violating certain sections of the Randolph Field ISD Student Code of Conduct. Mr. Cannon conducts a hearing to determine placement in the DAEP and the duration of that placement. Both the student and the parent are in attendance at that hearing. A student is exited from the program based on having successfully completed the DAEP assignment period. The DAEP meets Monday through Friday from 4:00 pm until 8:00 pm on the secondary campus. Each night a different subject is taught to each of the students currently in the DAEP. The DAEP classroom teacher provides each of the students with the instruction and support for the assignment provided by the regular classroom teacher(s) for each core course and academic elective to be worked on that night.

Rita Polen shared the results of a staff development survey with the committee. A vast majority of the teachers noted that the staff development on November 12 was beneficial. They were given time to revise their integrated performance tasks with their colleagues. Teachers suggested that they be given additional time to continue this process. The survey also asked teachers for their recommendations for the 2005-2006 calendar committee. Teachers requested spring break that matched the surrounding districts, two weeks at winter break, a week at Thanksgiving. In other words they would like a calendar that closely resembles the current calendar. The DWIC concurred and will make that recommendation to the calendar committee.

Next scheduled meeting: Tuesday, January 20, 2005
Randolph High School
Room 21
4:00 PM