

Districtwide Improvement Committee Minutes

December 9, 2003

Fritz Norman and Suzie Nolan were introduced to the DWIC as new members of the committee. They are replacing high school teachers who served on the committee and have left the district.

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 last year. Ms. Heathman did note that middle school and high school students who had failed any section of TAKS or who were in jeopardy of not graduating within four years were to have a Personal Graduation Plan, PGP, developed for them.

Doug McLaughlin reviewed his duties as the high school counselor for identifying at-risk students. He noted that all our seniors for spring 2004 had passed the exit TAAS which was the state test that is required for them to graduate. We had five students who were new to the district that took TAAS, and all five passed all portions of the test. He is also involved in the development of the PGPs for the applicable high school students.

Sylvia Kuwamura informed the committee on her work with tenth 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 for the 11th grade TAKS test for English language arts. This class was established to support students who needed additional support in preparation for the exit level of TAKS in the spring 2004.

Fritz Norman shared information with the committee on his work with students who needed support in math. He prepares these students for the TAKS exit level (11th grade) math test.

Donna Zinn, and Audra Burke 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 1st and 2nd grade students in reading.

Tom Opfel and 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 report and six weeks grades review.

The content mastery program continues at the middle school and high school for at-risk students in need of additional support. Joanie Alderman described the program at the secondary level. Students were 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.

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.

Rita Polen led the committee in team building activities. The responsibilities of the committee, the leadership roles and the ground rules utilized by DWIC were reviewed.

Pat Franklin, Diane Hogan and Rita Polen will serve on the District Effectiveness Subcommittee to develop a draft of the survey that was conducted last spring and an analysis of those results. This information will be shared with the committee at a later date.

According to the state legislature each school district is to plan staff development based on standards developed by the district to improve student achievement. DWIC will review the district's professional development plan and determine whether the plan needs to be revised to meet these requirements or a new plan needs to be developed. Rita Polen will send the current professional development plan to committee members for their review prior to the January meeting in preparation for this discussion.

Next scheduled meeting: Tuesday, January 13, 2004
Randolph High School
Room 21
4:00 P.M.