

Districtwide Improvement Committee Minutes

April 14, 2009

Lorrie Remick reviewed the draft of the budget for the 2009-2010 school year with the committee. She noted the effects that the changes in the interpretation of Table 9 have had on the budget, and explained that the district would make the necessary adjustments to ensure that Randolph Field ISD would continue to prosper long into the future. The district will continue to provide the best education possible for our students. The recommended budget will be presented to the public at the May Board of Trustees' Meeting and voted on by the Board following the public hearing.

David Gibbs shared information on the district's plan for students with dyslexia. David described the Dyslexia Program at the elementary where the reading component of each lesson is highly structured to develop decoding skills. There are three students that are identified as having characteristics of dyslexia at the elementary, and two students have been prescreened for possible further testing. The three reading teachers and two special education teachers utilize the Slingerland Approach, the Renee Herman Method and the Lindamood-Bell Method to support these students. Donna Zinn shared information on the Dyslexia Program at the middle school and high school. There are 2 students in middle school and 4 students in high school that have been identified with dyslexic characteristics. Accommodations are provided in their instructional programs, and they are supported in their classrooms and can utilize Content Mastery as needed.

Jennifer Adams reviewed the ZENITH Program with the committee. She reviewed the identification process and shared information on gifted/talented characteristics such as being self-directed learners, and complex thinkers. She noted that there were 32 students in the elementary ZENITH Program, 38 at the middle school and 38 at the high school. There have been 33 nominations at the secondary campus and 42 at the elementary this year. Jennifer added a nonverbal instrument to the identification tools to help identify minority and underachieving gifted students and the number of minority students identified as G/T has increased.

Rita Polen shared information on the needs assessment for Compensatory Education. She noted that teachers review the data collected in the Results of an Aligned Curriculum each fall. They utilize this information to identify students in need of academic support. The data on attendance by campus, gender and ethnicity; dropout

rate by campus, gender and ethnicity; and TAKS results by at-risk students, gender and ethnicity are all reviewed by teachers. A new indicator has been added to the review, Progress of Prior Year TAKS Failers. This data examines how students who failed math and/or reading one year perform on TAKS the next year. This new indicator will become part of the information included in the Results of an Aligned Curriculum beginning in 2009-2010 to help us track the success of our at-risk students.

There were no additional agenda items.

Next scheduled meeting: Tuesday, May 12, 2009
Randolph High School
Room 21
4:00 PM