

## Districtwide Improvement Committee Minutes

December 7, 2005

Donna Boehm shared information on the identification process for at-risk students with the committee. She noted that the state has outlined the circumstances in which a student can be identified as at-risk. This information along with the specific criteria used by the district to meet those circumstances is included in the Compensatory Education Plan.

Sandy Swint described the prekindergarten program for the committee explaining that students were identified for the program if they spoke a language other than English or were from low-income families. She works with 15 students using a strong oral language program.

Cheryl Deegan reviewed the kindergarten program. Audra Burke gives kindergarteners a readiness test in August and forms flexible groups of at-risk students based on these results. In January the students are re-evaluated using the Texas Primary Reading Inventory and additional at-risk students may be identified. Audra works with students on listening, comprehension word/print concepts, phonemic awareness, etc. within the regular classroom.

The reading program for grades 3-5 was shared with the committee by Cheryl Deegan. The focus of instruction is enabling children to move from learning to read to learning to read utilizing higher order thinking skills. Deegan serves 40 at-risk students helping them with phonetic awareness, vocabulary development and comprehension. Thirty-eight out of forty students passed the TAKS reading in the spring of 2005.

Donna Zinn described the reading program for grades 6-8. Donna worked with 23 at-risk students across the three grade levels on vocabulary development, comprehension and fluency skills critical to reading. Twenty out of twenty-three students passed TAKS reading in the spring of 2005.

The Content Mastery program at the elementary provides support for at-risk students in a variety of ways. These include providing additional time to take tests, reteaching and/or reviewing concepts presented in the regular classroom, administering tests, etc. Eight students, identified as at-risk, are utilizing this program.

The Content Mastery program for grades 6-12 provides individualized academic support for at-risk students. Joanie Alderman explained that Content Mastery is available throughout the school day to offer one-on-one instruction, review or re-teach support to these students. Currently there are 13 middle school and 15 high school at-risk students served through this program.

Debbie Warner described the math TAKS Remediation program for eleventh and twelfth grade students. She works with students who did not pass the math portion of the tenth grade TAKS test or are new to Texas and need to strengthen their math skills to be successful when they take the math TAKS test. She works one-on-one with students on their particular needs. Warner currently is working with three twelfth grade students.

The English TAKS Remediation program supports eleventh and twelfth grade students who were unsuccessful on the tenth grade English TAKS test or who are new to Texas and need to strengthen their English skills prior to taking the English TAKS test. Martha Rouse works with 25 students who need such support.

Bruce Cannon described the district' Disciplinary Alternative Education Program for the committee. Students enter the DAEP based on violating the Randolph Student Code of Conduct. The term of the DAEP placement is specified in the DAEP hearing which is conducted by the principal with the parent and student in attendance. The program meets Monday through Friday from 4:00 PM until 8:00 PM on the Randolph secondary campus. No students have been placed in the DAEP this year.

Karen Bessette shared the results of the staff development survey that was conducted on each campus. The elementary staff noted that November 4 was a productive day for them. Many of the teachers participated in the Texas Association for Gifted and Talented Conference while others visited schools to observe teachers in their fields (music and computer technology).

Bruce Cannon shared the results of the middle school and high school staff development survey. Teachers found the time to review their progress on the development of their scope and sequences to be of value. The science and math teachers noted that their work with Susan Bendele on the item analysis of last year's TAKS tests in these areas was valuable. English language arts and social studies teachers noted that their work with the consultants was not particularly beneficial and they would like to use Randolph faculty members as presenters next time.

Both the elementary and secondary staff would like next year's calendar to resemble this year's calendar as much as possible. They would like the comp days for scope and sequence writing to continue, and they would like to have a week at Thanksgiving.

**Next scheduled meeting:      Tuesday, January 24, 2006**  
**Randolph High School**  
**Room 21**  
**4:00 PM**