

Districtwide Improvement Committee Minutes

January 14, 2003

Christina Petofi-Casal shared information on special education with the DWIC. She discussed each objective of the special education plan and the committee reviewed how that plan was integrated into the district plan. Even though the state requires that one area of the Comprehensive Analysis Process is addressed annually in the district improvement plan, RFISD addresses all five areas. The requirements set forth in the Campus Improvement Plan process is that all teachers on the campus report the progress of ALL students and the performance of "low performing" students is reported separately as well as instructional strategies utilized with these students. Therefore, all five areas of the CAP are addressed through the CIP which is evaluated annually by the DWIC. The committee reviewed the intervention process used to identify the most appropriate means of supporting a student who is struggling to succeed. Special education is one of the programs available to provide support for that student.

Robert Lundy and Shirley Schulze discussed the Career and Technology program with the committee. They noted that there were four high school CATE courses for RFISD students. These courses are business computer information systems, accounting, business law and banking and finance. A career investigations course is available as an elective for seventh grade students and the counselor, Donna Boehm, provides career awareness sessions for elementary students especially fifth grade students. Every eighth and ninth grade student meets with the high school counselor and develops a four year plan that includes identification of Career Pathways. The district does not receive Carl Perkins funds at this time. Both the high school Campus Improvement Committee and DWIC will continue to look for ways to meet the criteria to receive these funds. The CATE program is integrated with the other academic courses and the CATE teachers meet regularly with other regular education teachers during their teaming time. During this time, the Campus Performance Objective is discussed and the strategies being used by various teachers, including CATE teachers, to help students to achieve the CPO are shared.

The Safe and Drug-Free Schools plan was reviewed with committee by Rita Polen. She noted that the information on violence in the schools that is required by TEA had been reported to the Board of Trustees in September and was part of the public meeting that the DWIC held in December to review the AEIS report.

Rita Polen shared information on the Title II Teacher and Principal Training and Recruiting program. Title II combines two previous federal programs: Title II Eisenhower funds that were used for math and science staff development, and Title VI Class Size Reduction monies that were to be used to hire new teachers or for staff development if there were not sufficient funds to pay for a teacher. RFISD participates in a shared cooperative with ESC, Region 20, to administer these funds.

The other allocations that the district receives for title programs were discussed. Polen noted that the district was in a shared cooperative for Safe and Drug-Free Schools and Innovative Programs.

David Gibbs shared an update on TAAS results for students who had been in the Title I program in first and/or second grades. The data illustrated the success of the program for our students. In third

grade 20 former Title I students were tested with 19 of them meeting minimum expectations (95%) and 10 of them mastering all objectives. In fourth grade 12 former Title I students took TAAS with 12 meeting minimum expectations (100%) and 3 mastering all objectives. In fifth grade 10 former Title I students took TAAS with 10 meeting minimum expectations (100%) and 7 mastering all objectives. Providing intensive reading intervention in the early grades leads to success in reading as demonstrated by these TAAS results.

The analysis and integration of the Academic Excellence Indicator System (AEIS) report into the Results of an Aligned Curriculum was reviewed. The data contained in the Results document tracks student achievement over the last five years and provides the committee with the trends that are occurring in student achievement. The analysis of AEIS and Results are the basis for the annual needs assessment that begins the process of developing CPOs each school year.

The committee discussed the mock district improvement committee roundtable that occurred on January 6th. The schedule that the DEC visitors will follow was reviewed with the committee.

Additional meeting: Wednesday, January 29, 2003
Randolph Elementary
Room 6
4:00 PM