

**DISTRICTWIDE EDUCATIONAL IMPROVEMENT
COMMITTEE MEETING MINUTES**

May 20, 2009

12:00 p.m.

The Districtwide Educational Improvement Committee met May 20, 2009 at 12:00 p.m. in the High School multipurpose room. Members present are identified on the attached list. Mr. Mark Beaty called the meeting to order at 12:10 p.m.

Mark Beaty began with an overview of the agenda.

a. Goals for the 2009-2010 school year - Mr. Beaty discussed with the group the goals and objectives of the district. A motion was made by David Reves and seconded by Aine Lopez to approve the 2009-2010 District Goals as presented. Motion carried unanimously.

b. Federal programs - Mr. Beaty presented the federal programs and funding for the district. Included in the presentation was Title I Part A, Title I Part A Stimulus Funding, Title I Part C, Title II Part A, Title II Part D, Title II Part D Stimulus Funding, Title III LEP, Title IV, State Fiscal Stabilization Funds, and other special programs which include the following:

- Bilingual/ESL
- Career and Technology
- Dyslexia
- Advance Academics / Gifted & Talented
- Optional Extended Year
- Prekindergarten
- State Compensatory Education
- Special Education

Following the presentation, the meeting was open for discussion.

c. The Parental Involvement Policy was presented. After discussion, Ted Ward moved that the Parental Involvement Policy be approved as presented. The motion was seconded by Dustin Wright and passed unanimously.

d. Mr. Beaty introduced Jr. High Principal, Cary Moring. Mr. Moring provided an update and overview of the construction plans for the new Jr. High.

Meeting adjourned at 12:40 p.m.



Doug Harriman, Chair

DEIC Meeting
May 20, 2009

Karen Gardener Community

Joan Adams Community

Denise Curry Community

Dennis Haralson Community

Theresa Long Community

Doug Harriman Staff

Mark Beaty Staff

Nelda Flores Staff

Sherrie Warren Staff

Kandy Galvan Staff

Randy Clay Staff

Kathy Rich Staff

Paige Freeman Staff

Kathy Moore Staff

Sherry Bowers Staff

Jill Hughes Staff

Aine Lopez Staff

Seth Davis Staff

Tanya Loffler Staff

Rosilyn Sellers Staff

Daylan Sellers Staff

Suzanne Johnson Staff

Cary Moring Staff

Denise Curry
Dennis Haralson
Theresa Long

Mark Beaty
Nelda Flores
Sherrie Warren
Kandy Galvan
Randy Clay
Kathy Rich

Sherry Bowers
Jill Hughes
Aine Lopez

Tanya Loffler
Rosilyn Sellers

DEIC Meeting
May 20, 2009

Barb Sellers Staff

Sherry Kildan
~~Christa Butch~~ Staff

Judy Sage Staff

Becky Carson Staff

Rodney Johnson Staff

David Reves Staff

Lisa Driver Staff

Patsy Owens

Sherry Kildan

Judy Sage

David Reves

Lisa Driver

Patsy Owens

Primary Campus Improvement Committee Meeting
May 20, 2009

Name

Vickie Hovmen

Sheri Duddy

Bryss Ham

Sherrill

Judy Sage

Riki Jones

Sue Hays

Position

Dyslexia Therapist in Training

2nd grade teacher

2nd grade teacher

2nd grade teacher

Principal

2nd grade teacher

Edward Jones

Elementary Campus Improvement Committee Meeting
May 20, 2009

Name

Andrea Kissick
Sabella Saundara
Tanya Hawkins
Kimberly Spron
Diane Hegarty
Dawn Walker
Pamela Gray

Position

TAKS Intensification
librarian/aide
Teacher
teacher
teacher
Principal

Jr. High Campus Improvement Committee Meeting
May 20, 2009

Name

Pauline Dellen
Amanda Norval
Brenda Pope
Joan Brown
Julia Lass
Lisa Owen
Cathy May
Patricia Owens

Position

Teacher
Teacher
" "
Teacher
Aide
Aide
Principal
Teacher

High School Campus Improvement Committee Meeting
May 20, 2009

Name

Amy Carter
DUSTIN WRIGHT
Gina Delam
Mindy Carreras
Beth Logan
Janice Lollar
Shelley Corcoran

Position

teacher
Community (Business)
Teacher
Teacher
Community
Admin.
Secretary

Success Center Campus Improvement Committee Meeting
May 20, 2009

Name

Dwight Lewis
Amy Stegall
John Johnson
Lynne Johnson
Janelle Graves

Position

Principal
Counselor
Teacher
Teacher
Community

DEIC / CIC Combined Meeting

Meeting: May 20, 2009
Place: High School MP Room
Time: 12:00 p.m.

- I. Meeting Called to order
- II. Objective of meeting
- III. Goals for the 2009-2010 school year
- III. Discussion of federal programs
 - a. Title I Part A
 - b. Title I, Part A Stimulus Funding
 - c. Title I Part C (migrant)
 - d. Title II Part A (Teacher and Principal Training)
 - e. Title II Part D (Technology)
 - f. Title II Part D Stimulus Funding
 - g. Title III LEP (Limited English Proficient)
 - h. Title IV (Safe and Drug Free Schools)
 - i. State Fiscal Stabilization Funds
 - j. Other programs for discussion (optional)
- IV. Student Programs
 - a. BE/ESL
 - b. CTE (Career / Technology Education)
 - c. Dyslexia
 - d. G/T - Advanced Academics
 - e. Optional Extended Year
 - f. Pre-Kindergarten
 - g. State Compensatory Education (At-Risk)
 - h. Special Education
- V. Evaluation and Revision of Parent Involvement Policy
- VI. Bond Update
- VII. Meeting Adjourned

**Seminole ISD
District Improvement Plan
Goals and Objectives**

Goal 1 Seminole ISD will be an Exemplary District.

Objective 1

90% of the students from all AEIS subgroups in grades 3-11 will pass all portions of the TAKS or the Alternative Assessment and continue to meet AYP.

Objective 2

95% or more of the students in grades 3-11 will participate in state assessments or alternative assessments.

Objective 3

The district will maintain a completion rate that is at or above the state average for all AEIS subgroups.

Objective 4

The districtwide attendance rate will meet or exceed the state's base indicator rate for all students.

Objective 5

The SISD average SAT/ACT scores will meet or exceed the state average scores on SAT/ACT.

Objective 6

The percentage of students taking College Admissions Tests (SAT/ACT) will meet or exceed the state percentage.

Objective 7

Seminole ISD will meet or exceed TEA expectations in its DAEP (CAPs).

Goal 2 Instruction will be provided by highly qualified professional staff.

Goal 3 Technology will be integrated into instructional, administrative, and community programs.

Goal 4 The district will ensure a safe environment conducive to student learning.

Objective 1

The district will implement programs to improve responsible behavior, decision making skills, and self-esteem.

Objective 2

All campuses will annually review and implement the district's Student Code of Conduct.

Goal 5 The district will collaborate efforts with parents/guardians to increase student learning and success.

AEIS-Academic Excellence Indicator System
TAKS-Texas Assessment of Knowledge and Skills
SAT-Scholastic Aptitude Test
ACT-American College Test
AYP-Adequate Yearly Progress

Federal Programs

Program Intent/Purposes/Descriptions

Consolidated Application

Title I, Part A

The purpose and intent of the Title I, Part A Program is to provide opportunities for children served to acquire the knowledge and skills contained in the challenging state content standards [Texas Essential Knowledge and Skills (TEKS)] and to meet the challenging state performance standards [Texas Assessment of Knowledge and Skills (TAKS)] developed for children. Title I, Part A provides supplemental resources to help schools with high concentrations of students from low-income families provide high-quality education which will enable all children to meet the state student performance standards.

Title II, Part A, Teacher and Principal Training and Recruiting Fund (TPTR)

The purpose and intent of the Title II, Part A, Teacher and Principal Training and Recruiting Fund is to increase student academic achievement through improving teacher and principal quality and increasing the number of highly qualified teachers in classrooms and highly qualified principals and assistant principals in schools, and hold local education agencies and schools accountable for improving student academic achievement.

Title II, Part D, Enhancing Education Through Technology

The purpose of Title II, Part D is to improve student academic achievement through the use of technology in elementary and secondary schools. It is designed to assist every student—regardless of race, ethnicity, income, geographical location, or disability—in becoming technologically literate by the end of eighth grade, and to encourage the effective integration of technology resources and systems with professional development and curriculum development to promote research-based instructional methods that can be widely replicated.

Title III Language Instruction for Limited English Proficient and Immigrant Students

Eligible immigrant students are defined in Title III as pupils enrolled in kindergarten through grade 12 who (1) are foreign-born, and (2) have been enrolled in any United States school for three school years or less. The purpose of the program is to help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet.

Title IV, Safe and Drug-Free Schools and Communities

The purpose of the Safe and Drug-Free Schools and Communities program is to support programs that prevent violence in and around schools: prevent the illegal use of alcohol, tobacco, and drugs; involve parents; and coordinate with related federal, state, community efforts and resources to promote safe and drug-free schools and communities.

Title VI, Part B, Section 6211, Rural Education Achievement Program (REAP)

The purpose of REAP Section 6211 is to address the unique needs of rural school districts that frequently (1) lack the personnel and resources needed to compete effectively for federal competitive grants; and (2) receive formula grant allocations in amounts too small to be effective in meeting their intended purposes.

Other Special Programs

Bilingual Education/English as a Second Language (BE/ESL)

The intents and purposes of the Bilingual/ESL Program are to identify limited English proficient (LEP) students; provide bilingual education and English as a second language (ESL) programs; ensure that LEP students are afforded full opportunity to master the essential skills and knowledge required by the state; and assess achievement of these students to ensure accountability for LEP students and the schools that serve them.

Career and Technology Education (CATE)

The purpose and intent of the program is to develop new and/or improve CATE programs with the full participation of individuals who are members of special populations. Funds shall be used to provide CATE programs of such size, scope, and quality as to be effective; integrate academic and CATE education; and provide equitable participation in CATE programs for special populations students. The basis for planning and conducting Career and Technology Education in Texas is for students to have access through sequences of courses designed for a career concentration so students achieve both academic and occupational competencies.

Dyslexia

The Dyslexia program ensures that procedures for identifying students with dyslexia or a related disorder are in place and provides appropriate instructional services to the students in a remedial class setting on the identified student's campus. The major instructional strategies should utilize individualized, intensive, multisensory methods, and contain writing and spelling components.

Advanced Academics/Gifted and Talented Education

The purpose of the state gifted and talented program is to identify students and provide programs for a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who: exhibits high performance capability in an intellectual, creative, or artistic area, possesses an unusual capacity for leadership or excels in a specific field.

Optional Extended Day/Week/Year Program (OEYP)

The purpose of the Optional Extended Year Program is to provide students with "extra time" to master the essential knowledge and skills needed to succeed. The role of the Optional Extended Year Program in improving student achievement is to reduce and ultimately eliminate retention of students in kindergarten through grade 12 by implementing innovative alternatives that promote excellence and equity.

Prekindergarten

The purpose of the district's prekindergarten program is to help low social economic children and/or Limited English proficient (LEP) children develop skills necessary for success in the regular public school curriculum, including language, mathematics, and social skills. Research confirms the value of early education for young children. The prekindergarten program supports effective teaching practices that lead to important growth in children's intellectual and social development, which is critical to their future academic success.

State Compensatory Education (SCE)/Programs for At-Risk Students

The purpose and intent of the program is to improve and enhance the regular education program for students who are at risk of dropping out of school. The role of the program in improving student achievement is to provide accelerated instruction and support programs for students in at-risk situations. Through appropriate compensatory and accelerated instruction services, students in at-risk situations will pass the state assessments and graduate from high school.

Special Education

The purpose and intent of the program is to ensure that all students with disabilities have a available a free, appropriate public education which includes special education and related services to meet their unique needs.

District Policy for Parent Involvement in Seminole ISD

Education succeeds best when there is a strong partnership and communication between home and schools. As key players in the education of their children, parents are involved in developing a policy which will achieve maximum effectiveness in the ties between home and school so that children will benefit from their time at school and the services provided by the Title I, Part A program. The parent involvement policy is one that is subject to change and revision in order to remain effective in meeting the needs of children who live in a constantly changing society. Parents and school personnel work together to achieve such a policy.

PARENT INVOLVEMENT POLICIES AND PRACTICES

REQUIREMENTS AND HOW ACHIEVED

1. **Requirement:** Involve parents in the joint development of the plan.
How Achieved: *Notices of meetings, meeting agendas, and minutes reflect parent participation. An interpreter is provided if requested by the parent.*
2. **Requirement:** Provide coordination, technical assistance, and other support necessary to assist in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.
How Achieved: *School personnel are primarily responsible for these areas. Coordination, assistance, and support is achieved by providing a site and scheduling meetings to be as convenient as possible for parents to attend by scheduling some Title I meetings at a time when parents are coming to school for other activities such as Open House and/or Parent Meetings.*
3. **Requirement:** Build the district's and parents' capacity for strong parental involvement.

How Achieved: *The school district listens to parents' concerns and suggestions and attempts to respond to these things. Communication between the home and the school is vital for strong involvement, and the district provides various avenues for communication. Parents are encouraged to phone or personally contact their child's teacher or administrator; activity calendars and the school television station provide current information; and progress reports are sent home prior to regular report cards if a student is having academic problems; and parents are contacted regarding any other areas where a one-on-one discussion is deemed necessary by school personnel.*

4. **Requirement:** Coordinate and integrate Title I, Part A parental involvement strategies with parental involvement strategies under other programs, such as Head Start.

How Achieved: *Since the Seminole ISD is located in a rural, sparsely populated area, many programs common to large districts are not part of the school system, so specific coordination of such strategies is N/A. However, parents with pre-school children do attend school functions, and consequently, children are familiar with school before enrolling in pre-K or kindergarten. (Registration for pre-K and/ or K is scheduled each spring and/or early summer as a child's first formal experience in the public school setting.)*

5. **Requirement:** Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of Title I, Part A schools, including identifying barriers to greater participation by parents in Title I, Part A activities, and use the finding of such evaluation to design strategies for more effective parental involvement.

How Achieved: *Parents and school personnel evaluate the effectiveness of the policy and solicit ideas for improvements and/or additional activities for consideration each year during the annual Title I Planning Meeting.*

6. **Requirement:** Involve parents in the activities of Title I, Part A schools.

How Achieved: *Parents are encouraged to do the following:*

- *Read and discuss the student handbook prior to signing and returning to school;*
- *Emphasize the importance of education and encourage participation in school activities;*
- *Stay informed about your child's activities by attending parent conferences and other parent meetings;*
- *Learn about the curriculum, student support services, and activities offered by the district;*
- *Become familiar with the academic program and review teaching materials, textbooks, and other instructional aids;*
- *Examine tests that your child has taken;*
- *Monitor your child's progress and contact teachers, the counselor, or the principal as needed;*
- *Call the office to schedule appointments;*

- *Review your child's records when needed;*
- *Volunteer at school;*
- *Participate in parent organizations ranging from booster clubs to committees that assist the Board of Trustees in formulating education goals and objectives;*
- *Familiarize yourself with federally funded programs such as Title I that provide important educational support services for the school;*
- *Attend Board meetings to learn more about the operations of the district;*
- *Follow up on a matter not resolved administratively by presenting it to the Board for review according to policy; and*
- *Be aware of your right to temporarily remove your child from an instructional activity that conflicts with your religious or moral beliefs, within the guidelines of law.*

Campus Policy for Parent Involvement in Seminole ISD

Education succeeds best when there is a strong partnership and communication between home and schools. As key players in the education of their children, parents are involved in developing a policy which will achieve maximum effectiveness in the ties between home and school so that children will benefit from their time at school and the services provided by the Title I, Part A program. The parent involvement policy is one that is subject to change and revision in order to remain effective in meeting the needs of children who live in a constantly changing society. Parents and school personnel work together to achieve such a policy.

CAMPUS PARENT INVOLVEMENT POLICIES AND PRACTICES

REQUIREMENTS AND HOW ACHIEVED

- 1. Requirement:** Involving parents in the planning, review, and improvement of Title I, Part A Programs
How Achieved: *Parents are encouraged to attend meetings and to contribute their ideas to plan, review, and improve the Title I, Part programs. Notices of meetings will be posted and/or sent home with students prior to the meeting and in the language of the parent. Interpreters will be provided at all meetings.*
- 2. Requirement:** Providing parents of participating children timely information about Title I, Part A programs
How Achieved: *Parents receive information about the Title I Part A programs from the handbook and from meetings.*
- 3. Requirement:** Providing a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
How Achieved: *The handbook provides information about the curriculum, academic assessment, and proficiency levels. Parents are encouraged to visit with teachers and/or administrators for further explanation or clarification of any of these important areas.*