

Districtwide Improvement Committee Minutes

April 15, 2008

Lorrie Remick reviewed the draft of the budget for the 2008-2009 school year with the committee. She noted the effects that the renovations and tearing down of housing on the base have had on the budget. The district will need to continue to provide the best education possible for our students. The recommended budget will be presented to the public on May 23, 2008 and voted on by the Board of Trustees following the public hearing.

Audra Mitchell and David Gibbs shared information on the Title I program with the committee. This targeted assisted program is for first and second graders who meet specific criteria for additional support in reading. The elementary has a reading specialist for kindergarten and for grades three through five who provide continuous support for students who are having difficulty with reading. Audra works with the first grade Title I students and Laurel McCurdy works with the second graders. Thirty out of thirty third grade students who were previously in the Title I program met the standard for reading on TAKS, and fourteen of these students were at the commended level. Twelve out of thirteen fifth graders who were previously in the Title I program met the passing standard on TAKS reading, and one of those met the commended standard as well. Parents are heavily involved in the program through a variety of means including receiving a parent/home feedback sheet each week, taking part in parent/student evaluations, being members of the Title I Parent Advisory Committee and participating in the fall and spring reading academies.

David Gibbs shared information on the recently updated state plan for dyslexic students, and he noted that a committee would meet to review the district plan and make any changes needed to meet the new guidelines from the state. Cheryl Deegan described the Dyslexia Program at the elementary where the reading component of each lesson is highly structured to develop decoding skills. There is one student that is identified having characteristics of dyslexia at the elementary who is not in special education, and seven students have been prescreened for possible further testing. Beth Howard shared information on the three students with dyslexic characteristics who are in special education. Special education teachers use the Slingerland Approach, the Renee Herman Method and the Lindamood-Bell Method to support these students. One student took and passed TAKS last year in reading and math and another student took

