

Districtwide Improvement Committee Minutes

April 24, 2007

Laurel McCurdy and Audra Mitchell 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 for continuous support for students who are having difficulty with reading. Audra works with the first grade Title I students and Laurel works with the second graders. Laurel noted that there were eight required components for a Targeted Assisted program as outlined by TEA. She reviewed each of the components and how the elementary program met those requirements. Laurel described the steps used to identify students who need additional reading support and then described the program used to help these students succeed in reading. Twenty-three of twenty-four third grade students who were previously in the Title I program met the standard for reading on TAKS, and three of these students were at the commended level. Ten out of ten fifth graders who were previously in the Title I program met the passing standard on TAKS reading, and three 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 TAKS reading last year and scored at the commended level. The third student is new this year, and we do not have testing results on the student at this time. Donna Zinn shared information on the Dyslexia Program at the middle school and high school.

