



## **LRSP Status Report – June 2012**

### **1.01 SMS Personalize Learning SR 2012**

#### **Strategic Objective (SO):**

1.01 Personalize learning plans for every student using the Proficient Plus (P+) Concept.

#### **Topic of Strategic Objective (SO):**

Reading

**Department/School:** Sacajawea Middle School

**Leader:** Gordon Grissom, Joe Moriarty

#### **Team Members:**

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#### **In a year, we hope to see the following progress on this strategic objective:**

Evidence of reading growth per individual student demonstrated by easyCBM, CRT and other summative assessments.

### **PROGRESS SUMMARY**

Throughout the 2011-2012 school year, students' ability in reading was identified, monitored and utilized to schedule and determine instructional practices. Using RtI strategies, student reading ability was assessed at benchmark periods during the year. Fluency rates were assessed for all 6th grade and new students. Those students who did not demonstrate proficiency were also monitored through the year to determine if interventions and classroom practice resulted in significant gains. Data demonstrated that...

Additionally, comprehension scores were also collected for all students at three points during the year through the easyCBM assessment. Results showed significant growth in 6th grade: an increase of 13% at proficiency between fall and spring. In 7th grade, a decline of 4% was noted in students at proficiency. (It should be noted, however, that the data is scaled to include overall growth and not a consistent standard.) In 8th grade, the overall number of students showing proficiency increased by 1% (again based on the increased schedule). Additionally, the initial results from the state-wide Criterion Reference Test in reading revealed 93% proficiency in 6<sup>th</sup> grade, 94% in 7<sup>th</sup> grade, and 94% in 8<sup>th</sup> grade.

The improvement in student achievement can be linked with intentional support for students below proficiency in general education classes, as well as specific interventions in resource rooms and strategies classes. Expansion of content-specific reading strategies in each discipline will continue to result in greater literacy proficiency. Additionally, the initial implementation of the Common Core State Standards has introduced critical reading skills across all disciplines; further implementation will result in even greater effectiveness in the coming years.