



LRSP Status Report – June 2011

1.02 SMS P+ Reading SR 2011

Strategic Objective (SO):

1.02 Proficient Plus (P+) goals will be determined in Math, Reading, Science and Writing based upon district and state assessments, with future development in other academic areas.

Department/School: Sacajawea Middle School

Leader: Gordon Grissom

Team Members:

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

1. An improvement of 10% or more of students demonstrating proficiency in meeting the standards in reading;
2. Consistent review of in-class and school-wide reading assessment to determine instruction;
3. On-going collaboration time available for teachers to share and develop practice;
4. Content-specific reading strategies are implemented throughout content-area classes.

PROGRESS SUMMARY

A significant focus on the utilization and review of reading assessments was evident throughout the school year at Sacajawea. Overall, the percentage of students demonstrating proficiency in reading as identified through the state reading assessment remained high at 95%. Additional screeners were used throughout the year to monitor the growth of students including fluency, vocabulary and maze assessments. Students were identified as needing additional assistance were placed in intervention classes including reading strategies and/or resource rooms (for students with Individualized Reading Programs). Throughout the year, a significant number of students who demonstrated increased mastery were exited from the strategies program. On-going review of the reading data occurred with both the reading specialists and the general classroom teachers. Instructional and reading strategies to address the needs of students were shared in the data meetings as well as in the Response to Intervention Committee meetings. Further collaboration will occur in the coming year through a regularly-scheduled communication arts Professional Learning Committee. With an additional year of experience with the reading screeners, teachers will be more capable at analyzing the data and determining effective in-class reading supports.

An additional aid in the systemic support of reading are the common reading strategies that were identified during this school year. The consistent use of effective strategies will ensure that students will be reinforced in their skills regardless of the content area or class.