

90% Reading Goal

Define the Problem

To be successful in school and life, students need to be reading on grade level by the end of the third. Students who fail to learn to read in primary grades, rarely develop into grade level readers in middle or high school. They generally enter kindergarten behind, read two or three years below grade level in elementary school, and are still behind in middle and high school. (Annual Growth and Catch Up Growth)

Establish Measures

*Fall and Spring NWEA and DIBELS Reading Assessments. Students that are above the 40th percentile in their grade level will be considered on grade level. Getting 90% of the students to that level ensures students can do grade level work in their continuing school careers.

Analyze Data

The analysis of individual student data and school data is completed at the school level. Student level interventions are setup for each student below grade level. Interventions are planned in kindergarten to grade 3. Core reading instruction in each classroom is analyzed and reviewed on a

Year	Goal	Actual
2014	76	75
2013	78	74
2012	78	76
2011	78	76
2010	78	75

regular basis, based on student performance.

The district is near 75% on a regular basis in third grade. The district report and renewed focus on this goal should increase the performance in third grade. If the district was a typical district, 59% of the students would be above grade, since we use above the 40th percentile as grade level criteria.

Set Goals

*90% of students K-3 on grade level by the end of the school year as reported on the DIBELS and/or NWEA Assessments.

*2% increase each year on the NWEA Assessment moving toward the 90% reading goal.

*5% increase each year on the end of the year DIBELS Assessment.

Implement Changes

The following is a short summary of the district-wide work to improve reading instruction.

Individual programs are adjusted for each student if they are not on grade level.

- * Focus on Core Instruction in the classroom using a research based instructional reading program, differentiating instruction based on student needs, and limited or no interruption to reading instructional time.
- * Research early intervention opportunities for children ages 3-preschool.
- * Continue to refine Tier 2 and Tier 3 instruction to ensure appropriate programs for students based on the data.
- * Orton-Gillingham Reading Intervention training for selected reading instructors and special education teachers.
- * Reading specialist and reading teachers in each school.
- * PD focused on improved core reading instruction and reading interventions.
- * Data team meetings focused on individual students and a school wide data team looking at the school's performance.
- * Individual school plans based on data analysis.
- * Before and after school tutoring
- * Summer school tutoring involving the use of My Learning Rocks
- * Learning and instructional engagement plan.

Monitor Results