School Improvement Goals for Reading
2011-2014

Measurable Reading Goal:
For Kindergarten, increase the percent of students scoring within the overall risk range from 9% to 0 and some risk from 35% to 5%, increasing students out of the risk range from 50% to 85%.
For Kindergarten, increase the Spring Benchmark scores, specifically the percent of students scoring above the 40% tile on Phoneme Segmentation from 24 out of 54 (44%) to 44 (80%) AND 35/54 (64%) scoring above the 40% on WRF to 44 students (80%).
For Grades 1-5, increase the percent of students who read above the 30%tile by 5% each year as measured by the Spring District Reading Assessment (easyCBM subtest: Oral Reading Fluency)
At Grade 3, increase percentage of students meeting or exceeding the Reading Oregon State Assessment Test from 83% to 98% (5% each year for 3 years)
At Grade 4, increase percentage of students meeting or exceeding the Reading Oregon State Assessment Test from 92% to 100% (3% each year for 3 years)
At Grade 5, increase percentage of students meeting or exceeding the Reading Oregon State Assessment Test from 82% to 97% (5% each year for 3 years)

School Profile Data that relates to this goal:
2010/11 Kindergarten Spring District Reading Assessment: 9% are in the Overall High Risk Range, 35% are in the Overall Some Risk Range and 50% are Low Risk
2010/11 Kindergarten Spring Benchmark Scores for Phoneme Segmentation: 44% scored above 40%tile
2010/11 Kindergarten Spring Benchmark Scores for Word Reading Fluency: 64% scored above 40%tile
Grade 3 OAKS scores: 83% Met or Exceeded
Grade 4 OAKS scores: 92% Met or Exceeded
Grade 5 OAKS scores: 82% Met or Exceeded

Fall 2011 District EasyCBM Reading Assessment
2010/11 Kindergarten Spring District Reading Assessment: 9% are in the Overall High Risk Range, 35% are in the Overall Some Risk Range and 50% are Low Risk
2010/11 Kindergarten Spring Benchmark Scores for Phoneme Segmentation: 44% scored above 40%tile
2010/11 Kindergarten Spring Benchmark Scores for Word Reading Fluency: 64% scored above 40%tile
Grade 1-19/61 (31%) below 30%tile, 42/61 (69%) above 30%tile
Grade 2-33/60 (55%) below 30%tile, 27/60 (45%) above 30%tile
Grade 3–24/60 (40%) below 30%tile, 36/60 (60%) above 30%tile
Grade 4–30/75 (40%) below 30%tile, 45/75 (60%) above 30%tile
Grade 5–39/74 (53%) below 30%tile, 35/74 (47%) above 30%tile

Description of how student progress toward this goal will be measured:
Students in grades 3-5 will participate in OAKS reading beginning in January of each school year. After the first round of testing in January, the workshop team will identify students who did not pass and will provided additional testing opportunities in May and April with an individual proctor. Students identified as “did not meet” or “nearly met” in OAKS reading will receive specialized reading instruction to target the skills they need to move from not meeting to “met”.

Students in grades K-5 will participate in easyCBM reading benchmark testing in September, December and May. Students identified as below the ---%tile on easyCBM math benchmarks will receive specialized math instruction to target the skills they need to move above the ---%tile.

**Description of procedures for reporting student progress toward this goal to parents:**

**September:**
Teachers and the workshop team will inform parents about reporting procedures and academic services available to students at Curriculum Night. The school will inform parents of school-wide progress through the school report card.

**October/November:**
Teachers will communicate fall easyCBM scores and percentiles to parents at conferences, where parents will have the opportunity to ask questions. Parents who do not attend conferences will be informed of their student’s progress by information sent home by the teacher and/or workshop team.

**January:**
Teachers will communicate winter easyCBM scores and percentiles to parents in mid-year report cards. Workshop teachers will communicate student progress relevant to specific academic services through progress reports sent home with report cards.

**June:**
Teachers will communicate spring easyCBM scores and percentiles, along with OAKS scores (as applicable) to parents in the end-of-the-year report cards.

**Ongoing:**
A letter will be sent to parents of students who will be receiving Tier II or Tier III interventions from the workshop team. A letter will be sent to parents of students who will be progress monitored using easyCBM.