

Reading Intervention at Parkrose High School

Creating a Culture of Reading at Parkrose High School

- We want our students to be able to read to learn, for life
- We want our students to feel confident that they can read and are readers
- We want students to gain an awareness of their own skill development

- We want students to learn reading strategies that can be utilized across settings

- We want students to comfortably talk about their test scores and progress toward passing OAKS

Thomas talks about reading...

What are we doing now?

1. Accelerated Reader (Language Lab 1)

- Who's in this class? 9th and 10th grade students close to meeting benchmark (within 6 points of meeting)
- Instructional Focus:
 - Explicit, direct comprehension instruction
 - Fiction is the hook and creates the love of reading
 - Focusing on nonfiction has a greater impact on test scores
 - Reading Specialist pulls individuals and small groups to provide targeted skills

What are we doing now? Cont.

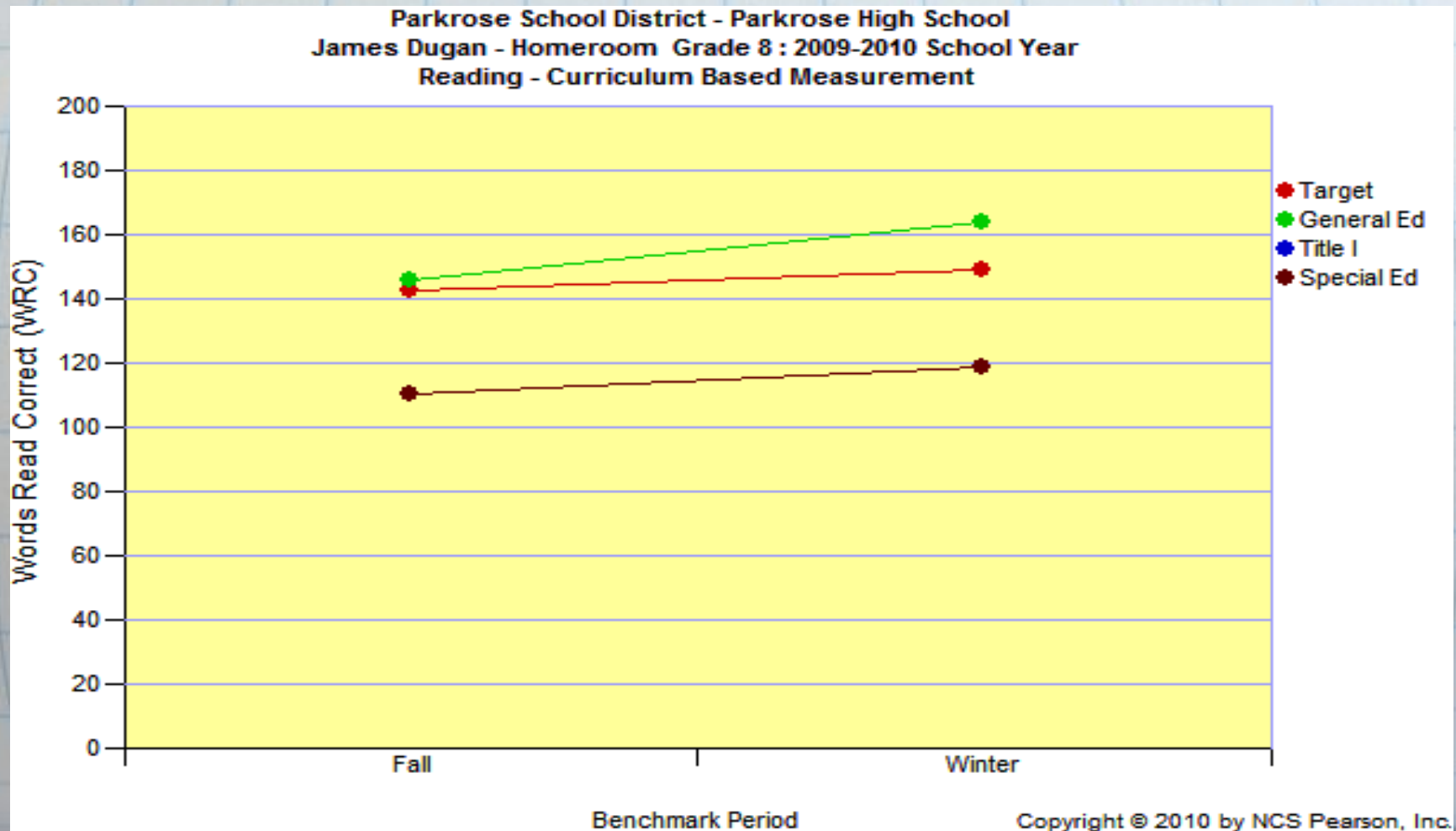
2. Language Arts Lab 2 (Language!)

- Who's in this class? 10th grade students who are more than 6 points away from meeting benchmark
- Instructional Focus:
 - Big Five
 - Phonemic Awareness
 - Phonics
 - Fluency
 - Vocabulary
 - Comprehension
 - Nonfiction Text

What are we doing now?

3. Progress Monitoring -

- Benchmarking all 9th graders 3 times per year using AIMSweb
- Progress monitoring all Special Education using AIMSweb and Language Lab 2 using Language! assessments



Next Steps

- Continued Data Analysis
 - Assure that the students who need intervention are getting intervention
 - Assess the effectiveness of our current interventions
- Instruction:
 - Timely and decisive interventions that match the identified needs
- Increasing high interest books:
 - male focused books
 - nonfiction books