Therefore, our goal for the school improvement project is to design interventions that faculty did not possess the background knowledge to utilize literacy assessment data. Furthermore, confusions with student performance were cited as a major determinant to assessing individual student performance.

In a constructed response following the survey, 69% of faculty (n=51) stated that a systemic school-wide response to literacy deficits was essential, while 44% wrote that literacy issues were related to curricula that were too challenging for students.

RtI Development
The school district utilizes RtI models in K-6 programs, although there are no applications at the high school. The LLT and district office determined that RtI models should be used to address individual literacy deficits. Progress-monitoring assessments will provide data to measure degree of need. Future research will need to investigate evidence-based secondary literacy interventions that provide feedback to adjust the intensity of interventions based on student responsiveness.

Projected Outcomes

Achievement
New Oregon diploma requirements will mandate that students pass OAKS reading and writing tests to earn a diploma. The final RtI model will substantially increase the number of students meeting the new proficiency requirements.

College Readiness
High school graduates require substantial remediation in reading and writing in college (Biancarosa & Snow, 2006). Students will be more adequately prepared to engage in critical thinking and the four components of college readiness (Covley, 2007) by addressing literacy deficits that prevent the movement from literal to critical comprehension (Brasell & Yopp, 2008).

Timeline
Phase II: 4/09-6/09
The Literacy Leadership Team (LLT) conducted an extensive analysis of data and the utilization of literacy strategies that will address deficits in student engagement. The team will engage in activities within the school to ensure a continuous cycle of interaction on literacy issues and approaches.

Phase III: 9/08-6/09
A comprehensive set of tools will be developed to assess the efficacy of the literacy program. Key staff will drive decision making, with a focus on the identification of relevant student data. To ensure the efficacy of the interventions, data will be shared and used to inform instruction. The project will work to implement a comprehensive, systemic response to literacy deficits with multiple supports.

References