



PORTLAND READING FOUNDATION

building reading skills

PORTLAND READING FOUNDATION

Board of Directors:

Geoffrey Brooks
Retired Principal

Sidney Gold
Retired Principal

Diana Hoff
GBS Dezin

Dale Holloway
Lewis & Clark College

Lou Jaffe
Express Copy

Shirley Loesch
University of Portland

Gilbert Meigs
Retired Civil Engineer

Karen St. Clair, LCSW
Samaritan Counseling
Centers

Nancy S. Tauman,
Of Council
Jordan Schrader PC

Advisory Board:

Carlos Galindo
Principal

Ted Gilbert
Real Estate Developer

Angela Sherbo
Juvenile Rights Project

Julia Spence
VP Human Resources

Program

Administrators:

Shirley Alhadeff
MS Special Education

Diana Kerman
MA Special Education

Margie Rosenthal
MA Special Education

Staff:

Patricia Lyons
Operations Manager

VISION:

Children at-risk for reading failure will learn to read and meet third grade benchmarks.

Children who have not learned to read fluently by 4th grade are likely to fall further and further behind as they enter middle school. (Handbook of Reading Research, 1991.)

MISSION:

Portland Reading Foundation, in conjunction with metropolitan Portland schools, identifies children in the primary grades who are most at-risk for failing to learn to read, and intervenes, providing these children with scientifically based, multi-sensory reading instruction to ensure that each child has the opportunity to become a proficient reader.

OUR APPROACH:

- Partner with elementary schools serving low-income neighborhoods.
- Screen primary students to identify those most at-risk for failing to learn to read.
- Match at-risk students with professional reading specialists.
- Provide one-to-one and small group tutoring sessions three times per week.
- Use phonics-based, systematic multi-sensory strategies to improve fluency, comprehension, spelling, vocabulary, and writing.
- Train paraprofessionals and teachers in multi-sensory techniques that support struggling readers.

PARTICIPATING PORTLAND PUBLIC ELEMENTARY SCHOOLS:

Chief Joseph ♦ Humboldt ♦ Irvington ♦ Lent ♦ Clarendon/Portsmouth
Capitol Hill ♦ Sitton ♦ Clark@Binnsmead ♦ Vernon ♦ Peninsula

RESULTS:

- 75-80% of students at participating schools improved at least one grade level in decoding, fluency, and spelling after only six months of tutoring.
- At Woodlawn, where we served children in 2003-2004, of the 24 children entering the program below grade level, 70% tested above grade level after only six months of tutoring.

SUCCESS STORIES:

PRF "has made reading a reality for students with substantial learning barriers. The results of this school-community partnership have been significant." - Office of Teaching and Learning

"Our PRF Reading Specialist has been a valuable resource for some of our most academically and emotionally challenged students. This program provides an effective instructional strategy and intervention that truly makes a difference at our school."

- Vernon's Instructional Specialist