



PORTLAND READING FOUNDATION

building reading skills

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VISION:

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

“Reading proficiently by the end of third grade is a crucial marker in a child’s educational development. Failure to read proficiently is linked to higher rates of school dropout, which suppresses earning potential as well as the nation’s competitiveness and general productivity.”
Annie E Casey’s Foundation The KidsCount 2010 Report

MISSION:

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

OUR APPROACH:

- Partner with elementary and/or K-8 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 and trained parent tutors.
- Provide one-to-one and small group tutoring sessions three times per week throughout school year.
- 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.
- Provide Family Literacy Nights to enhance reading in the home.

PORTLAND AREA SCHOOLS PARTICIPATING:

Alder ♦ Capitol Hill ♦ Cesar Chavez ♦ Chief Joseph ♦ Faubion ♦ Glenfair
Harrison Park ♦ Humboldt ♦ Irvington ♦ Kelly ♦ Sitton ♦ Vernon ♦ Whitman

RESULTS:

- Approximately 1.7 years average reading skills growth for students who complete the Reading Team Program, based on the standardized Wide Range Achievement Test of Reading.
- Approximately 1.1 years growth on the standardized Test of Written Spelling.

SUCCESS STORIES:

“Because of the work that the Reading Specialist did with our grandson at Irvington School this past year, he can now read.” Appreciative Grandparents

“The fact that schools themselves invest in the program at a time when resources are so scarce is a sure sign of the high regard with which principals and teachers value the PRF program. PRF has masterfully engaged former educators who remain committed on the urgent needs to get our students who are most behind academically back on track with the most essential skills to learn, reading.” Dan Ryan CEO of Portland Schools Foundation

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