St. Martin Parish School District

2021-2022

IMPLEMENTATION PLAN

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READ 180/SYSTEM 44 PROGRAM IMPLEMENTATION OVERVIEW

READ 180 Instructional Model:

Read 180 is a comprehensive intervention program designed to meet the needs of students who are reading below grade level. It is a program based upon scientific research with proven results. Read 180 provides intense reading, writing, and vocabulary instruction with a tiered Intervention school-wide process (RtI). The program utilizes Topic Software which allows the student to learn at the level, and provides the teacher with specific data in order to drive instruction. Read 180 provides various and specific ongoing assessments in each component of the program allowing the teacher to provide immediate differentiated instruction in order to meet each student's needs.

Read 180 is based on a 90 minute instructional model. The students first receive 20 minutes of Whole Group Instruction. During this time, instruction is provided in the areas of reading, writing, and vocabulary. These lessons may come from the teacher's manual/rBook, or they may be intervention lessons in order to meet the needs of students.

During the next 60 minutes of READ 180, students break into three small-group rotations. Each student rotates through all three stations, spending 20 minutes at each. The three stations include Small-Group Instruction, Modeled and Independent Reading, and Instructional Software.

- Small-Group Instruction: During this rotation, a small group of students work with the teacher to reinforce or practice reading and writing skills.
- Instructional Software: Students use the READ 180 Topic Software to independently practice reading, reading comprehension, vocabulary, and spelling skills.
- Modeled and Independent Reading: Students read and respond to literature on their individual reading levels. During this time, they will build fluency and strengthen reading comprehension skills.

The final ten minutes of the lesson is a Whole-Group Wrap-Up. This final session allows for daily reflection, skill reinforcement, and group sharing.

SYSTEM 44 Instructional Model:

System 44 is a phonics intervention and foundational reading program designed for the most challenged struggling readers. System 44 helps students understand that the English language is a finite system of 44 sounds and 26 letters that can be mastered. System 44 combines research-based phonics instruction for older students with a technology component that engages students in age-appropriate fiction and non-fiction. System 44 provides various and specific ongoing assessments in each component of the program allowing the teacher to provide immediate differentiated instruction in order to meet each student's needs. Students who are reading below the Advanced Decoding level should be placed into the System 44 program.

System 44 is based on a 90 minute instructional model, with students spending a minimum of twenty minutes on the software and modeled/independent reading.

In the 90 minute instructional model, the class begins with a twenty minute Whole Group Instruction in which the teacher leads a warm-up activity to engage students and build phonemic awareness and phonics skills.

After the introduction, students split into three groups, remaining for twenty minutes in each group; one group rotates to the System 44 instructional software, the second group works with the teacher in small-group instruction, and the third group works on modeled and independent reading practice.

- Small-Group Instruction: During this rotation, a small group of students work with the teachers to reinforce or practice skills.
- Instructional Software: Students use the System 44 software to independently practice intensive, individualized skills practice.
- Modeled and Independent Reading: Students read and respond to literature on their individual reading levels. During this time, they will build fluency and strengthen reading and comprehension skills.

The final ten minutes of the lesson is a Whole-Group Wrap-Up. The final session allows for daily reflection, skill reinforcement, and group sharing.

*** However, St. Martin Parish School District utilizes different implementations styles of READ 180 and SYSTEM 44 to meet the need of each individual school.

*** **SYSTEM 44 NG INTERVENTION CLASSES FOR SPECIAL EDUCATION STUDENTS WILL BE TAUGHT BY SPECIAL EDUCATIONS TEACHERS ONLY.**

*****Special Education students (1508) whose Lexile level on the SRI places them into READ 180, will be scheduled into the regular READ 180 intervention class.**

READ 180/SYSTEM 44 CONTACT PERSONNEL

The implementation of READ 180/SYSTEM 44 is fully supported by the superintendent, curriculum director, federal programs director and special services supervisor of the St. Martin Parish School District. READ 180/SYSTEM 44 implementation is led by the office of Curriculum and Instruction under the direction of Dr. Gail Dalcourt. With a supplemental resource, the office of Federal Program assists with the implementation process led under the direction of Pamela Jordan. All district level READ 180/SYSTEM 44 activities are coordinated by Pamela Jordan (R180) and Dr. Shirley Thibodeaux (S44), Supervisor of Special Services, who work directly with all READ 180/ SYSTEM 44 teachers and the Scholastic Program Manager to provide classroom support on an ongoing basis. The St. Martin Parish School District Office of Technology is an integral part of the READ 180/SYSTEM 44 Implementation. Kellie LeBlanc, Virtual School Supervisor oversees student licensing, software and hardware related issues.

Contact Information:

Pamela Jordan, Federal Programs Director Read 180 NG and System 44 Contact Office Phone Number: (337) 909-2834 Email: pamela_jordan@saintmartinschools.org	Dr. Gail Dalcourt, Curriculum and Instruction Director Office Phone Number: (337) 909-2807 Email: gail_dalcourt@saintmartinschools.org
Dr. Shirley Thibodeaux, 6th-8th Special Services System 44 NG Contact Supervisor Office Phone Number: (33) 909- 2894 Shirley_thibodeaux@saintmartinschools.org	TBA, Student and Teacher Licensing/Virtual School Supervisor Read180 and System 44 NG Technology Contact Office Phone Number: (337) 909-2851 Email: @saintmartinschools.org

Formal Assessments

SRI Scholastic Reading Inventory:

SRI is an adaptive computer test that assesses reading comprehension. As a student takes the test, the program "adapts" to the student's ability, adjusting the level of each question to arrive at an accurate Lexile score. The Lexile score determines the reading ability of the student and allows the teacher and student to monitor reading growth throughout the school year.

SRI test items do not require prior knowledge of ideas outside the message, do not test on vocabulary taken out of context, and do not require formal logic. SRI derives its question bank form authentic passages of literature that students encounter both in and out of school. Test items are drawn from a variety of content areas.

In SRI, student scores are more cumulative than they are discrete. The starting point for each subsequent test is determined by the student's previous performance. Therefore, the first test is key, and the accuracy of the first test must be ensured. **However, if a student SRI score is a -60 or above from the previous assessment then a retest must be administered within a week span. After retest, if the student's score is higher than the SRI given previously then the teacher must remove the assessment score and record the new score.**

The SRI given at the beginning of the school year is used to place each student in the appropriate READ 180 level, or whether the SPI is required. The results are also used to form initial groups of small-group rotations.

SPI Scholastic Phonics Inventory:

A student in grades 4-5 who scores below a 400 lexile, or in grades 6-8 with a lexile of below 600, will be administered the SPI to determine if placement in System 44 is appropriate. **Students whose performance is below Advanced Decoder should be placed into the System 44 Program (**See chart on page 14).

The SRI/SPI is administered approximately **three times** a year for monitoring student progress, as the chart below illustrates:

Initial SRI/SPI Assessment **August 16–31, 2021** Set Student Goals	Student Rosters **MUST** be finalized in SAM by **Tuesday, August 31, 2021** (email Pamela Jordan for license and roster assistance)	Midyear SRI/SPI Assessment **January 3- 14, 2022** Review student progress and set goals	End of Year SRI/SPI Assessment **May 2 – 13, 2022** SBLC review Print reports and keep on file for next year

Student Rosters:

READ 180 is an Intervention Program that is part of the District and School level RTI process. Students are placed into the READ 180 Intervention class based on data analysis from multiple sources, including but not

limited to, LEAP2025 trend data labels in ELA of Unsatisfactory, Approaching Basic, or low Basic; Lexile scores BELOW two or more academic grade levels; LEAP 360 Diagnostic ELA data; IReady diagnostic data for ELA; grade retention history; RTI documentation; and other classroom or historical data to support placement into the intervention program. Students who scores below 400 or 600 (see above) on SRI must be administered an SPI. If they score in the System 44 Lexile level they should be considered for the RTI process and closely monitored through the SBLC process. Once students have taken SRI and/or SPI assessments (see schedule above), a final decision will be made as to appropriate placement for individual students. Students whose behavior interferes with student success in the program may be considered for other intervention programs. A student who's Lexile score is on-grade level MUST NOT be placed in the READ 180 program. Student progress will be closely monitored through a problem-solving and decision-making approach, as to whether the READ 180 program is the appropriate placement for student growth and progress. Once school rosters are finalized and approved by the school intervention team the final school roster is to be emailed to Kellie Leblanc or Pamela Jordan. Pame la Jordan and Kellie Leblanc is the CONTACT for student licensing and rosters. All requests must be emailed to her in a timely manner, with student Name and SID number. Pamela Jordan is the CONTACT for Read 180 programming and Dr. Shirley Thibodeaux is the CONTACT for System 44 programming. All rosters must be finalized by the first week in September. If a student enters after rosters are finalized please contact (email) Pamela Jordan or Kellie LeBlanc to assign a student to your roster. If you need assistance please email requests to the assigned supervisors.

rSkills Tests

Read 180 rSkills Tests are curriculum-based assessments that are aligned to the Read 180 rbook. Each test assesses students' ability to demonstrate an understanding of specific reading skills. The tests are designed to monitor content progress and support instruction. There are two forms of each test- one with below grade-level comprehension passages and one with grade-level comprehension passages.

Reading Count Quizzes

Each time a student finishes reading a book independently, they log in to the Scholastic Reading Counts! Software and take a quiz about what they read. From there teachers can use the Scholastic Reading Counts! Scores to:

- Monitor independent reading progress over time
- Evaluate progress toward independent reading goals
- Ensure that students are reading books at appropriate level
- Track quiz success rates and words read
- Identify issues students may be having with quizzes
- Learn what books students may be having with quizzes
- Learn what books students enjoy reading
- Share students' progress with parents, and
- Celebrate reading growth and achievement

Workshop Wrap-Up
At the end of each Workshop students take a Workshop assessment. There is a balance of questions, from literal to higher-level thinking, which assess student success with the targeted comprehension skills and vocabulary. Students also gain practice with open-ended responses that are commonly found on standardized tests.

Informal Assessments

Throughout the course of a Workshop there are many informal assessments which include:

- **Teacher observation**
- **Developmental checklists**
    - o These are checklists or surveys to note behavior during a learning task
- **Student Portfolios**
    - o A Read 180 portfolio is a collection of work and reports that reflect a student's progress and achievements. Suggested documents to include in student's portfolio are:
        - ▪ Read 180 Student Diagnostic Reports
        - ▪ Topic Software Fluency Evaluations
        - ▪ Read 180 Student Segment Status
        - ▪ SRI Student Progress Reports
        - ▪ rBook Writing Focus final drafts and Scoring Guides
        - ▪ Reading Counts! Student Reading Reports
- **Self-Evaluation**
    - o Self-evaluation with the use of a rubric can help students take an active role in their learning by encouraging them to reflect on their learning and think critically about their work.
- **Student Conferences**
    - o Student conferences provide opportunities to track individual performance throughout the year and hear how students are experiencing the program. During conferences, some of the following points might be discussed:
        - ▪ Modeled and Independent Reading Progress
        - ▪ Reports about student's performance
        - ▪ rBook Workshops
        - ▪ Goal Setting

Entry and Exit Requirements

Entry

There are many factors that should be considered when selecting students to be placed in a READ 180 classroom to ensure their success in the program. Factors that should be considered are:

- State assessment results indicate a student is reading below level and has historically scored in the non-proficient range on LEAP/iLEAP (Approaching Basic or Unsatisfactory in ELA).
- SRI/SPI Lexile level indicates that student is in need of a reading or phonics intervention.
- District benchmark and diagnostic data from LEAP360 and/or IReady shows student is consistently scoring significantly below grade level (two or more years behind peers)
- Teacher observation and assessment indicate that a student is reading below grade level and is in need of intervention
- A student's attendance record should be taken into consideration, as well. If a student is absently frequently, READ180/System 44 may not be an effective intervention.

*** A STUDENT WITH SIGNIFICANT BEHAVIOR PROBLEMS WHO READS AT THE PROFICIENT LEVEL SHOULD NOT BE PLACED IN READ 180.

*** READ 180 IS AN INTERVENTION AND CAN NOT BE SUPPLEMENTED FOR A CORE READING/ELA COURSE.

Exit

The following are factors that should be considered when assessing a students' readiness to move beyond the READ 180/SYSTEM 44 classroom:

- A student can successfully read at or near grade level based upon SRI scores, Lexile levels, and other assessments.
- A student consistently completes READ 180/System 44 Topic Software activities at 80% or higher.
- A student consistently passes Scholastic quizzes @ 80% or higher.
- A student writing shows significant improvement.
- Teacher observation of skills, motivation and attitude.
- EXIT CAN TAKE PLACE AT THE END OF EACH SEMESTER (DECEMBER/MAY) based on analysis of multiple sources of data.
- Students should not be placed into the READ 180 program based solely on scheduling convenience.

Professional Development

Professional Development is a key component to successful implementation of READ 180/SYSTEM 44. The St. Martin Parish School District is committed to on-going, job-embedded professional development for all READ 180/SYSTEM 44 teachers. Scholastic consultants work collaboratively with READ 180/SYSTEM 44 teachers throughout the school year to enhance their repertoire of teaching skills and strategies.

The St. Martin Parish School District will utilize the following professional development model for READ 180/SYSTEM 44 for 2021-2022 school year:

- **Initial/Refresher PD Training**- READ 180/SYSTEM 44 teachers will participate in training that provides them with all of the necessary materials and skills to begin their READ 180 and/or SYSTEM 44 teaching via virtual. **These trainings are mandatory for all R180/S44 teachers and paraprofessionals (based on elective vs intervention).**
- **Classroom Visits**- Scholastic consultants work directly with individual READ 180 teachers/paraprofessionals in the classroom, on an as needed basis, depending on availability. During classroom support visit the consultant models best practices in READ 180/SYSTEM 44 instruction, teaches alongside the teacher, monitors the students use of the Instructional Software and Independent Reading Stations, reviews current student data with the teacher, and conducts pre and post conferences with the teacher to provide feedback and individualized professional development. In order to benefit from the scheduled coaching visits school administrators should assist the teacher by providing classroom assistance while the Coach is on campus. The READ180 teacher is responsible for informing the administrator in a timely manner so that arrangements can be made.
- **Teacher Cadre Meetings**- All READ 180/SYSTEM 44 teachers will participate in district meetings (via virtual) for follow up information and support. Meeting topics are determined by classroom support visits and the needs of the teachers. The teacher cadre meetings will provide teachers with on-going professional development and opportunities to share ideas with other READ 180/SYSTEM 44 teachers within the district.
- **Administrative Training**- READ 180/SYSTEM 44 Principals may participate in professional development. Typically the focus of these trainings is to review district and school READ 180/SYSTEM 44 data.
- **District usage and updates**: District level meetings will be scheduled with HM READ representatives to review district and school data.

***Principal and/or designee is encouraged to attend PD and participate in the classroom support visits.

Useful Scholastic Achievement Manager (SAM) Reports
for Teachers and Administrators

READ 180 is strongly grounded in data-driven instruction. The software-based READ 180 components collect and analyze powerful data that enable teachers to monitor progress and target instruction to meet students' specific needs.

Teachers can access many of the READ 180 assessments through the Scholastic Achievement Manager (SAM). SAM is a computer based management and reporting system that gathers usage and performance data for the READ 180 Topic Software, rSkills Tests, Scholastic Reading Inventory (SRI), and Scholastic Reading Counts Quizzes (SRC!) and presents the data in easy-to-use reports.

The following chart represents key reports and timelines for generating.

Report	When to Run	What to Look For in the Report	Questions to Ask
READ 180 Reading Progress Report	Bi-weekly (can be run cumulatively or by set periods)	Sessions (days on the software): consistency of total session across the class Average Session Length: 15-18 minutes Sessions Per Segment (reading activities): between 5-10 (more for BR students) Comprehension & Vocabulary Scores: should be at least 70%	What does the data tell you about how all of your students are performing on the software? Why are certain students outside the range of expected performance? When students' data reflects that they are struggling with the software, what do you do to address that?
SRI Growth Report	After each SRI administration	Students who gained more than 140 points for elementary, 70 points for middle, and 50 for high school (all of which = one year's growth) Students who are showing reading gains Students who are no longer BR students (above 200 Lexiles) Students whose SRI scores dropped more than 20 Lexile points	What did you do with each student to prepare for the assessment? How many students showed gains? What are you doing to continue moving students' reading levels up?

Report	When to Run	What to Look For in the Report	Questions to Ask
		When you look at students whose scores decreased by more than 20 Lexile points, can you explain what caused the drop in score and what would be your instructional next steps?	
Reading Counts! Books Read Report	Monthly	Average Lexile of books read should be with approximately 100 points of student's Lexile score Students should be consistently reading books throughout the year	How many students are not reading books at the appropriate level? What are you doing to match books to readers? What reading expectations are you setting for your classes and how many of the students on this report are reaching those expectations? What happens when students do not meet your reading expectations? What happens when they do?
READ 180 Comprehension Skills Report	Monthly	Students who are "flagged" for having less than 70% mastery on a particular reading skill Skills that have a high number of students who are not proficient (less than 70% mastery) Total number of students struggling with a particular reading skill- skills that have been directly taught during Whole Group/Small Group should show fewer students struggling to master them	What are some ways you use this data to maximize your instruction? What are you doing to help re-teach the reading skills where the most students are struggling? How does this report inform how you will plan for differentiated instruction?
SRI Intervention Grouping Report	After each SRI administration	Students moving from one proficiency band to the next on subsequent SRI tests	When is the last time you re-grouped your students and how are they currently grouped?

Report	When to Run	What to Look For in the Report	Questions to Ask

How did this information factor into how you group your students?
How is your classroom helping these students move up in to higher reading proficiency bands?

Report	When to Run	What to Look For in the Report	Questions to Ask
rSkills Summary Skills Report	Approximately quarterly or by semester (depending of rBook pacing) Administered after every 2 Workshops in rBook	Average scores at least 70% mastery Reports for both versions of the test (Version A and Version B) should be included	How do you use this data to make instructional decisions? What trends did you notice about your teaching and /or your students; ability to master the skills you taught during Whole Group and Small group? How will that inform your upcoming instruction? How did you determine which students received each version of the test and how do the results from each version impact your instruction?

Scholastic Reading Inventory

Performance Standards for SRI College & Career

Grade	Below Basic	Basic	Proficient	Advanced
K	N/A	BR	0 to 275	276 and Above
1	BR	0 to 189	190 to 530	531 and Above
2	BR to 219	220 to 419	420 to 650	651 and Above
3	BR to 329	330 to 519	520 to 820	821 and Above
4	BR to 539	540 to 739	740 to 940	941 and Above
5	BR to 619	620 to 829	830 to 1010	1011 and Above
6	BR to 729	730 to 924	925 to 1070	1071 and Above
7	BR to 769	770 to 969	970 to 1120	1121 and Above
8	BR to 789	790 to 1009	1010 to 1185	1186 and Above
9	BR to 849	850 to 1049	1050 to 1260	1261 and Above
10	BR to 889	890 to 1079	1080 to 1335	1336 and Above
11/12	BR to 984	985 to 1184	1185 to 1385	1386 and Above