

READ180 Implementation Handbook

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READ180 Implementation Handbook

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READ180 Program Overview

READ180 is a comprehensive literacy intervention for struggling readers at elementary, middle, and high school levels. In Metropolitan Nashville Public Schools, certain schools use the middle school and high school programs, Levels B and C, respectively, as a Level II reading intervention.

READ180 utilizes traditional, teacher-led instruction in combination with individualized computer-based instruction and independent reading to target various needs of struggling readers.

During a class period, students transition through various instructional formats:

Whole Group Instruction

Students begin class by participating in a teacher-led, whole-group lesson. READ180 whole-group lessons utilize systematic instruction in reading skills and strategies, vocabulary study and usage, writing, and grammar usage. Whole-group instruction frequently utilizes engaging anchor videos to build interest and background knowledge in the rBook topic.

Rotations

Small Group Instruction

Teachers create groups of 4 – 7 students based on Lexile level or common strengths and needs. The teacher provides differentiated instruction targeted to those students, using the rBook and RDI: Resources for Differentiated Instruction.

Instructional Software

Students participate in computer-based, adaptive instruction targeting reading, spelling, vocabulary, and writing skills. Ideally, students should complete 20 minutes of computer time a day.

Modeled and Independent Reading

Students build fluency and reading comprehension skills using paperback novels and/or audiobooks at their targeted instructional levels.

Whole-Group Wrap-Up

The class period ends with all students return to the whole group. The teacher leads students as they reflect upon and share what they have learned through a variety of written and oral exercises.

Infrastructure Supports Overview

READ180's success, measured in student growth, is directly related to how closely schools implement the program to fidelity.

Scheduling

READ180 is meant to be used as reading intervention class, on top of the student's regular English class, held every day for 90-minute periods. It is essential that students get in 15-20 minutes of computer time a day. If the school day doesn't allow for this, consider a daily, 60-minute model.

Student Placement

Student placement in READ180 is based on their performance on the Scholastic Reading Inventory (SRI), the Scholastic Phonics Inventory (SPI), or a combination. It is meant for students in grades 4 – 12 who struggle with reading comprehension and fall at the 25th to 40th percentile on standardized tests. If placed correctly READ180 can also benefit English language learners and Special Education students. Class size should be between 12 – 18 and should not exceed 21 students. Students who are not eligible for READ180 should be considered for placement in System 44 or other intensive interventions.

Space and Resources

The READ180 instructional model requires stations for independent reading, computer work, and small group instruction stations. It is recommended that a classroom be devoted to READ180, or shared with an ELA or Reading classroom, making managing materials and rotation equipment easier. Since issues with tech are one of the biggest complaints about using the program, consider providing the teacher with 2-3 designated laptops to use in case desktops aren't working.

At minimum, this classroom will need:

- Reliable internet access for a minimum of 8 computers
- Adequate seating for 12-18 students, depending on the size of classes
- Computer with DVD player, LCD projector, whiteboard
- Space for a student-accessible classroom library and comfortable seating
- Space for small-group instruction of 4-6 students at a time
- Ideally a horseshoe desk for small group instruction

Materials

READ180 teachers need to be aware of procedures to request technology and related materials, and should be encouraged to request appropriate materials. **Contact Ardee.Chua@mnps.org for tech concerns.**

Implementation Timeline

Timeframe	Procedure
Spring (March – April)	Create protocols for: <ul style="list-style-type: none"> ○ Student Identification and Exit Plan ○ Inventorying Materials & Tech ○ Selecting and training teacher ○ Evaluating program effectiveness <ul style="list-style-type: none"> ○ Teacher observations ○ Student growth ○ Timetable that allows for proper implementation (60-90 min daily)
Middle of May	<ol style="list-style-type: none"> 1) Being student identification 2) Identify FALL READ180 teacher and administrator 3) Meet with Scholastic Rep to identify training needs and arrange training for teachers and administrator 4) Identify number of SRI and READ180 licenses
End of School Year	<ol style="list-style-type: none"> 1) Inventory and store materials 2) Order additional materials or furniture 3) Administer SRI for FALL placement 4) Review student growth scores 5) Identify number of qualifying students 6) Identify number of classes needed
Summer (by end of July)	<ol style="list-style-type: none"> 1) Identify READ180 Room 2) Secure tech, hardware, and class materials 3) Acquire Log-in information 4) Check Student Access link on all computers 5) Check hardware 6) Order new tech or hardware 7) Train administrator on implementation

Timeframe	Procedure
July	<ol style="list-style-type: none"> 1) Conduct READ180 teacher training 2) Train teachers and on campus protocols 3) Classroom set-up (Use Appendix A, B) 4) Identify incoming students for SRI testing 5) Create classes of 12 – 18 students (max 21) 6) Enroll in <ul style="list-style-type: none"> - Topic Software - rSkills Tests - Reading Counts Quizzes! 7) Add new materials to inventory
August (first week)	<ol style="list-style-type: none"> 1) Conduct SRI for new/incoming students 2) Identify and place any new students (if license available) 3) Conduct First Three Weeks lesson plans (should thoroughly train classroom procedures before starting the program) 4) Create groups and begin program by week three
8-weeks	<ol style="list-style-type: none"> 1) Conduct informal walkthrough and feedback 2) Conduct 8-week Scholastic Data Training 3) Print Reading Progress Report 4) Print other reports based on student needs (see Report Types) 5) Make data-based decisions on instruction and grouping
End of Fall Semester (Dec)	<ol style="list-style-type: none"> 1) Administer SRI 2 2) Conduct formal observation 3) Print Reading Progress Report 4) Print Student Growth Report 5) Make data-based decisions on instruction, student placement, and groupings

Protocol Suggestions

Student Identification:

Student selection is crucial as not all students have been found to benefit from READ180. To place students:

- 1) *How many students can you enroll?*
 - a) Identify number of available licenses in SAM under student enrollment
- 2) *Which tests will you use to select students?*
 - a) SRI, TCAP, AIMSWEB, DEA scores, teacher feedback
- 3) *Which students will take the SRI?*
 - a) Students who fall between 40th – 25th percentile on standardized tests
 - b) Students who are 2 or more grade levels below in reading
 - c) Students who have sufficient language skills to follow spoken and written directions independently
 - d) Students with poor decoding or very limited language ability may show negative growth in the program
- 4) *When will you assess students?*
 - a) Old students in May
 - b) New students at the start of August
 - c) Consider administering SRI to all new students
- 5) *What room will you use?*
 - a) Must have internet access
 - b) Any desktops or laptops that are connected to the district server can be used for testing
- 6) *What period will you assess students?*
 - a) Plan for 30-minutes per student
 - b) Plan to use 2, ½ days for testing or 1 full day
 - c) Create a pull-out schedule for students if necessary
 - 1) Pull students out in 30-minute increments
 - 2) Provide schedule to ALL regular education teachers
 - 3) Consider having security round students up and escort them to the testing room
- 7) *Select a well-respected staff member with good classroom management to conduct testing.*

8) If NEW to READ180:

a) Contact district tech to obtain:

- 1) Educator Access example: (<http://sbaread.schools.mnpsk12.local:55880/slms/EducatorAccess>)
- 2) Student Access example: (<http://sbaread.schools.mnpsk12.local:55880/slms/StudentAccess>)
- 3) Tech may need to enroll students for you

9) *Enroll new students in Scholastic Achievement Manager*

a) Assign students a standard Username and Password

- 1) Username: LastNameFirst3letters of first name
- 2) Password: Birthday (09/25/00)

b) Enroll student in SRI

- 1) Identify student's starting point for SRI
 - a) Basic level students should start at **BELOW**
 - b) Below basic level students should start at **FAR BELOW**

c) Print student log-in/password information

10) *Administer SRI*

11) *Identify students*

a) Print Intervention Grouping Report

b) Use *Selection Criteria* flow chart to select students:

- 1) READ 180
 - a) Basic
 - b) Below Basic (may need additional decoding instruction, RDI: Red Book)
- 2) System 44
 - a) Students who score in the first 2 levels of SPI
 - b) Students who score in the upper 2 levels may participate in READ180 with additional decoding instruction (RDI: Red Book)
- c) ** Inappropriate placement may NOT result in student gains **

12) *How many sections of READ180 you need to meet the needs of your students?*

- a) Do you have enough licenses?
- b) Select students based off who you think will benefit the most

13) *What level of progress will allow students to be exited from the program?*

- a) Create a set of goals that indicate the child has made sufficient progress
- b) Consider:
 - 1) SRI Lexile Score of Proficient
 - 2) Completion of X Level Topic Software w/X % accuracy
 - 3) X score on district, state or other standardized reading tests

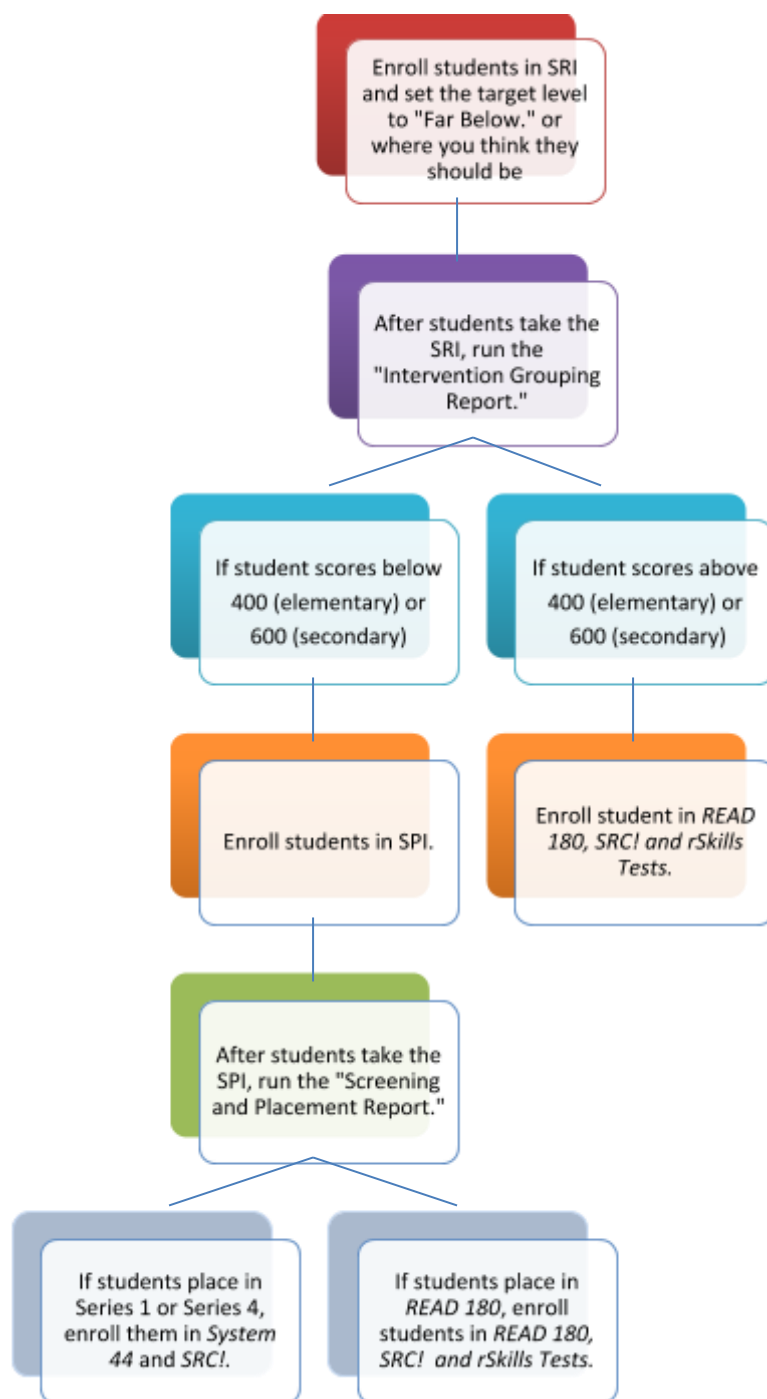
Student Identification Protocol Checklist

1) How many licenses are available?	SRI: _____ SPI: _____ READ180: _____
2) Which tests will you use to select students	_____ _____ _____
3) Which students will you administer the SRI to?	_____ _____ _____ _____
4) When will you assess students?	Old Students: _____ New Students: _____
5) Where will you assess students?	Old Students: _____ New Students: _____
6) What period will you assess students?	Old Students: _____ New Students: _____
7) Who will assess students?	Old Students: _____ New Students: _____
8) What are your READ180 access links?	Educator: _____ _____ Student: _____ _____

9) Student username format:	
10) Student password format:	
11) Enroll students in SRI	<p>Basic Level students: BELOW</p> <p>Below Basic students: FAR BELOW</p>
12) Print log-in/password information	<p>In SAM under class reports</p>
13) Administer SRI	<p>Comments about administration:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
14) Identify Students	<p>Elementary – Below 400 -> give SPI</p> <p>Secondary – Below 600 -> give SPI</p> <p>Flow chart followed? _____</p>
15) How many students qualify?	<p>Grade ____: _____</p> <p>Grade ____: _____</p> <p>Grade ____: _____</p> <p>Grade ____: _____</p>
16) If you don't have enough licenses, how will you select students for placement?	<p>_____</p> <p>_____</p> <p>_____</p>
17) How many sections do you need?	
18) Exit criteria from READ180: Students must obtain:	<p>_____</p> <p>_____</p> <p>_____</p>

Selection Criteria

Use this flow chart to correctly identify students for placement



Materials Inventory Protocol

- 1) How will you inventory READ180 materials?
- 2) When will you inventory READ180 materials?
 - a) Check out at the beginning of the year
 - b) Check in at the end of the year
- 3) Where will you store READ180 materials?
 - a) Materials should be kept in one place during summer (i.e locked filing cabinet)
- 4) Who will be responsible for keeping track of READ180 materials?
 - a) This should be tracked with all other school inventory
 - b) Consider having the office track materials
- 5) When will you order new READ180 materials?
 - a) Who do you order through: District or Scholastic?
 - b) Should be done during the summer
- 6) Secure 6-8 working, dedicated computers or laptops
 - a) 6-8 desktops
 - b) 2-3 designated laptops
- 7) Secure twice as many headphones as computers as they break easily
 - a) Headphones w/ mics, consider hands free headphones and mic (\$2.50 - \$5.00)
 - b) Consider Mobile Headset to PC converter (~\$3.00 on Amazon) for students to connect their own headphones w/built in mics.
- 8) Ensure internet access for all computers

Materials Inventory Checklist

1) Create an inventory of READ180 materials your school owns	Consider modifying enclosed inventory list
2) Check-out date: _____	I have checked out all required materials: Teacher Signature: _____ Staff Signature: _____
3) Check-in date: _____	I have checked in all required materials: Teacher Signature: _____ Staff Signature: _____
4) Where are materials stored?	During school year? Rm _____ During the summer? _____
5) Who is responsible for tracking READ180 materials?	During school year? _____ During the summer? _____
6) Who is responsible for ordering READ180 materials?	<p style="text-align: center;">District or Campus Staff</p> Name: _____ E-mail: _____
7) Who is responsible for ordering tech or other classroom materials (i.e. post-its, binders, etc)?	Tech: _____ Class: _____
8) When should orders be placed?	READ180 Materials: _____ Class Materials: _____

9) How many working computers are available in the READ180 Room? (This includes internet access)	Desktops: _____ Laptops: _____
10) Who is in charge of maintaining computers on your campus?	Name: _____ E-mail: _____ Phone: _____
11) How many working headphones with mics do you have?	
12) How many headphone converters do you have?	
13) If you are purchasing materials, attach a copy of the order form.	

Complete Materials Inventory

Acronyms

Teacher Implementation Guide (TIG)

First Three Weeks Manual (F3W)

Test-Taking Strategies (TTS)

Placement, Assessment, and Reporting Guide (PARG)

Scholastic Achievement Manager (SAM)

Date _____

Checklist completed by: _____

Licenses:

Item	Have (#)	Need
Number of SRI licenses in SAM:		
Number of SPI licenses in SAM:		
Number of READ180 licenses in SAM:		
Total		

Instructional Materials (TIG, pg. 18-19) :

Item - ** Required Material	Have (#)	Need (#)
Teaching rBooks		
**rBook Teacher's Edition		
Stage _____		
Stage _____		
rBook Teacher's FLEX I edition (expansion)		
rBook Teacher's FLEX II edition (expansion)		
Additional: _____		
Additional: _____		
Student rBooks		
**Student rBook Edition		
Stage _____		
Stage _____		
**Student rBook Edition	Have (#)	Need (#)

READ180 IMPLEMENTATION HANDBOOK

rBook Student <i>FLEX I</i> edition (expansion)		
rBook Student <i>FLEX II</i> edition (expansion)		
Additional: _____		
Additional: _____		
<i>Anchor DVD</i>		
** <i>Anchor DVD</i>		
Flex I Anchor DVD (expansion)		
Flex II Anchor DVD (expansion)		
<i>Materials for Differentiated Instruction</i>		
**RDI: Reading Skills (Red)		
**RDI: Writing Skills (Green)		
**RDI: English Language Learners (Blue)		
** Paperback Teaching Resources		
** Audiobook Teaching Resources		
** Topic software Teaching Resources		
Topic Software CDs (5)		
Transparencies (23)		
Content-Area Reading Strategies		
<i>Assessment Resources</i>		
** PARG		
Test-Taking Strategies		
rSkills Tests (hardcopy)		
<i>SRI Resources</i>		
Educator's Guide		
Technical Guide		
<i>Implementation</i>	Have (#)	Need

READ180 IMPLEMENTATION HANDBOOK

** TIG		
** F3W (Hard Copy or Digital)		
Quickstart Kit (Posters (4), Timer (1), Stickers Implementation DVD, READ180 Totebag)		
READ180 Demo CD		
READ180 Implementation CD		
<i>Support Materials</i>		
Software Manual		
** Classroom Posters (Instructional Model , Lexile Framework ,Audiobook ,and Paperback books)		
<i>Additional Materials</i>		
Xtra Topic Software (FOR: ALL stages, 3 CDs, Teacher Guide, Poster)		

Materials to order:

<u>Item</u>	<u>Quantity</u>

Read180 Library _____ Date: _____

Item	Have (#)	Need
<i>Main Library - Books in Appendix C</i>		
Paperback Books - Stage A, B, C		
Level 1 (10 titles, 5 copies - 50)		
Level 2 (10 titles, 5 copies - 50)		
Level 3 (10 titles, 5 copies - 50)		
Level 4 (10 titles, 5 copies - 50)		
Missing Titles:		
Audiobooks - Stage A, B, C	<u>CD</u> <u>Books</u>	<u>CD</u> <u>Books</u>
Level 1 (4 titles, 5 copies - 20)		
Level 2 (4 titles, 5 copies - 20)		
Level 3 (4 titles, 5 copies - 20)		
Level 4 (4 titles, 5 copies - 20)		
Missing Titles:		

<i>Additional Libraries</i>		
<i>Read180 STRETCH</i> (FOR: Stage <u>C</u> , Level 3-4 students)		
90 books (18 titles, 5 copies each)		
SRC! HOT quizzes		
Classroom poster		
Instructional strategy guide		
1-year subscription to Grolier online READ180 stretch		
<i>READ180 Xtra REAL JOBS</i> (FOR: college/career students)		
90 books (18 titles, 5 copies each)		
Teaching Resource		
Classroom poster		
SRC! HOT Quizzes		
<i>READ180 Xtra Advance</i> (FOR Stage <u>B</u> , <u>C</u> , Level 3-4 readers)		
48 books (24 titles, 2 copies)		
SRC! Quizzes		
Classroom Poster		
Writing Resources (SAM)		
<i>Xtra Level 1-2</i> (FOR: Stage <u>A</u> , <u>B</u> , <u>C</u> , Level 1-2)		
Stage ____: 80 books (16 books, 5 copies)		
Stage ____: 80 books (16 books, 5 copies)		
<i>Xtra Fiction/NonFiction</i> (FOR: Stage <u>A</u> , <u>B</u>)		
Stage ____: 50 books (10 books, 5 copies)		
Stage ____: 50 books (10 books, 5 copies)		
Teacher Guide		
<i>Xtra Audiobook Collections</i> (FOR: Stage <u>A</u> , <u>B</u> , <u>C</u>)		
Stage ____: 24 books (6 titles, 4 copies)		
Stage ____: 24 books (6 titles, 4 copies)		

READ180 IMPLEMENTATION HANDBOOK

Technology

Date: _____

Item	Have (#)	Need
Dedicated computers		
Computer works consistently		
Computer has a reliable internet connection		
District Student Access READ180 link works		
Working headphones w/mics (consider double need)		
Splitters for headphones		
Device to play Anchor DVD w/speakers		
Projector		
Can access SAM (district Educator Access link)		
CD Players for audiobooks (3-5)		
Headphones w/o mics for audiobooks (3-5)		

Materials to order:

<u>Item</u>	<u>Quantity</u>

HELPDESK issues:

1)
2)
3)

Staffing Recommendations, Training, and Evaluation

The selection of a READ180 teacher is among the most important factors in the success of READ180 implementation at your school.

Experience

READ180 teachers should have a **minimum of two years** of previous teaching experience, **preferably in English or Reading**. We make this recommendation because READ180 requires strong classroom management skills in order to be implemented effectively.

Strengths

READ180 teachers should demonstrate strengths in the following areas:

- Creation and implementation of classroom procedures
- Behavior Management
- Data management and decision making
- Comfort with computers, web-based programs, and associated technology
- Instructional planning for differentiation
- Time management
- Building relationships with students

Content Knowledge

READ180 teachers will not be responsible for creating the workshops in which students engage during their READ180 classes. However, teachers are responsible for planning differentiated instruction during small group time, modeling use of literacy strategies, using data to adjust grouping and instruction, and creating individual literacy goals for students. READ180 teachers should have knowledge of:

- Reading theory and experience with reading instruction
- Characteristics of struggling readers and instructional strategies to meet their needs
- Scaffolding content in reading and writing

Training

First Year READ180 Teachers:

- Full 1-2 day initial training provided by Scholastic or District representative

- School-based training to review campus protocols for student identification, material inventory, evaluation and observation schedule, and to learn about any district level changes to student enrollment/SAM procedures.
- 8-week follow-up training on data-management
- Monthly coaching

Training continued

Returning Teachers:

- Training should be based on previous years observations and student growth scores
- Teachers with low growth scores should participate in:
 - Additional training arranged with Scholastic or District Representative related to specific teacher concerns
 - At least 1 semester of monthly coaching
- School-based training to review campus protocols for student identification, material inventory, evaluation and observation schedule, and to learn about any district level changes to student enrollment/SAM procedures.

Evaluation

First Year READ180 Teachers:

- Monthly coaching observation plus feedback
- Quarterly informal observation to check:
 - Teacher fidelity + Feedback
 - Student Usage Data and Quiz Completion
- Semester formal observation:
 - Teacher fidelity + Feedback
 - Student SRI growth scores (teachers should administer the SRI 3 x's a year)
 - Create a plan for how to improve implementation and increase student growth

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Evaluating Program Effectiveness

READ180 Program Fidelity Indicators – Informal Observation

Infrastructure

- _____ Teacher has access to necessary materials
- _____ All technology is working (computer components, internet, headsets, projector)
- _____ Teacher has core instructional components (Appendix)
- _____ Teacher has sufficient classroom space and furniture
 - _____ Whole group area
 - _____ Separate space for computers
 - _____ Comfortable independent reading area
 - _____ Small group instruction space: every student in teacher's direct eyesight and
- _____ Classroom is decorated and welcoming

Instructional Model

- _____ Class begins with whole-group instruction
- _____ Students transition through 3 group rotations
 - _____ Small-Group Instruction (16 – 20 minutes)
 - _____ Instructional Software (16 – 20 minutes)
 - _____ Modeled and Independent Reading (16 – 20 minutes)
- _____ Rotations are consistent in duration
 - _____ Teacher uses a timer
- _____ Class ends with whole-group wrap-up
- _____ Teacher adjusts pacing to meet the needs of the students

Transitions

- _____ Student transitions take approximately 1 minute
- _____ Students can transition without asking for directions
- _____ Students bring appropriate materials to each rotation
- _____ Students rotate in a clear direction around the room

Whole Group

- _____ Teacher uses READ180 materials (Anchor video, rSkills book, Red Strategies)
- _____ Teacher scaffolds instruction (sentence starters, modeling, clarifying, think time)
- _____ Teacher gives all students the opportunity to respond
- _____ Teacher expects students to respond in complete sentences
- _____ Teacher provides appropriate feedback to students

Small Group Instruction

- _____ Instruction comes from the teacher and student rBooks
- _____ Teacher differentiates instruction by group and student

Small Group Instruction Cont.

- _____ Teacher checks students understanding of Independent Reading book (reading log, graphic

- _____ organizer, or uses yellow Paperback teaching supplement to ask related questions)
- _____ Teacher scaffolds instruction (sentence starters, modeling, clarifying, think time)
- _____ Teacher gives all students the opportunity to respond
- _____ Teacher expects students to respond in complete sentences
- _____ Teacher checks student's work and requires students to correct work

Instructional Software

- _____ Students log in within 1 minute of arriving at station
- _____ Students use headphones and microphones appropriately while using software
- _____ Students can explain the purpose and their progress within a portion of software (Ask)
- _____ Students know how to resolve tech issues w/o teacher support

Modeled and Independent Reading

- _____ Students read (begin reading within 1 minute, eyes on page, turn approx. 1 page/min)
- _____ Students monitor their reading through use of reading logs
- _____ Students complete graphic organizers for each book
- _____ Students reading audiobooks follow along in their books while listening
- _____ Students know how many pages they should read each day

Classroom Procedures

- _____ Students can access their materials easily and immediately upon entering classroom
- _____ Students clean up after themselves in every rotation; room is orderly
- _____ Students can explain their Lexile levels and how they choose books (when prompted)
- _____ Teacher can describe/demonstrate procedures for checking student work and progress
- _____ Teacher can explain/demonstrate student data monitoring processes
- _____ Teacher's classroom procedures are clearly listed for all stations
- _____ Technology Plan B is clear in the Instructional Software station

Motivation

- _____ Students track their data (number of pages read, number of books read, points earned, etc)
- _____ Teacher tracks and acknowledges whole class progress
- _____ Teacher tracks and acknowledges individual student progress

Data Management

- _____ Teacher has record of tracking student progress (data-binder, or files on computer)
- _____ Teacher regularly checks Reading Progress report
- _____ Teacher administers rSkills tests at the every 2 workshops
- _____ Teacher makes changes to instruction or grouping based on data

Classroom Observation / Action Planning

Teacher #: _____ Date: _____ Period: _____

Student count: _____ Visit time: _____

Coaching Session	
<input type="checkbox"/> Print Reading Progress Report	<input type="checkbox"/> Check student progress on Quizzes/Tasks
<input type="checkbox"/> Review student groupings	<input type="checkbox"/> Review student goals/pacing
<input type="checkbox"/> Complete Classroom Observation Action Plan	<input type="checkbox"/> Give teacher copy of action plan

Overall Classroom set up and organization	Yes	No	Point to address	Not Observed
Class periods are 60-90 minutes daily				
Class sizes accommodate 5-7 students per rotation				
Room is arranged with designated, appropriate space for each rotation				
Materials and equipment are accessible in an orderly fashion to teacher and students				
Class is welcoming and print rich				
Students are on-task at each rotation and transitions are smooth.				
Notes:				
Total Time: _____				
Whole-Group Instruction	Yes	No	Point to address	Not Observed
Teacher is using the READ180 guide.				
Teacher is following lesson plans from READ180 guide.				
Teacher is providing scaffolding during lessons.				
Teacher is actively involving all students in the task.				
Students are responding to lesson.				
Notes:				
Time: _____				
Small-Group Instruction Rotation	Yes	No	Point to address	Not Observed
Teacher is using lesson plans from READ180 Guide.				
Teacher and students are using the materials together.				
Teacher spends time with each member of small group.				
Teacher spends time with each member of small group.				
Students are grouped based on instructional needs.				
Teacher is differentiating instruction.				
Notes:				
Time: _____				

Instructional Software Rotation	Yes	No	Point to address	Not Observed
Computers are functioning.				
Students are focused on computer software.				
Students work on software 20 minutes each day				
Students are using headphones and mics correctly				
Teacher regularly monitors students' time on software.				
Teacher prints reports and analyzes them make instructional decisions				
There is enough working technology for each student				
Notes:				
Time: _____				

Modeled and Independent Reading Rotation	Yes	No	Point to address	Not Observed
Students are choosing appropriate books based on their reading abilities, skills and interests.				
Students are actively engaged in reading silently or listening to audio books (majority of time spent on reading)				
Audio books are accessible to all students				
Methods of accountability are in place to track student reading (Reading Counts!, graphic organizers, etc).				
Reading Counts! Reports are being used to track reading progress				
Notes:				
Time: _____				

Assessment Summary (content and performance needs, trends)		
Successes		Challenges
Goals (prioritized needs, 1-2 targets)		
Action Plan (timeline, specific tasks, support)		
Who	Action	Target Date

Classroom Implementation Observation Form – Formal Evaluation

Teacher #: _____

Student Count: ____/____ Date: _____

Time: _____

Directions: *READ 180* is most effective when implemented with fidelity. Use this Classroom Implementation Review to complete a self-assessment of your *READ 180* classroom implementation. Use the results to determine appropriate instructional goals for the year.

Part I: Implementation Indicators

Directions: Place a check mark to the left of implementation indicator that is fully in place. If an indicator is not fully in place, no point is given. Count checkmarks given and write as category total.

Implementation Success Indicator (1st visit, Mid-term, Final)		Indicator	
Scheduling - Class meets for 90 - 120 minutes daily			90+ minutes every day (3 points)
			Every other day for 90+ min (2 points)
			Less than 90 min (1 point)
Largest Class Size 15 - 21 students			12-15 students (3 points)
			16 - 18 students (2 points)
			19 - 21 students (1 point)
Available Materials Full stage of materials available			All rotations with all materials (3 points)
			2 out of 3 rotations w/all materias (2 points)
			1 out of 3 rotations w/all materials (1 point)
Fully functioning Technology headsets; software installed; DVD player; CD players Check all that apply (1 point each)			Enough computers for all students
			All computers have headsets
			All computers have functioning software
	Notes		Total (out of 12)

First and Final Visit	Notes
-----------------------	-------

	SRI administered to ALL students	
	SPI administered to ALL students with a score less than 400 (5th/6th) or 600 (middle/high school)	
	ALL students appropriately placed in READ180	
	Students placed in groups based on Lexile levels	
	Teacher attended Day 1 training (Day 2 for new teachers)	
	Teacher attended campus-based training	
	All students have been registered for READ180	
	Teacher has created student READ180 Binders/Notebooks	
	Teacher has taught ALL READ180 procedures	
	Teacher has established explicit expectations for behavior during rotations	
TOTAL (10)		

Part II: Classroom-Driven Implementation Indicators

Management and Organization Implementation Success Indicator		Notes
	All materials and resources are available for each rotation	Time: _____
	Three clearly-defined visible rotation areas that are easily monitored	
	Inviting classroom with displays such as <i>READ 180</i> posters, student work, etc. (Broken down in subcategories)	
	Rotations timed appropriately with daily use of timer	
	Strong organizational system in place for all classroom materials	
	Procedures posted; students can articulate classroom rituals and routines	
	Transitions are smooth, orderly, and well-managed for independence	
	System established for monitoring student behavior in all rotational areas	
	"Plan B" for technology instituted and communicated to students	
	Motivation and/or incentive system in place for student progress	
TOTAL (10)		
Whole-Group Instruction Implementation Success Indicator		Notes

	Daily use of <i>rBook Teacher's Edition</i> to guide student learning	Time: _____
	Purposeful Whole-Group Wrap-Up implemented daily	
	Regularly and appropriately scaffolded use of Anchor DVD or Warm-up activity	
	Active involvement of all students during Whole-Group Instruction	
	Appropriate scaffolds provided for student response to Whole-Group lesson (i.e. sentence starters)	
	Daily use of structured engagement routines to facilitate learning	
	Regular monitoring of student <i>rBook</i> responses to ensure completion	
	Students respond in complete sentences both orally and in writing	
	Teacher moves about the classroom, checks student understanding, and provides appropriate feedback	
	Differentiated instruction to meet individual student needs	
TOTAL (10)		

Small-Group Instruction Implementation Success Indicator		Notes
	Daily use of <i>rBook Teacher's Edition</i> to guide student learning	Time: _____
	Active involvement of all students during Small-Group Instruction	
	Use of sentence starters to elicit full oral and written responses	
	Daily use of structured engagement routines to facilitate collaboration	
	Students appropriately and fully complete <i>rBook</i> work	
	<i>rBook</i> lesson is paced to appropriately meet student needs	
	Time allocated to support student <i>rBook</i> revision	
	Flexible student groupings based on data and student progress	
	Teacher checks student progress on independent reading book	
	Appropriate RDI assignments or supplemental activities prepared for students who need them.	
TOTAL (10)		

Modeled and Independent Reading Implementation Success Indicator		Notes
	Classroom library is well-organized, with book levels clearly indicated	
	Students select appropriate books based on interest and reading ability (See <i>Selecting Text</i>)	
	All students can articulate Lexile levels and match books appropriately	
	Students read silently or with audio support for the entire rotation (look away no longer than 30 seconds)	
	Student enter the area and immediately get their book and begin reading	
	Students complete graphic organizers as they read	
	Students complete reading log before rotating	
	Regular recognition of student reading gains are in place	
	Book completion expectations established and monitored (Reading Counts! Quizzes taken, teacher monitors accuracy and has students find the correct answers to the questions they missed in the text)	
	Opportunities established for book talks or presentations	
TOTAL (10)		Time: _____

Instructional Software and Data Analysis Implementation Success Indicator		Notes
	SRI tests administered within established testing windows	
	Students use <i>READ 180</i> software daily	
	Students enter Computer area and immediately log-in	
	Data from all software components are regularly analyzed	
	Student data points fall within appropriate usage thresholds (Reading Progress reports)	
	Students regularly receive feedback on software progress	
	Data used to strategically regroup students	
	Data shared with administrators	
	Student data used to hold student conferences and track goals	
	Students are appropriately prepared for assessments	
TOTAL (10)		

Total Score		Notes
	First and Final Visit	
	Implementation Success Indicator	
	Management and Organization	
	Whole Group	
	Small Group	
	Modeled and Independent	
	Instructional Software and Data Analysis	
	Total	
	Calculate the score as a percentage (Total/ 72 x 100)	
TOTAL (72)		

Modified from Scholastic CIR for teacher self-reporting

Lesson Plan Accountability

Teachers at your school may be required to submit daily or weekly lesson plans, and many schools use a uniform template for lesson plan submissions.

Given the unique READ180 instructional model, the uniform lesson template at your school may not appropriately convey the instruction occurring in a READ180 classroom. If teachers are not allowed to select or create their own lesson plan formats, you may consider approving and providing the lesson plan template on the next page for your READ180 teacher(s).

Source: <http://mcsread180.wikispaces.com/Getting+Started+with+READ+180>

READ 180 Lesson Plans**Date:** _____

Reading Objectives <i>The students will be able to:</i>	Whole-Group Direct Instruction (20 minutes): Objectives # _____			Writing Objectives <i>The students will be able to:</i>
	Small-Group Instruction (20 minutes)			
	Group A Objectives # _____	Group B Objectives # _____	Group C Objectives # _____	
	Modeled and Independent Reading (20 Minutes)		Instructional Reading on Software (20 minutes)	
	Assessment			

Observation Tools

The following observation record form is a simple guide to help administrators and coaches recognize indicators of implementation fidelity in a READ180 classroom.

Note: This tool is **NOT** designed, intended, nor recommended for use as an evaluative measure.

Appendix
READ180 Components

Component	Data	Uses
Scholastic Reading Inventory (SRI) p. 40 in Placement, Assessment and Reporting Guide	1) Lexile scores 2) Performance Standards 3) Normative data 4) Reading levels 5) Lexile ranges for easy, on-level, and challenging text 6) Recommendations for helping students meet grade-level	1) Measure baseline reading level 2) Create 3 initial small groups 3) Adjust groups as necessary 4) Monitor reading comprehension growth over time 5) Assess students' performance against normed data 6) Match students to text
Topic Software p. 42 in Placement, Assessment and Reporting Guide	1) Core comprehension skills 2) Power vocabulary 3) Word recognition and automaticity 4) 33 phonic elements 5) 15 common spelling errors 6) Word and text-level fluency	1) Identify specific skills to target during whole- and small-group instruction 2) Plan and provide individualized instruction 3) Regroup students based on skill scores 4) Provide additional support with word patterns 5) Discuss reaching goals and gaining skills 6) Update parents and caregivers on their child's reading progress 7) Share students' overall progress with principals
Scholastic Reading Counts! p. 44 in Placement, Assessment and Reporting Guide	1) Quiz scores 2) Words read 3) Quiz success	1) Monitor independent reading 2) Evaluate progress toward independent reading goals 3) Ensure students are reading appropriate books 4) Track quiz success rates/words read 5) Identify issues students may be having with quizzes 6) Share student progress

<p>Oral Fluency Assessment</p> <p>Directions: p. 47 in Placement, Assessment and Reporting Guide</p>	<p>1) At the end of each SUCCESS ZONE, students will record oral reading</p> <p>2) Find words read correct per minute (WCPM)</p>	<p>1) Find the median of 3 passages 2) Compare ORF to Normed scores (p. 49) 3) Use to set goals (aim for 50th percentile) 4) Calculate necessary fluency gains 5) Group students 6) Provide additional instruction (Resources for differentiated instruction, book 1)</p>
<p>rSkills Tests</p> <p>p. 54 in Placement, Assessment and Reporting Guide</p>	<p>1) Mastery of workshop skills</p>	<p>1) Monitor comprehension 2) Vocab/word study 3) Grammar, usage, and mechanics 4) Identify skills that students struggle with 5) Target skills for whole- and Small-group instruction 6) Share test results with parents 7) Review test answer and offer learning strategies</p>
<p>Read180 Writing</p> <p>p. 56 in Placement, Assessment and Reporting Guide</p>	<p>Scoring Guides can be used to identify if students have mastered:</p> <p>1) Personal Narrative 2) Expository Paragraph 3) Descriptive Paragraph 4) Persuasive Paragraph 5) Literature Response 6) Literature Review</p>	<p>1) Model how to use the scoring guide to assess student work 2) Demonstrate how to revise elements in the model that scored 1, 2 and engage students in suggesting revision 3) Discuss why elements scored as 3,4 or effective 4) Direct students as they self- and peer-assess using the peer feedback routine 5) Assess and grade students' writing using the same scoring guide</p>

Informal Assessment	Type	Purpose
	Teacher observation	- Record observations to make instructional changes
	Developmental checklist	<ul style="list-style-type: none"> - Stays on task - Asks questions - Shares strategies and process - Participate in discussions - Uses text evidence
	Student portfolio	<ul style="list-style-type: none"> - rBook work and projects - READ180 diagnostic reports - Topics Software Fluency Evaluation - READ180 student segment status - rSkills Test student progress reports - SRI student progress reports - rBook writing focus final drafts - Reading Counts! Student reading report
	Self-evaluation	Identify performance criteria for a task and judge how well they met that criteria
	Peer feedback	<ul style="list-style-type: none"> - rBook Writing Focus evaluate each other's drafts (Think-Pair-Share) - Assign partners, give directions - Monitor pairs as they evaluate and prepare feedback (5-7 minutes) - Direct students to exchange drafts and review feedback (2 minutes) - Facilitate as peers share feedback (5 minutes)
	Student conferences	<ol style="list-style-type: none"> 1) Review student portfolio 2) Generate questions to ask 3) Print out reports to share 4) Discuss <ol style="list-style-type: none"> a) What books the student is reading b) What the reports data says about performance c) Work the student has done in rBook workshops d) New goals for the student to work towards

Report Types

Report Type	Use These Reports to...	Examples
Diagnostic	1) Identify strengths and weaknesses 2) Differentiate instruction	Read 180 1) Student diagnostic (p. 96) rSkills Tests 1) Student skills report (p. 116) 2) Student test printout (p. 120)
Instructional Planning	1) Plan targeted, data-driven instruction 2) Group students by skill needs, activities, or assignments 3) Identify student comprehension, phonics, or spelling needs	Read 180 1) Comprehension skills grouping (p. 84) 2) Phonics & Word study grouping (p. 88) 3) Spelling skills grouping report (p.90) 4) Comprehension skills report (p. 76) 5) Student high-frequency word report (p.104) rSkills Tests 1) Summary skills report (p. 112) SRI 1) Target reading report (p. 132) 2) Intervention grouping (p. 130) Scholastic Reading Counts! 1) Most frequent quizzes report (p. 152)

Progress Monitoring	<ol style="list-style-type: none"> 1) Track skills progress and time-on-task 2) Monitor progress of students, class, groups 3) Share progress with students, parents, admin 4) Set instructional goals 	<p>Read180</p> <ol style="list-style-type: none"> 1) Comprehension skills report (p. 76) 2) Grading report (p.78) 3) Reading progress report (p. 82) 4) Comparative Time-on-Task (p.72) 5) Student word zone report (p.102) 6) Student segment status report (p.100) 7) Student spelling zone report (p.106) <p>rSkills Tests</p> <ol style="list-style-type: none"> 1) Summary progress report (p.114) 2) Student progress report (p. 118) 3) Student reading report (p. 98) <p>SRI</p> <ol style="list-style-type: none"> 1) Reading performance report (p. 124) 2) Growth report (p. 118) 3) Student progress report (p. 118) <p>Scholastic Reading Counts!</p> <ol style="list-style-type: none"> 1) Reading progress report (p.146) 2) Student quiz success report (p. 151)
School-to-home	<ol style="list-style-type: none"> 1) Introduce READ180 to parents 2) Provide progress updates 3) Facilitate discussion at parent-teacher conf. 4) Suggest how family members can participate 	<p>Read180</p> <ol style="list-style-type: none"> 1) Parent reports I and II (p. 108-110) <p>SRI</p> <ol style="list-style-type: none"> 1) Parents reports I and II (p. 142) <p>Scholastic Reading Counts!</p> <ol style="list-style-type: none"> 1) Parent reports I, II, and III (p. 158-159)

Management	<ul style="list-style-type: none"> 1) Keep records on students enrolled in READ180 2) Monitor program participation and time on-task 	Read180 <ul style="list-style-type: none"> 1) Participation reports (p.80) 2) Participation summary report (p. 168) SRI <ul style="list-style-type: none"> 1) Student roster (p. 144) 2) District/School proficiency (p. 178)
Alerts	<ul style="list-style-type: none"> 1) Alert teachers to problem students may be having with READ180 components 	Read180 <ul style="list-style-type: none"> 1) Skills alert (p. 94) SRI <ul style="list-style-type: none"> 1) Incomplete test alert (p. 134) Scholastic Reading Counts! <ul style="list-style-type: none"> 1) Quiz difficulty alert (p. 162) 2) Reading selection alert (p. 162)
Acknowledgments	<ul style="list-style-type: none"> 1) Recognize achievements and accomplishments 2) Track student's progress towards promotion 	Read180 <ul style="list-style-type: none"> 1) Level acknowledgment report (p. 92) Scholastic Reading Counts! <ul style="list-style-type: none"> 1) Reading growth acknowledgment (p. 149)

Report Timeline

After 1 – 2 Weeks	After 1 Month	After 1-2 Months	After 3 Months	After 6 Months	After 12 Months
<p>1) Placement</p> <ul style="list-style-type: none"> - Give SRI Test - Run SRI Reading Performance report - Identify Lexile scores - Place student in READ180 levels <p>2) Set Goals</p> <ul style="list-style-type: none"> - Run SRI student yearly progress report - Compare lexile scores against grade-level expectations - Set goals (independent reading, topic software, skills) - Share SRI Student Yearly Progress Reports w/students <p><u>w/Principals</u></p> <p>1) SRI Student Yearly Progress Report</p> <p>2) SRI Proficiency Report (used to compare against grade-level peers)</p>	<p>1) Track Topic Software progress</p> <ul style="list-style-type: none"> - Run READ180 Student Segment Report - Are the students moving at the correct pace? (too hard, too easy, just right) - Make changes as necessary <p>2) Identify Strengths and Weaknesses</p> <ul style="list-style-type: none"> - Run READ180 Segment Diagnostic Report - Identify student progress on goals - Make changes to instruction as necessary 	<p>1) Track Class Software Progress</p> <ul style="list-style-type: none"> - Run READ180 Reading Progress Report - Print Read180 Student reading report for students - Make changes to instruction and grouping as necessary <p>2) Check student groups</p> <p>READ180 Phonics and Word/Study Grouping Report</p> <ul style="list-style-type: none"> - Make changes to student groups/goals <p>3) Check student level</p> <p>READ180 Skills Alert</p> <ul style="list-style-type: none"> - Make changes to groups/instruction as necessary <p>4) Run rSkills Tests Summary Skills Report to check rBook and Whole-group skills to target</p>	<p>1) Mail Parent Report</p> <ul style="list-style-type: none"> - Parent Reports <p>2) Determine grades</p> <ul style="list-style-type: none"> - Run READ180 Grading Report <p>3) Identify target skills</p> <ul style="list-style-type: none"> - READ180 Comprehension Skills Grouping Report - Make changes to grouping and small group instruction as needed - Select differentiated resources based on student need <p>4) Track independent reading progress</p> <ul style="list-style-type: none"> - Reading Counts! Reading progress report - Make changes to student's reading goals as needed 	<p>1) Check Lexile growth</p> <ul style="list-style-type: none"> - SRI Growth Report <p>2) Check quiz success rates and independent reading progress</p> <ul style="list-style-type: none"> - Run Reading Counts! Reading Progress Report <p>3) Acknowledge progress</p> <ul style="list-style-type: none"> - Print Certificates <p><u>w/Principal</u></p> <p>1) Share SRI Student Yearly Progress Report</p> <p>2) Share performance standards</p> <ul style="list-style-type: none"> - SRI Reading Performance Report 	<p>1) Check Lexile growth</p> <ul style="list-style-type: none"> - SRI Growth Report - Student Yearly Progress Report <p>2) Check skills acquired</p> <ul style="list-style-type: none"> - READ180 Reading Progress Report <p><u>w/Principal</u></p> <p>1) Determine next step</p> <ul style="list-style-type: none"> - Evaluate Student Success or Program Exit

Suggested SAM Data Analysis Schedule

Every 6 – 9 Weeks	Every 6 – 12 Weeks	End of Each Grading Period	Benchmark Check
1) READ180 Reading Progress Report 2) READ180 Student Reading Report 3) READ180 Student Diagnostic Report 4) READ180 Phonics & Word Study Grouping Report 5) READ180 Spelling Skills Grouping Report	1) READ180 Comprehension Skills Grouping Report 2) rSkills Tests Summary Skills Report 3) READ180 Grading Report	1) READ180 Parent Report II 2) rSkills Tests Summary Progress Report	1) SRI Reading Performance Report (Beg, Mid, End) 2) SRI Growth Report (middle, end)

Understanding READ180 Levels and Lexile Scores**Use Book Expert to identify books that are on level**

READ180 Level	Lexile Range	Stage A (Elementary)	Stage B (Middle)	Stage C (High)
Level 1	~ 400 Lexiles	1.5 – 2.5	1.5 – 2.5	1.5 – 2.5
Level 2	401 – 600 Lexiles	2.5 – 4.0	2.5 – 4.0	2.5 – 4.0
Level 3	601 – 800 Lexiles	4.0 – 6.0	4.0 – 6.0	4.0 – 6.0
Level 4	800+ Lexiles	N/A	6.0 – 8.0	6.0 – 12.0

Lexile Levels

Grade	At-Risk	Basic	Proficient	Advanced
1	N/A	99 and below	100 – 400	401 – above
2	99 and below	100 – 299	300 – 600	601 – above
3	249 and below	250 – 499	500 – 800	801 – above
4	349 and below	350 – 599	600 – 900	901 – above
5	449 and below	450 – 699	700 – 1000	1001 – above
6	499 and below	500 – 799	800 – 1050	1051 – above
7	549 and below	550 – 849	850 – 1100	1101 – above
8	599 and below	600 – 899	900 – 1150	1151 – above
9	649 and below	650 – 999	1000 – 1200	1201 – above
10	699 and below	700 – 1024	1025 – 1250	1251 – above
11	799 and below	800 – 1049	1050 – 1300	1301 - above

Performance Standards

Performance Standard	Reading level and description
Below Basic	Significantly below grade level – Student does not exhibit minimally competent performance when reading grade-level appropriate text
Basic	Below grade level – Student exhibits minimally competent performance when reading grade-level appropriate text
Proficient	Grade level – Student exhibits competent performance when reading grade-level appropriate text and can identify details, draw conclusions, and make comparisons and generalizations
Advanced	Above grade level – Student exhibits superior performance when reading grade-level appropriate text

Selecting Text Based on Student Levels

Text Difficulty	Lexile Range	Use This Range For
East/Fluent	100 -250 Lexiles below SRI	Concepts that are more challenging to understand
On-level	100 Lexiles below to 50 Lexiles above student's SRI score	Independent reading
Challenging	50 -250 Lexiles above student's SRI score	High-interest topics Instructional reading Audiobooks/read-alouds

Type of instruction	Use	Levels
Whole- class reading	Print Materials	0 - 250 Lexiles above the lowest student. Provide additional support for more than 50 Lexiles above.
	Audiobooks and Read-alouds	250 Lexiles or slightly higher than Lexile range, model comprehension strategies (identifying main idea, details, etc)
Small-group reading	Reading Interests	Organize by SRI score and reading interest. Let groups choose books to read together and discuss, assign group projects.
	Increasing the challenge	Begin with easier text and gradually increase the challenge
Independent reading	Match students to text	Select text on their fluent and on-level range
	High-interest topics	Choose more challenging text on topics that interest them
Instructional reading	Individualized and small-group instruction	50 lexiles higher than student's SRI
	Guided reading	Independent reading level
	Challenging subjects	On or below SRI level
	Vary levels within a topic	Same topic, vary the Lexile range to give practice

Forming Groups

Number of students	5 – 7
Initial Grouping	Based on SRI skill level
Alternative Groupings	<ul style="list-style-type: none">1) rSkills test reports2) Behavior3) Regroup to target immediate needs4) Lexile scores5) Comprehension/writing skills focus6) Word study skills7) Phonics/spelling skills8) Vocabulary development9) ELL lesson focus10) Based on common books/Topic Software content

Student ProgressLeveling and Promotion

Level	Lower	Move up
Level 1 *Must move students manually	Student should be placed in System 44	1) Mastered phonics and word pattern skills OR 2) Complete 1 or > topic software segments/day
Level 2&3 * Program will move students when they meet the criteria (70% - to move across stories) (1 story – 8 to 10 days) (80-100%, story in 5 days)	Student spends more than 4 weeks on topic software segment	1) Complete 1 or > topic software segments/day OR 2) Meets criteria over 4 consecutive segments - Reading Zone 97% on quick check questions - Word Zone 97% on assessments - Spelling Zone 85% on assessments - Success Zone 96% on context passages

Exiting the Program

Criteria	Method of Evaluating
1) Student's Lexile level falls within grade level range	1) Standardized tests 2) Lexile Measures
2) Teachers, Student and Family feel the student is ready	Formal a) Lexile scores b) SRI performance standards c) SRI normative data d) Scores on grade-level SRI skills test e) READ180 topic software data f) rBook completion and success level Informal a) Observation of skill levels, motivation b) Scholastic Reading Counts! Quiz scores c) Number and level of books read d) Final rBook workshop writing sample e) Student self-evaluation

Using SRI Data for Instruction

Purpose	Assessment Tool	What it assesses	How often	Reports	Diagnostic Plans
Screening/Placement For initial placement	SRI SPI	Baseline reading level	1x a year	SRI Reading Performance Report - Norm data - Performance standards	@ Grade level: - Use grade-level curriculum @ Below level: - Begin READ180 and designated level - Group students w/similar Lexile scores for small-group
				SRI Intervention Grouping Report - Intervention needs	
Continuous Diagnostic - Diagnose strengths/weakness - Grouping	Read 180 Topic software	<ul style="list-style-type: none"> - Comprehension - Vocabulary - Fluency - Phonics/Word study - Spelling/Encoding 	Daily/Weekly	READ180 Comprehension skill report - Check workshop skills	Low scores - Monitor usage in Reading Zone Quick Check - Review rSkills reports (are kids successful on below level tests?) - Check student level (is it accurate?)
				READ180 Reading Progress Report - Comp/Voc. % - Fluent words/fluency	
				READ180 spelling - Error analysis	

Progress Monitoring - measure growth - regroup students	SRI	- Comprehension - Reading growth	3-5 times a year	SRI Growth Report - Lexile point growth	Demonstrates little progress: - Use READ180 reports to identify specific skill/usage issue - Examine rSkills Test scores and rBook progress - Consider ORF assessment score Demonstrates significant growth: - Regroup - Consider if exit is appropriate
				SRI Student Progress Report - Norm - Performance standards	
Progress Monitoring - Assessing independent reading	Scholastic Reading Counts! Quizzes	- Comprehension - Accountable reading	As books are completed	Scholastic Reading Counts! Reading Report -Quizzes Passed - Number of books read - % of reading goal achieved	If achieving reading goal: - Set new goals - Expand SRC incentives Not meeting goal: - Choose lower Lexile levels - Adjust students' reading goals
Curriculum-Based - Measure acquisition of rBook skills	rSkills Tests - Level A (below) - Level B (at grade)	- Application of standards-aligned comprehension, vocabulary, and grammar skills	Test 1 – after workshop 1, 2 Test 2 – after workshop 3,	rSkills Tests Student Skills Report - Comprehension - Vocabulary - Grammar - Usage - Mechanic	If scores on below-grade-level tests are below 80%: - Run READ180 Comprehension Skills Report (are scores consistently low?)

			4		- Target skills using Resources for Differentiated Instruction If scores on below-grade-level tests are above 80% - Consider administering grade-level rSkills Tests - Use grade-level rSkills Test for test-preparedness
			Test 3 – after workshop 5, 6		
			Test 4 – after workshop 7,8		
			Test 5 – after workshop 9	rSkills Tests Student Progress Report - Skills progress from test to test	

Appendix A: Classroom Set-up Checklist

Acronyms

Teacher Implementation Guide (TIG)

First Three Weeks Manual (F3W)

Test-Taking Strategies (TTS)

Placement, Assessment, and Reporting Guide (PARG)

Scholastic Achievement Manager (SAM)

Date _____

Checklist completed by: _____

ATTACH ORDER INVENTORY

Licenses:

Item	Have (#)	Need
Number of SRI licenses in SAM:		
Number of SPI licenses in SAM:		
Number of READ180 licenses in SAM:		
Total		

Instructional Materials (TIG, pg. 18-19) :

Item - ** Required Material	Have (#)	Need (#)
<i>Teaching rBooks</i>		
<i>**rBook Teacher's Edition</i>		
Stage _____		
Stage _____		
rBook Teacher's <i>FLEX I</i> edition (expansion)		
rBook Teacher's <i>FLEX II</i> edition (expansion)		
Additional: _____		
Additional: _____		
<i>Student rBooks</i>		
<i>**Student rBook Edition</i>		
Stage _____		
Stage _____		
<i>**Student rBook Edition</i>	Have (#)	Need (#)

rBook Student <i>FLEX I</i> edition (expansion)		
rBook Student <i>FLEX II</i> edition (expansion)		
Additional: _____		
Additional: _____		
<i>Anchor DVD</i>		
** <i>Anchor DVD</i>		
Flex I Anchor DVD (expansion)		
Flex II Anchor DVD (expansion)		
<i>Materials for Differentiated Instruction</i>		
**RDI: Reading Skills (Red)		
**RDI: Writing Skills (Green)		
**RDI: English Language Learners (Blue)		
** Paperback Teaching Resources		
** Audiobook Teaching Resources		
** Topic software Teaching Resources		
Topic Software CDs (5)		
Transparencies (23)		
Content-Area Reading Strategies		
<i>Assessment Resources</i>		
** PARG		
Test-Taking Strategies		
rSkills Tests (hardcopy)		
<i>SRI Resources</i>		
Educator's Guide		
Technical Guide		
<i>Implementation</i>	Have (#)	Need

READ180 IMPLEMENTATION HANDBOOK

** TIG		
** F3W (Hard Copy or Digital)		
Quickstart Kit (Posters (4), Timer (1), Stickers Implementation DVD, READ180 Totebag)		
READ180 Demo CD		
READ180 Implementation CD		
<i>Support Materials</i>		
Software Manual		
** Classroom Posters (Instructional Model , Lexile Framework ,Audiobook ,and Paperback books)		
<i>Additional Materials</i>		
Xtra Topic Software (FOR: ALL stages, 3 CDs, Teacher Guide, Poster)		

Materials to order:

<u>Item</u>	<u>Quantity</u>

Read180 Library _____ Date: _____

Item	Have (#)	Need
<i>Main Library - Books in Appendix C</i>		
Paperback Books - Stage A, B, C		
Level 1 (10 titles, 5 copies - 50)		
Level 2 (10 titles, 5 copies - 50)		
Level 3 (10 titles, 5 copies - 50)		
Level 4 (10 titles, 5 copies - 50)		
Missing Titles:		
Audiobooks - Stage A, B, C	<u>CD</u> <u>Books</u>	<u>CD</u> <u>Books</u>
Level 1 (4 titles, 5 copies - 20)		
Level 2 (4 titles, 5 copies - 20)		
Level 3 (4 titles, 5 copies - 20)		
Level 4 (4 titles, 5 copies - 20)		
Missing Titles:		

<i>Additional Libraries</i>		
<u>Read180 STRETCH</u> (FOR: Stage <u>C</u> , Level 3-4 students)		
90 books (18 titles, 5 copies each)		
SRC! HOT quizzes		
Classroom poster		
Instructional strategy guide		
1-year subscription to Grolier online READ180 stretch		
<u>READ180 Xtra REAL JOBS</u> (FOR: college/career students)		
90 books (18 titles, 5 copies each)		
Teaching Resource		
Classroom poster		
SRC! HOT Quizzes		
<u>READ180 Xtra Advance</u> (FOR Stage <u>B</u> , <u>C</u> , Level 3-4 readers)		
48 books (24 titles, 2 copies)		
SRC! Quizzes		
Classroom Poster		
Writing Resources (SAM)		
<u>Xtra Level 1-2</u> (FOR: Stage <u>A</u> , <u>B</u> , <u>C</u> , Level 1-2)		
Stage ____: 80 books (16 books, 5 copies)		
Stage ____: 80 books (16 books, 5 copies)		
<u>Xtra Fiction/NonFiction</u> (FOR: Stage <u>A</u> , <u>B</u>)		
Stage ____: 50 books (10 books, 5 copies)		
Stage ____: 50 books (10 books, 5 copies)		
Teacher Guide		
<u>Xtra Audiobook Collections</u> (FOR: Stage <u>A</u> , <u>B</u> , <u>C</u>)		
Stage ____: 24 books (6 titles, 4 copies)		
Stage ____: 24 books (6 titles, 4 copies)		

Teacher's Guide		
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Materials to order:

<u>Item</u>	<u>Quantity</u>

READ180 IMPLEMENTATION HANDBOOK

Technology

Date: _____

Item	Have (#)	Need
Dedicated computers		
Computer works consistently		
Computer has a reliable internet connection		
District Student Access READ180 link works		
Working headphones w/mics (consider double need)		
Splitters for headphones		
Device to play Anchor DVD w/speakers		
Projector		
Can access SAM (district Educator Access link)		
CD Players for audiobooks (3-5)		
Headphones w/o mics for audiobooks (3-5)		

Materials to order:

<u>Item</u>	<u>Quantity</u>

HELPDESK issues:

1)
2)
3)

Appendix B: Implementing Program to Fidelity

Class Schedule

<u>Class Section</u>	<u>Intervention</u>	<u>Student Enrollment</u> <u>(#)</u> < 21 students	<u>Time</u> 60 - 90 min/day
Ex. Period 1	Y / N	15	M-F 7:05 - 8:35
	Y / N		
	Y / N		
	Y / N		
	Y / N		
	Y / N		

Rotation Schedule Model (90-min / day; no less than 60-min)

<u>Time</u>	<u>Whole Group</u>	<u>Rotation 1</u>	<u>Rotation 2</u>	<u>Rotation 3</u>	<u>Wrap-up</u>
90-min/ daily	20-min	20-min	20-min	20-min	10-min
60-min (2 rotations a day)	10-min	20-min	20-min		10-min
50-min (3-days for full rotation)	25 - min	20-min			5-min

Appendix C: Teacher Classroom Set-up Checklist

1) Complete Classroom Set-up Inventory Checklist (Appendix A)

2) Setting up the classroom and procedures

Classroom Procedures	Yes	No
Created general classroom expectations		
Created classroom consequences		
Created incentives (positive reinforcements)		
Posted expectations and consequence procedure in a visible location		
Rotation Set-up (See Appendix D for ideas)	Yes	No
Set-up Whole Group Area facing a whiteboard and projector		
Established a small group area		
Established an independent reading area		
Establish a computer area		
Select 2 timing methods (visible to all students)		
Post Rotation direction (Computer -> Independent -> Small Group)		
Post student groups		
Whole Group Rotation Set-up	Yes	No
Whiteboard space for objectives, sentence starters, vocabulary		
Projector		
Device for playing Anchor DVD (attached to projector)		
Desk set-up allows for easy viewing of the whiteboard		
Whole Group Materials	Yes	No
Easy access to student rBooks		
Place for students to store their:(bell starters/exit tickets, reading log, computer log, graphic organizers, quickwrites, book projects, writing, student data - conferencing/SAM reports)		
Whole Group Materials	Yes	No
Student binders are easy to keep organized (dividers?)		
Copies of graphic organizers are easy to access (Exit slips, TIG p.192; Daily reflection journal, TIG p. 193; Think-Pair-Share GO, TIG p. 197; Idea Wave GO, TIG p. 197; Numbered heads, TIG p. 199)		

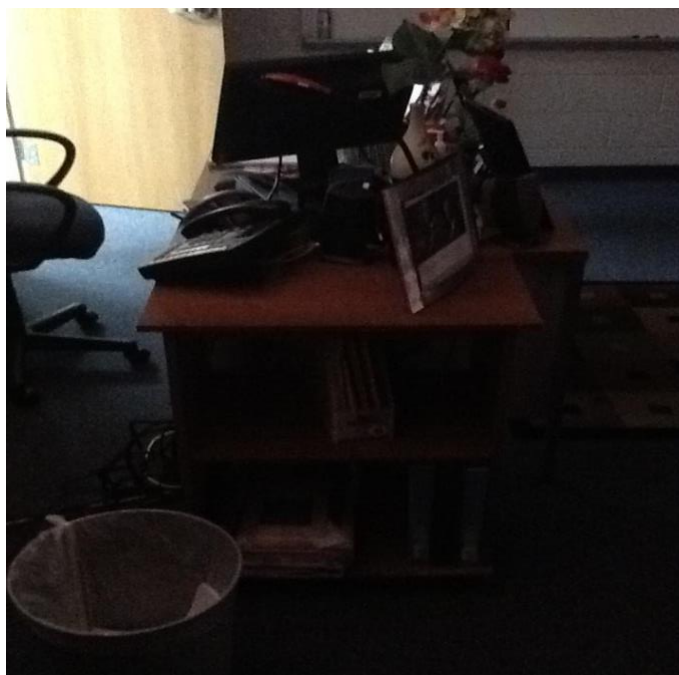
Small Group Rotation Set-up	Yes	No
Whiteboard (place to model writing)		
Create and post small group procedures (see Appendix D for ideas)		
Create procedure for checking student rSkills work		
Create procedure for checking reading log and progress/understanding (How will you know that students are reading and understand what they're reading?)		
Create procedure for checking computer logs		
Create procedure for conferencing with students (monthly)		
Small Group Materials	Yes	No
Easy access to RDI books and Red Routine material		
Become familiar with Red Routines (TIG p. 173-179; transparencies)		
Copy rBook pages if necessary		
Copy weekly lesson plan template (F3W, p. 48)		
Access to file cabinet for strategy sheets, graphic organizers, and RDI resource copies		
Create file for student conferencing/goal sheets (TIG, p. 202-204)		
Create file for additional Quickwrites (Topic Software Teaching Resources)		
Classroom Incentives and Motivation Boards (select 1-2 to monitor)	Yes	No
Lexile scores (growth)		
SRC! Individual/Group tests passed (80% or higher)		
Individual/Group number of books read (only if they passed SRC! Quiz)		
Individual/Group total words read or pages read		
Topic Software Segments completed w/80% or higher		
Independent Reading Rotation	Yes	No
Create and post IR procedures (how to select appropriate books, daily tasks, taking SRC! quizzes)		
Post Lexile, Audiobook, and Paperback book posters		
Procedure for when students will use audiobooks instead of paperback		
Procedure for completing and displaying student book reviews		

READ180 IMPLEMENTATION HANDBOOK

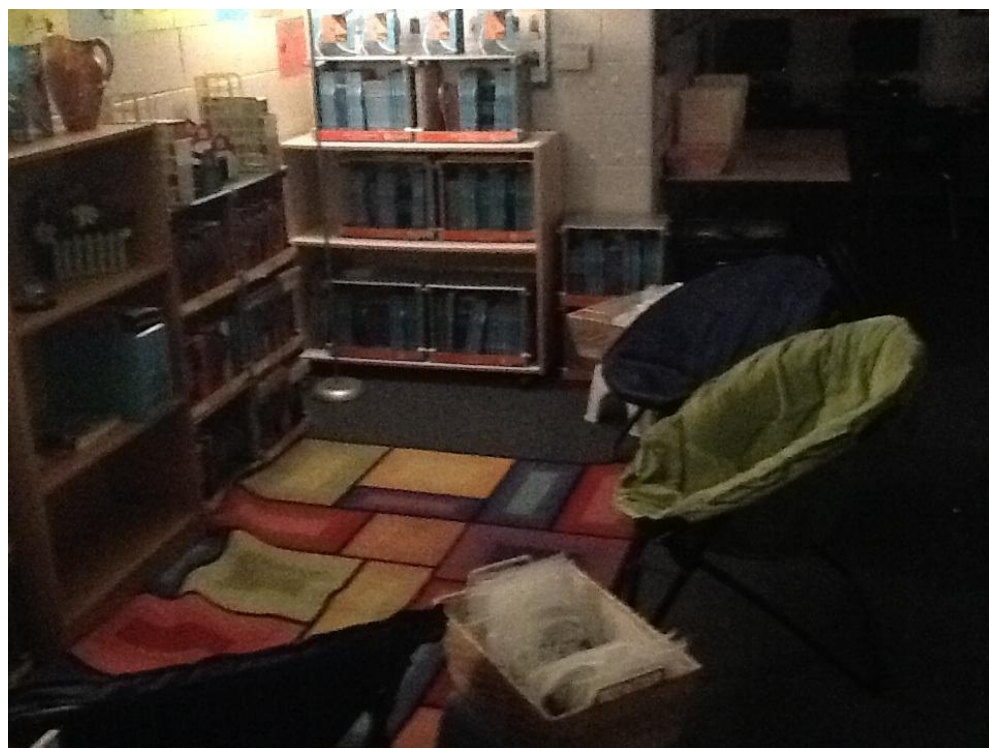
Independent Reading Materials	Yes	No
Easy access to copies of: graphic organizers, quickwrites, and books projects (located in paperback teacher resources or on SAM resources)		
Computer specifically for SRC! quizzes (taken during IR station)		
Copies of daily reading log, quickwrites, graphic organizers, book project, and book review		
CD players and headphones for audiobooks		
Computer Rotation	Yes	No
Create and post computer procedures and expectations (checking out headphones, logging-in, completing computer log, cleaning up)		
Number computers		
Confirm enough working computers and headphones w/mics		
Confirm all computers can access district READ180 site		
Confirm that student usernames/passwords work		
Confirm that you can access SAM and print reports		
Create procedure for what students should do if computers aren't working (ex. restart computer, retype link, try different computer/headphones, work on quickwrites/graphic organizer/book projects)		
Check-out/in procedure for headphones		
Computer Rotation	Yes	No
Copies of computer log		
Working computers		
Headphone splitters (for students to use personal headphones)		
Headphones w/mics		
Data Management Procedures	Yes	No
Create a Teacher Data Folder(s) to house student data		
Select reports to use to monitor:		
Diagnostic data		
Progress monitor		
Skills reports		

Screening/placement		
Intervention reports		
Computer usage		
Create procedure for recording student progress / grades (SAM reports)		
Create procedure for differentiating instruction (How will you use SAM reports to help target each student's needs?)		
Procedure for checking student scores on SRC! quizzes and procedure for if students to follow if they fail		
Getting Started	Yes	No
Print Intervention Grouping Report (SAM)		
Identify 3 groups based on Lexile score		
Enroll students in READ180 software (rSkills, Topic Software, SRC! quizzes)		

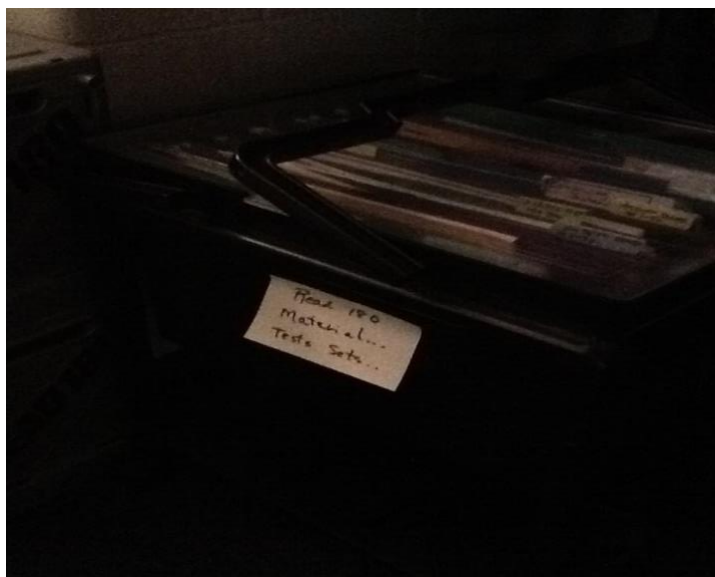
Appendix D: Classroom Set-up



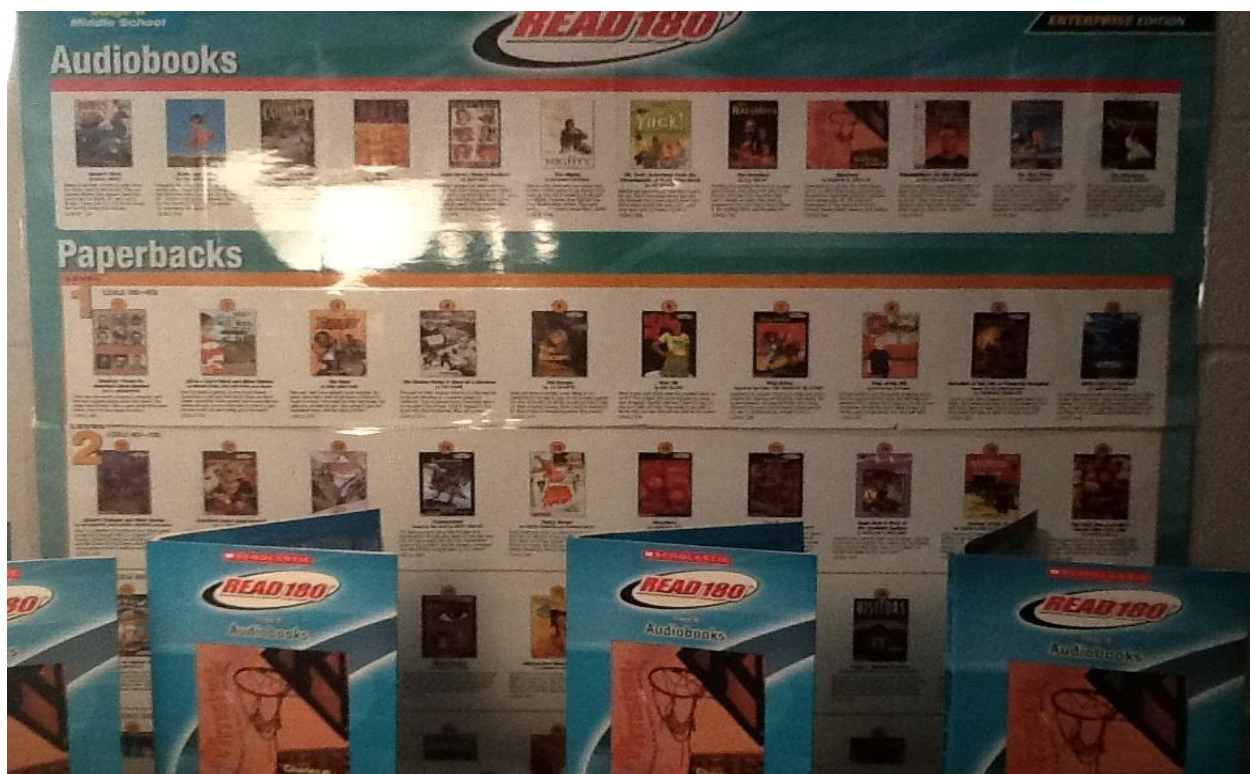
Teacher resources near teacher's desk (RDI books, data binder, etc)



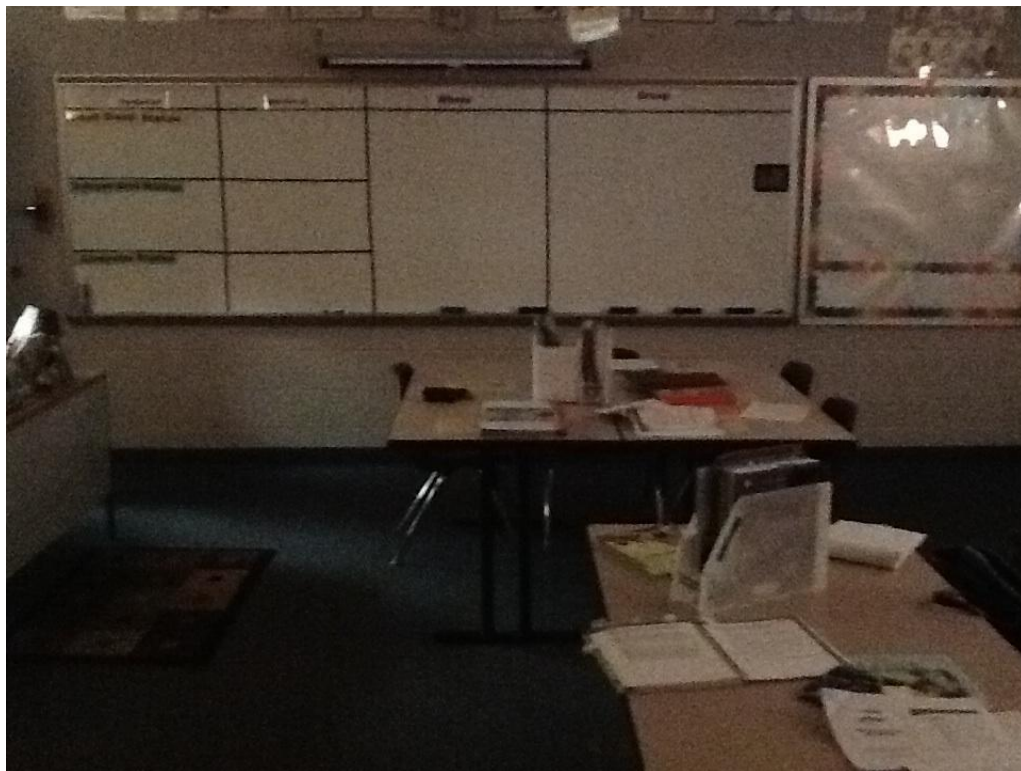
Comfortable reading area: CD players for audiobooks, seats, and classroom library



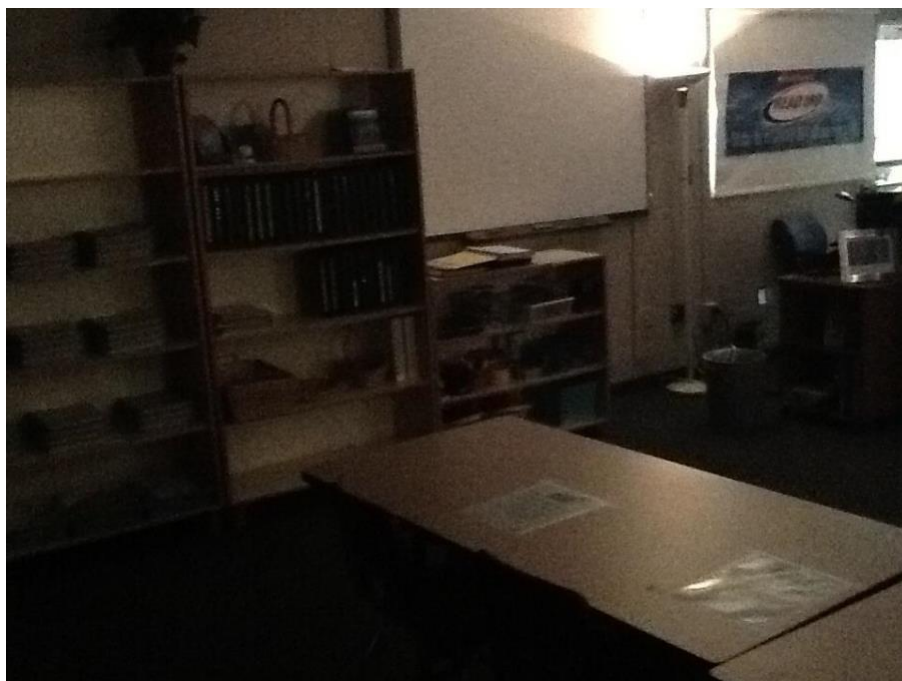
Student resource files (graphic organizers, quickwrites, book projects, and reading logs) located in the independent reading area



Library Poster, student data posters, and book displays in the independent reading center



Small group instruction area with whiteboards with daily objectives, workshop vocabulary, etc.



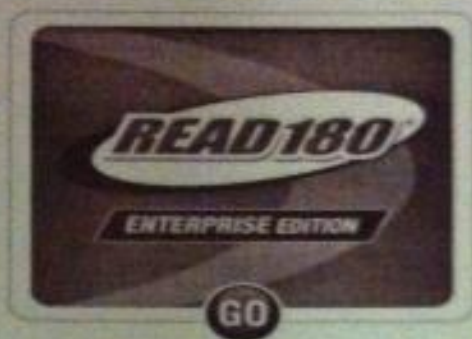
Whole group area with student rBooks and resources (office supplies)



Instructional Software

Routines and Procedures

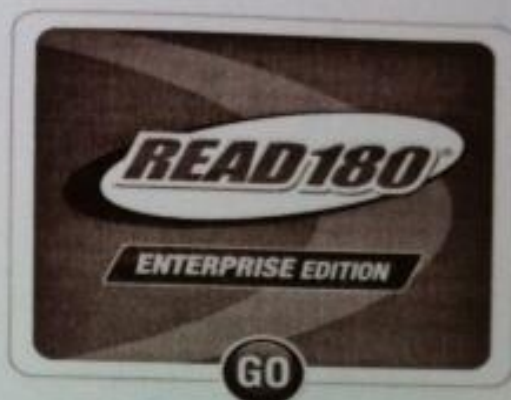
1. Select a Topic Software CD. Remember to handle CDs carefully.
2. Log on with your name and password.
3. Always begin in the Reading Zone
4. Work in the reading Zone, Word Zone, each day.
5. Read the Reading Zone passage each day.
6. Answer two questions each day in the reading Zone. Don't guess! Go back to the passage and click words you don't know.
7. Log off and the end of the rotation.
8. Return the Topic Software CD to its place.
9. Tell your teacher when you are in the Success Zone.



Instructional Software

Routines and Procedures

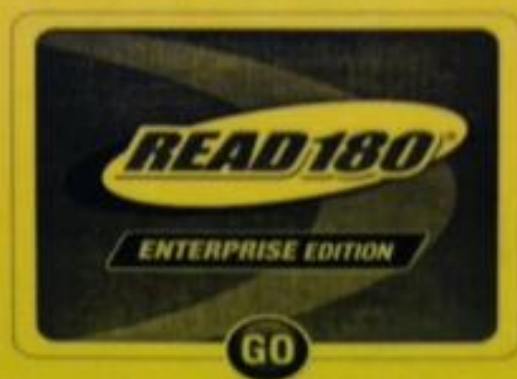
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7. Log off and the end of the rotation.
8. Return the Topic Software CD to its place.
9. Tell your teacher when you are in the Success Zone.



Modeled and Independent Reading

Routines and Procedures

1. Select a Paperback or Audiobook to read.
2. Mark your ending place each day
3. Record the date, title, pages/tracks, and comments in your Reading Log.
4. Return your book and/or headphones to the appropriate place.
5. After finishing a book: take a reading Counts! Quiz on the computer, sign up for a Book Talk, and complete an entry in your rBook Book Log.



Small - Group Instruction **Routines and Procedures**

**Be prepared with your rBook,
notebook, and /or folder to discuss:**

1. Reading skills and strategies
2. Vocabulary and word study
3. Writing skills and strategies
4. Reading Log
5. Paperback, Audiobook, or Topic Software
Quick Writes
6. Progress Reports

Appendix E: Daily Implementation Checklist

Whole Group Procedures

- 1) Get binder
- 2) Begin working on starter (at the start of the bell) - WHAT ARE THEY GOING TO DO??
- 3) Whole class instruction
 - ___ Move around the classroom
 - ___ Call on every student at least once (draw sticks) - 30 sec of wait time
 - ___ Go back to students if they don't have an answer – REPHRASE QUESTIONS
- 4) 2- min: Review expectations for each rotation
 - ___ Remind students to ask 2 before you, Stay on task, Clean up
- 5) Clean-up and Rotate

Small Group Procedure

- 1) Bring materials and Log-in
- 2) 1-min check: Are you working?
- 3) Can you see all of the computers?
- 4) Scan Stations as small group students are writing
 - ___ Walk around and check work of students at stations (1-min)
- 5) 2-min Wrap-up:
- 6) Check reading logs
 - ___ How many pages did they read?
 - ___ Did they complete their log?
 - ___ What do they need to do next? Give students purpose for next class
 - ___ Read _____ pages
 - ___ Graphic Organizer
 - ___ Quick Write
 - ___ Book Project
 - ___ Reading Counts Quiz!

Clean-up: Don't let groups rotate until their area is clean!

Appendix F: Scholastic READ180 Training Outlines

Trainer: Lucy Harding (Bailey Coach and READ180 consultant)

Materials

- 1) Teacher implementation guide
 - a) Given at training
 - b) Follow-up training (after 8 weeks) – worked enough to gather data (p. 5)
 - 1) Use data to make instructional decisions
- 2) Implementation DVD (review of training)
- 3) First 3 weeks with READ180
- 4) READ180 Components
 - a) rBook – Student book (use that for whole-group / small-group instruction)
 - 1) Approximately 1 month per workshop (possibly longer)
 - 2) Differentiate, go deeply and make sure students sufficiently understand the concept before moving onto the next topic
 - b) Student paperbacks – organized in crates and divided by level
 - 1) Assign student librarians (make sure books go back into their place)
 - 2) Put level 4 books away at first
 - 3) Make the area comfortable for reading
 - c) Audiobooks (red border on crate)
 - d) Teacher resource materials
 - 1) Teacher manuals
 - e) Timer (set for 18 minutes, give 1 minute warning – wrap-up/log-out)
 - f) Topic Software (all stored on the server)
- 5) A couple CD players (for audiobooks) – don't start immediately
- 6) Working printer
- 7) Student Binder
 - a) Reading log (p191)
 - b) Software log
 - c) Graphic Organizers (for independent reading)
 - 1) Place post-it note on the page that is marked in the GO
 - d) Writing activities (for independent reading) – Quick Writes
 - e) Goals
 - f) Workshop activities
 - g) Blank paper
 - h) Student Data
 - i) Self-Monitoring
- 8) Posters
 - a) p194-196 – Rotation expectations to be blown up into posters
- 9) Resources for small group rotation

Model

- 1) Whole-Group (p.26 – Teacher Implementation Guide)
 - a) 20-min
 - b) Class size matters (don't exceed 18)
 - c) If you need to make adjustments, reduce the front and back (whole-group & wrap-up)
 - d) One workshop a month (writing may take longer)
- 2) Software (p.31)
 - a) 20-min
 - b) Work independently
 - c) Headphones, microphones
 - d) 36 Segments
 - e) Server is DOWN
 - 1) Software guide – Software Manual can print the passage (make packages)
- 3) Small-group (p.194)
 - a) 20-min
 - b) Continue rBook instruction
 - c) Differentiate for lower-level lexile students
 - d) During higher level lexiles may have time to work around
 - e) Student conferencing (every week)
 - 1) Flex Fridays – all 3 rotations, but during small group don't do rBook
 - 2) 2-3 minutes
 - a) Pick a report (analysis)
 - 1) Quiz scores, analysis reports,
 - 2) Set goals and revisit goals (p. 201-204)
 - b) Reading log (ask comprehension questions)
 - c) Graphic Organizers
 - 3) Rest of the students can:
 - a) Differentiated instruction work
 - b) Reading Counts! Quizzes
 - c) Independent Reading
 - d) Complete activities
 - e) Open computer time
 - f) Tracking progress
 - g) Organizing binder
- 4) Independent reading (p.28-29 – Teacher Implementation Guide)
 - a) 20-min
 - b) Expectations (by page) – 6 to 8 pages a day
 - 1) Have students find reading rate in order to differentiate their goals
 - c) Expect 1 complete sentence in their reading log
 - d) Check logs
 - e) FLOW – Independent reading ->Small group (check their reading log for completion)
 - 1) Consider incentives to their expectations
 - f) Set of computers to use for Reading Counts! Quizzes
 - g) Successfully finish 3-4 paperbooks, pass quiz @ 70% or better, pick an audiobook

5) Whole group wrap-up (p.192)

- a) 5-10 minutes
- b) May be hard to have 10 minutes of wrap-up
 - 1) IdeaWave – state 1 sentence about what they did /learned that day (p.198)
 - 2) Exit slips (p.192)
- c) Reflection journal (p. 193)
- d) Book Talks

Characteristics of Struggling Readers

- 1) Inability to decode
- 2) Poor fluency
- 3) Difficulty w/comprehension
- 4) Lack of motivation
- 5) Content area overload

School to home

- 1) Suggestions for how to connect what they’re doing in READ180 to home
- 2) Suggestions for how to read with their children
- 3) Mail home suggested reading list
- 4) Have children read to them while cooking

Red Routines (Instructional Routines) (p.173-179)

- 1) Purpose is to engage the entire class
- 2) Sentence starters (share, respectfully disagree, and/or elaborate)
- 3) Routines used to ensure all students are actively involved
 - a) Teaching vocabulary
 - b) Oral Cloze
 - c) Think –Pair-Share
 - d) Idea Wave
 - e) Numbered Heads

rSkills (p.46-47)

- 1) Assign the test in the management system
- 2) 30 questions

Word Wall

- 1) Student’s need 40 meaningful exposures to a word before it becomes meaningful

Rotation suggestions (p.201 – Implementation guide)

- 1) Model
- 2) Practice
- 3) Use timer/signal
- 4) Give a 1-2 min warning
- 5) Have a one way street

- 6) Use music
- 7) Post the rotation schedule
- 8) Reinforce good rotation skills

Files/Organization

- 1) Copy Graphic Organizers
- 2) Reading Logs
- 3) Self-monitoring
- 4) Goal sheets
- 5) Reader's Response Journals
- 6) Quick Writes (different from graphic organizers??)

SAM – Scholastic Achievement Manager

- 1) Home
- 2) Roster
- 3) Reports
- 4) Resources
- 5) Books

Reports

- a) READ180 Progress Report