

SCHOLASTIC EDUCATION

Grant Assistance Document: New Jersey SIA—School Improvement Fund, Section 1003(g) - Reading

Scholastic Education has prepared this SIA Grant Alignment to assist New Jersey Local Education Agencies (LEAs) in the development of a grant application for the *School Improvement Fund, Section 1003(g)*. The purpose of Section 1003(g) of Title I of the Elementary and Secondary Education Act, also known as the School Improvement Fund, is to help Local Education Agencies address the needs of schools in improvement, corrective action, and restructuring in order to improve student achievement.

Using this Alignment Document

This alignment document is designed as a resource to provide information that can be used when completing a local application for SIA grant funds. It **only** addresses application requirements that are pertinent to *Scholastic System 44* and *READ 180* and does not cover all grant requirements. These questions are drawn from the New Jersey Department of Education (NJDOE) application for Title I—School Improvement Funds, Section 1003(g). Please refer to the grant application distributed by the New Jersey Department of Education for specific instructions in completing your application.

The following information shows how *Scholastic System 44* and *READ 180* can support a Title I School Improvement program for schools in year 5, 5 hold, 6, 6 hold, and 7 of improvement status.

SIAg Problem and Outcomes

1. *What problem in the school are you addressing? What are the root causes of the problem? What is the specific evidence (data) to support this determination? What are the measurable intended outcomes (goals)? What subgroup(s) that missed AYP will be addressed in the intended outcome?*

For this question, clearly state the problem that you will be addressing with SIA Funds. Use state and local assessment results, demographic data regarding student achievement, and student conduct information to identify the specific area of need regarding both the curriculum and student population to be served. Again, the content in this assistance document pertains to reading.

2. *Identify the School Improvement Strategy(ies) the LEA will implement to move the school out of improvement status. You must select at least one of the four federally required strategies listed below:*

- Provide customized technical assistance and/or professional development that is designed to build the capacity of LEA and school staff to improve schools and is informed by student achievement and other outcome-related measures.***
- Utilize research-based strategies and practices to change instructional practice to address the academic achievement problems that caused the school to be identified for improvement, corrective action, or restructuring.***
- Create partnerships among the SEA, LEAs, and other entities for the purpose of delivering technical assistance, professional development, and management advice.***
- Implement other strategies determined by the SEA or LEA, as appropriate, for which data indicate the strategy is likely to result in improved teaching and learning in schools identified for improvement, corrective action, or restructuring.***

READ 180 and *System 44* can be used to address any of the three strategies indicated above.

3. Explain how the selected strategy(ies) will be most effective in addressing the intended outcomes.

READ 180 and *System 44* support student development in the five areas of reading identified by the National Reading Panel—phonemic awareness, phonics, fluency, vocabulary, and comprehension. Together, they provide foundational reading instruction, as well as reading intervention and acceleration for students in Grades 3-12 who are below the proficient level.

System 44 is designed for our most challenged, older struggling readers. Many of these students are demotivated and disenfranchised from school as a result of years of academic failure. Intentionally metacognitive, *System 44* helps students understand the English Language is a finite system of 44 sounds and 26 letters that can be mastered. It invites students to unlock the system and join the community of readers and provides educators with a comprehensive set of tools to meet this challenge.

READ 180 is a scientifically research-based, intensive reading intervention program with a proven track record of delivering measurable learning gains to the older, struggling reader. The program is designed to accelerate reading achievement with students in elementary, middle, and high school who are seriously below level. Since 1998, *READ 180* has been used in over 14,000 classrooms across the nation and has consistently proved to be successful in improving literacy with older struggling readers.

4. How will the selected strategy(ies) assist in achieving the performance targets (AYP) in the school's Title I Unified Plan—School Program/Activity Plan?

System 44 and *READ 180* are designed so that teacher, technology, and texts work together to deliver highly engaging, comprehensive, research-based instructional content to the older struggling reader. Through a combination of teacher-led and software-based instruction, the student is guided along a systematic path from phonemic awareness to fluent reading. Each key element of the instructional path content was specifically designed for the older struggling reader. The backbone for both programs is a well-planned scope and sequence covering the foundational skills that older readers need to accelerate to grade level and to progress in the face of increasingly challenging texts.

The *System 44* and *READ 180* scope and sequences support student development in the five areas of reading identified by the National Reading Panel—phonemic awareness, phonics, fluency, vocabulary, and comprehension. The goal of the *System 44* scope and sequence is the systematic introduction of key phonic elements and word-attack strategies necessary for fluency at the word level. *System 44* is designed to scaffold older struggling readers in applying decoding skills to connected text. In addition to the five areas of reading, the *READ 180* scope and sequence focuses on the areas of spelling, grammar, usage, mechanics, literature, and writing. Listening, speaking, and test-taking strategies are also incorporated in the *READ 180* scope and sequence.


5. Identify the programs and activities that will be used to implement the federal strategy(ies).

System 44 combines the very best thinking on research-based phonics instruction for older students with the power of state-of-the-art adaptive technology and age-appropriate, supportive fiction and nonfiction text. The program is the result of collaboration between Dr. Marilyn Adams, author of the seminal work *Beginning to Read: Thinking and Learning about Print*, and Dr. Ted Hasselbring, the scientist behind the development of the Scholastic *READ 180* program. *System 44* was designed for students in Grades 3-12 reading at a BR-400 Lexile® level. Recognizing the importance of student engagement, *System 44* provides older, disenfranchised students with opportunities to be successful quickly, along with built-in motivation systems. *System 44* includes research-based features designed for the most challenged older readers:

- Computer-Based Screening and Placement The *Scholastic Phonics Inventory* (SPI) collects data on students' decoding accuracy as well as fluency. This helps to identify students whose lack of

decoding proficiency impedes comprehension. The SPI uses real, as well as nonsense words, which assess students' ability to apply decoding skills to unfamiliar words.

- Adaptive Software The *System 44* adaptive software delivers, direct, systematic, research-based phonics instruction to students. Multiple points of entry allow students to work at the appropriate level based on their performance on the SPI.
- Independent Reading Beginning readers will always have something to read with the *System 44* program. The *Decodable Digest* includes two passages for every sound-spelling correspondence taught in the program. Each passage is at least 75% decodable and is designed to engage, reluctant, older students. The *44Book* reinforces skills from the software and teacher-led instruction as activities guide students to read, write, and think. These activities feature word building, word sorts, puzzles, and other engaging exercises. The *System 44 Library* features high-interest, age-appropriate topics and offers students a choice of books ranging from a 130 to 450 Lexile level.
- Teacher Support The *System 44* Teaching Guide provides teacher-led phonics instruction building on phonemic awareness and moving to letter-sound correspondence, blending, word building, dictation, and spelling. The Teaching Guide provides comprehensive support for teachers by offering several types of lessons. Decoding and word strategies lessons present explicit, systematic instruction on the most high-utility spellings or the 44 sounds of English, syllable strategies, morphology, sight words, and more. S.M.A.R.T. lessons present essential concepts, teach academic vocabulary, and build background for learning. Differentiated support lessons offer alternate strategies for English-Language Learners and students in Special Education.
- Data-driven Instruction The *Scholastic Achievement Manager* (SAM) is a computer-based management and reporting system that gathers usage and performance data for the *System 44 Software*, *Scholastic Reading Inventory* (SRI), *Scholastic Phonics Inventory* (SPI), and *ReadingCounts!* Teachers use SAM as a dashboard for supporting data-driven instruction, AYP accountability requirements, and district-wide data aggregation.
- Multisensory Instruction *System 44* includes a Sound & Articulation DVD, manipulatives, and teaching aids to help engage students in multisensory instruction. The Sound & Articulation DVD provides audio and visual articulation models to help students identify and accurately produce sounds. Teachers use the Word Building Kit to engage students in building words and applying skills and strategies in small groups. The Flipchart provides patterned lists and decodable sentences to focus students' attention as teachers model skills and guide practice in small-group.


 For a complete review of the *System 44* program components please refer to the *System 44* program guide or visit www.scholastic.com/system44.

READ 180 delivers its reading achievement gains through:

- Individualized Software *READ 180* contains “intelligent software” that collects data based on individual responses and adjusts instruction to meet each student’s needs. The software provides students with individualized reading instruction plus continuous assessment of their progress. Reading passages are leveled using the Lexile Framework[®] for Reading and are matched to the individual student’s achievement level. The software has a number of built-in supports for the older struggling reader, including: anchor videos to build background knowledge for reading passages, vocabulary support with phonics tips, closed captioning and Spanish language support for English-Language Learners, and universal access features for Special Education students.
- Data-driven, teacher-led instruction in whole or small groups *READ 180* provides teachers with a curriculum that supports the direct instruction of reading, writing, and grammar. The program includes a wide range of direct instructional materials to teach phonemic awareness, phonics, fluency, vocabulary development, and text comprehension plus specialized instructional strategies for writing, test-taking, and English-Language Learners. The *READ 180* Teaching System offers a

clear instructional path for whole- and small-group instruction, as well as guidance and resources for differentiating instruction to address individual student needs. Comprehensive, actionable reports and teacher alerts provide detailed and immediate feedback to identify student needs and to inform small-group instruction.

- Modeled and independent reading *READ 180* provides students with an independent reading library of high-interest and leveled paperbacks, plus grade-level audiobooks where a Reading Coach models successful reading and comprehension strategies. Students build fluency, critical thinking, vocabulary, and comprehension skills through independent reading of age-appropriate, carefully leveled Paperbacks, using the Lexile Framework[®] for Reading, and through the modeled reading and coaching in the Audiobooks.
- Professional Development *READ 180* integrates professional development into the *rBook™* Teacher's Edition, provides teachers with comprehensive implementation training and ongoing professional development, and includes enrollment in an online professional development course, *READ 180: Best Practices for Reading Intervention*.

 For a complete review of the *READ 180* program components, please refer to the *READ 180* program guide or visit www.scholastic.com/read180.

6. Explain how the selected programs and activities will be the most effective in addressing the intended outcomes.

Experts agree that students must master alphabet recognition and phonemic awareness skills before they can become proficient readers. At-risk readers typically show deficiencies in these foundational literacy skills. *System 44* harnesses the power of research-based software that combines learning theory, pedagogical principles, and integrated media technology in a unique way. The software uses adaptive and audio technology to customize and scaffold individual skill practice and application in phoneme manipulation, word recognition, vocabulary, spelling, comprehension, and fluency. The software offers consistent and targeted support with nonjudgmental, individualized coaching.

System 44 offers a multi-sensory instructional approach that provides students with daily opportunities to view, listen, speak/record, and write. The multi-sensory approach in *System 44* includes videos, images and graphics, sounds, Audiobooks, several different types of print components, and manipulatives, thus offering multiple entry points for all learners to access and learn content. Students have many opportunities to use visual, aural, kinesthetic, and tactile modalities, including visual and tactile experiences with mouth positions and building words on the computer and with letter tiles.

In *System 44* differentiated and individualized instruction are achieved by the integration of multiple assessments, multiple entry points, adaptive computer technology, and targeted instructional materials and strategies. Teachers can thus create learning environments for multiple purposes to meet the needs of individual students. Two distinct tracks in the software—Standard and Fast-Track—further individualize instruction with adaptive pacing, allowing students to skip content for which they already show mastery and focus more closely on their specific areas of need. Additionally, the software's supportive coaching and immediate, corrective feedback help ensure that struggling or challenged students do not feel uncomfortable about their pace for not mastering specific skills – even when that pace is slower than that of their classmates.

System 44 is designed to draw students into reading and increase their intrinsic motivation to read. *System 44* Library books and videos are high-interest, age-appropriate, relevant to students' lives, and able to generate and sustain student interest. All library books help students set a purpose for reading, making the reading activity more meaningful. In the software, on-screen mentors sustain the learner's engagement and interest by scaffolding, encouraging, and reinforcing his or her efforts. Throughout, reading materials are carefully matched to students' current reading levels as they progress through the program, ensuring that they experience success while being appropriately challenged.

READ 180 is designed specifically to be an intervention reading program for older, struggling students. These students benefit from the program's individualized reading instruction and practice that is adjusted based on continuous assessment. Like *System 44*, an onscreen host provides students with patient, nonjudgmental feedback and continuous encouragement. Students read age-appropriate, engaging, and respectful content at their reading level. The sophisticated management system continuously adjusts instruction based on both student responses and student response latency.

READ 180 provides students who are reading at least two years below grade level with supplemental, research-based interventions in these areas:

- **Basic Skills**—The program teaches essential reading skills through the Software and during teacher directed, Whole- and Small-group instruction. These skills are phonemic awareness, phonics, vocabulary, fluency, and comprehension. Instruction also includes writing, spelling, and grammar, usage, and mechanics skills. Students practice test-taking strategies.
- **Motivation**—Students read high-interest, age-appropriate, leveled texts that they encounter in the Software and in independent Paperback reading. The Software and *rBook* anchor videos engage students in the topics and help them to form mental images of what they will read. Students using *READ 180* have shown significant increases in motivation resulting from their experiences of success and increased enjoyment of reading.
- **Vocabulary**—Students learn high utility and content-area vocabulary. They have many opportunities to review, practice, and reinforce skills during individualized Software instruction and practice, *rBook* instruction and practice, writing, and class and small-group discussions. Teachers have access to differentiated instructional materials in the *Resources for Differentiated Instruction* and through electronic links provided by the *Scholastic Achievement Manager*.
- **Fluency**—Students build automaticity and fluency through individualized reading practice and instruction. The *READ 180* Topic Software, Paperbacks, and Audiobooks provide a wealth of opportunities for repeated reading of leveled text. The *Placement, Assessment, and Reporting Guide* provides an Oral Fluency Assessment to help teachers differentiate instruction.
- **Comprehension**—The Software and *rBook* anchor videos help students build background knowledge and mental models prior to reading. The *rBook* presents intensive, systematic, and explicit instruction in essential comprehension skills and strategies. Instruction focuses on key skills for extended periods to promote gradual release. Topic Software helps students build mastery through higher-level thinking activities that promote strategic application of skills.

The content found in the *READ 180* Software, Audiobooks, Paperbacks, and teacher materials is multicultural and relevant, promoting ethnic, cultural, and linguistic diversity. In addition to providing multicultural subject matter, the *READ 180* literature, vocabulary, and activities are age-appropriate, primarily nonfiction, and content-based, so students feel they are reading about their interests and what motivates them. In addition to the authentic literature in the Paperback and Audiobooks, the *rBook* workshops include Functional Literacy lessons that highlight authentic role models in careers such as a Police Officer, Author, Track Coach, EMT Technician, Marine Biologist, and Criminology Researcher.

Matching readers to appropriately leveled texts is an important element in fostering successful reading experiences, and *READ 180* Lexiled Paperbacks allow students to find books that interest them within their reading range. The Paperbacks for Independent Reading in *READ 180* were selected based on the understanding that struggling readers need high-interest and age-appropriate books, with special focus on content-area nonfiction and relevant topics such as careers, health, and life skills. Scholastic's long-established collection of well known books and authors allows *READ 180* to offer a wide range of genres and levels. Each book is leveled, allowing students to read confidently according to their own independent reading abilities. Examples of the variety of reading included in the *READ 180* program include motivating literature, classics and contemporary works, content-area reading, as well as a variety of genres, including fiction, nonfiction, plays, poetry, graphic classics, historical fiction, biography, and suspense.

Recorded books are a well-known tool for modeling fluent reading. *System 44* and *READ 180* Audiobooks for Modeled Reading give students access to authentic literature that would otherwise be above their independent reading level. The Narrator models fluent reading, phrasing, attention to punctuation, and proper pronunciation. In addition, Scholastic added the innovation of a Reading Coach, who models “think-alouds,” rereading, context clues, and other comprehension and self-monitoring strategies. This internal questioning, which is automatic for good readers, must be modeled repeatedly for struggling readers to help them internalize the strategies and habits of proficient readers (Moats, 2001). Audiobooks afford struggling readers the opportunity to appreciate quality literature—much of it related to content-area subjects such as history and world cultures—and to engage in meaningful discussion of grade-level text.

System 44 and *READ 180* employ the power of technology to motivate students and to provide for structured engagement. Students who are not drawn to print media but voluntarily spend hours on the computer can use a tool they value to master skills they need. The on-screen hosts provide feedback and encouragement that is private, nonjudgmental, and respectful of students, and the endless patience of the computer cannot be overemphasized as students have opportunities to try and try again. In order to keep track of their progress, students can access on-screen charts and printed reports, encouraging them to celebrate their successes and keep working toward their goals.

SIAG District Support

7. What technical assistance will the district provide to the school to help it implement the strategies and achieve the targets and goals? What is the method of continuous feedback that will be used by the district regarding the activities in the proposed program?

The *System 44* and *READ 180* programs provide multiple layers of long-term professional development, service, and support with additional customized service options as needed. Both programs have embedded assessments that provide continuous feedback and generate reports that can be used to support the district’s Technical Assistance Plan.

- *System 44* Implementation Training is designed to help teachers successfully implement and sustain best teaching practices in the classroom. Day One training occurs before teachers begin to use the program. During Day One, teachers will learn to implement the *System 44* Instructional Model, manage the *System 44* classroom effectively, and utilize *Scholastic Phonic Inventory* (SPI), *Scholastic Reading Inventory* (SRI), and *Scholastic Achievement Manager* (SAM) successfully and to their greatest capacity. Day Two training is scheduled approximately six to eight weeks after the *System 44* program is implemented. The focus of Day Two training is the *Scholastic Achievement Manager* (SAM). Teachers learn how to use the data gathered in SAM to drive instruction. Specifically, the Scholastic Implementation Consultant will guide teachers through the different types of reports available in SAM, and how they can use the data to drive instruction.
- A series of online training sessions (via Webinar) are available for *System 44* teachers and administrators. Topics include Keys to Phonics Instruction, Using Data to Drive Instruction, *System 44* Classroom Management, and *System 44* Classroom Management with *READ 180*.
- *READ 180* Implementation Training introduces teachers to the philosophy and components of the program and demonstrates how *READ 180* directly addresses individual needs through adaptive software, high-interest literature, and systematic instruction. During Day One, teachers will explore the program materials for teaching, managing and assessing, experience the Instructional Model – including the software, use the management system to enroll students and customize the program, and learn tips for grouping and organizing the classroom. Approximately six weeks after the Day One training, a full-day follow up session (Day Two) expands on teachers’ knowledge and provides a venue to answer questions teachers may have about their particular classroom experience. Teachers review classroom management and goal-setting, learn advanced features of the management system, and focus on using reports to differentiate instruction.

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- Participants receive a *Teacher Implementation Guide*, Implementation DVD (with over 30 video segments for observing *READ 180* in action in real classrooms as instruction is modeled and described), and the *First Three Weeks Handbook* (providing teachers with a day-by-day guide and objectives for planning, classroom set up, and routines to get started).
- *READ 180: Best Practices for Reading Intervention*, are included with each stage of *READ 180*. The course contains proven, scientifically based teaching strategies and methods to help raise student achievement in reading; 24-hour, just-in-time access to resources and training; interactive simulations and video modeling by master practitioners in real classrooms; tips for effectively using *READ 180* Topic Software; strategies for teaching English-Language Learners and students with special needs; and ideas for using the assessments and reports in *READ 180* to inform instruction.
- The *READ 180 rBook Teacher's Edition* provides teachers with research-based instructional routines and implementation strategies, best practices for teaching literacy to adolescents, model lessons, and lists of professional articles for further knowledge. Teachers learn how to use *SAM* reports to differentiate instruction. With *SAM*, teachers have the ability to link directly from reports to online resources and to correlate teaching resources to the most up-to-date state standards.
- The *READ 180* community website at www.scholastic.com/read180 is available 24/7 for teachers to access additional resources, research, pose questions to a master *READ 180* teacher, as well as connect with each other, share and reflect upon their classroom experiences.
- The optional Seminar Series offers half-day sessions for maximizing *System 44* and *READ 180* to raise student achievement. Topics include decoding strategies, ideas for motivating students, test-taking strategies, using data to differentiate instruction, and writing in the service of reading. Scholastic will provide more information about the optional Seminar Series, as well as coaching and mentoring services, upon request.

8. How will you evaluate if the strategy(ies) have been effective in helping you reach the targets and accomplish the goals?

The individualized instructional software in both the *System 44* and *READ 180* contains embedded and continuous student assessment. The software continuously measures over 250 data points relative to student reading achievement. Student assessment data is stored in a database and is accessible by teachers through the *Scholastic Achievement Manager (SAM)*. The management system facilitates differentiated instruction for all students by providing detailed reports on student achievement.

The *Scholastic Achievement Manager (SAM)* is the learning management system for all Scholastic software programs, including *System 44*, *READ 180*, *Scholastic Reading Inventory (SRI)*, *Scholastic Phonics Inventory (SPI)*, and *Scholastic Reading Counts! (SRC!)*. *SAM* collects and organizes student performance data from these Scholastic programs. *SAM* allows teachers and administrators to monitor student success and program implementation and to provide data-driven instruction with easy-to-use tools for managing student rosters; generating reports on student performance at the individual, class, school, and district levels; locating helpful resources for classroom instruction; searching for books using specific criteria, such as title, author, Lexile, genre, and skill. Teachers will use *SAM* to monitor students' progress and differentiate instruction. Administrators will use *SAM* to monitor student progress and evaluate the effectiveness of the School Improvement program.

For additional information and assistance with this document,
or questions relating to *SYSTEM 44* or *READ 180*
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