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READ 180 v.1.6 and Enterprise Editions

Grades 3-12

DODEA Guidelines



Preface

READ 180/Enterprise is a comprehensive reading intervention program that was implemented system-wide by DoDEA to meet the needs of elementary, middle, and secondary students whose reading achievement is below proficiency level. The program directly addresses individual needs through adaptive and instructional software, high-interest literature, and direct instruction in reading skills.

READ 180/Enterprise can be effective for general education students and many students with special needs including special education and English as a Second Language. Currently, DoDEA offers READ 180 1.6 and/or READ 180 Enterprise Edition in all high schools (Stage C) middle schools, (Stage B), and elementary schools (Stage A). At the end of implementation year 1 for READ 180 1.6 at the elementary level, a task group was convened to review and revise (based on feedback and input from the field) the initial implementation guidelines. The guidance provided in this document represents the results of the task group's work. Some guidelines are relevant to all READ 180/Enterprise school sites while other guidelines pertain specifically to either an elementary, middle or high school setting.

A special note of thanks is extended to the members of the task group who contributed their time, knowledge and expertise to the development of this document.


DDESS	DODDS-E	DODDS-P	DODEA HQ
Kathy Einhorn Area ELA	Charlene Charles Area ELA	Rosanna Currier Area ELA	Sandee Scruggs Chief, Curriculum Branch ELA, Fine Arts, ECE
Felicia Van Heertum Area Special Ed	Russ Claus Principal Darmstadt ES	Carol Powell READ 180 Sollars ES	Diana Patton Special Education
April Kendall READ 180 Devers ES	Sandra Young FEA Vilseck ES	Stu Arnot SPED/READ 180 Lanham ES	Teresa Taylor ES Reading, Language Arts, ECE
Kathy Martin SPED/READ 180 Fort Rucker ES	Margie Lally OFT Naples ES	Charlie Toth Superintendent Korea	
Judy Little FEA-SR White ES			

A special note of thanks is extended to Crystal Walsh, Elementary School Curriculum Specialist - Bavaria District for sharing a copy of the Bavaria District's READ 180 Guidelines. The Bavaria District's READ 180 Guidelines were used as a model and reference by this task group. Also, thanks to Susan Karlesses, Secondary ELA Coordinator, for providing the Stage B and C information.



Table of Contents

Page	Topics & Q & A
6-7	<p>Required Materials and Licenses, Scholastic Reading Inventory (SRI) and Reading Counts</p> <ul style="list-style-type: none"> • What are the required materials and resources? • How many students can a school enroll in READ 180/Enterprise? • How many students can a school enroll in SRI? • How many students can a school enroll in Reading Counts? • How should the READ 180/Enterprise classroom be arranged?
8	<p>Recommended READ 180/Enterprise Class Size and Composition</p> <ul style="list-style-type: none"> • What is the recommended number of students in a READ 180/Enterprise session? • What is the recommended class composition for READ 180/Enterprise classes? • What are the recommendations in selecting and setting up the classroom?
9-10	<p>Guidelines for selecting READ 180/Enterprise teachers</p> <ul style="list-style-type: none"> • What is the role of the READ 180/Enterprise teacher? • What are the recommended guidelines for selecting a teacher? • Who is the primary READ 180/Enterprise teacher at the school? • How many READ 180/Enterprise teachers should be selected at each school? • Are substitutes hired for READ 180/Enterprise teachers?
11-15	<p>ES, MS, and HS Student Selection Criteria for READ 180/Enterprise</p> <ul style="list-style-type: none"> • How is student selection and placement determined? • Does the selection criteria differ for grade 3 transitional students and special needs students (ESL and Special Education)? • What are possible assessment indicators (formal and informal) that may be considered when determining placement of a student in READ 180/Enterprise? • Are all students who scored below the 25th percentile on TerraNova automatically enrolled in the program? • When can a student enter the READ 180/Enterprise program? • Can a student continue in the program for more than one year?
16	<p>READ 180/Enterprise Transitional 3rd Grade Program</p> <ul style="list-style-type: none"> • What is meant by “transitional 3rd Grade,” relative to READ 180/Enterprise? • What are the benefits of READ 180/Enterprise for transitional 3rd Grade students? • What is included in READ 180/Enterprise for transitional 3rd grade students?
17	<p>Parent Permission and Consent</p> <ul style="list-style-type: none"> • What should be included in the parent permission/consent letter? • What if a parent refuses to give consent to place a child in the READ 180/Enterprise program?

18-20	<p>Suggested models for READ 180/Enterprise</p> <ul style="list-style-type: none"> • What is the recommended length of a READ 180/Enterprise session? • What scheduling options are available to schools? • What additional resources can be used to supplement the existing READ 180/Enterprise libraries/texts? 	
<p>Page Topics & Q & A -- continued</p>		
21-22	<p>Potential Issues/Concerns Related to Scheduling and Grading</p> <ul style="list-style-type: none"> • What might (contingent on the scheduling option selected) a student miss in the regular classroom during their 90 minute participation in a READ 180/Enterprise class? • Who is responsible for issuing grades in READ 180/Enterprise? • Should students be required to complete regular class work or homework missed while they are in READ 180/Enterprise? • How is quarterly progress in READ 180/Enterprise reported to parents? • Will a student receive a grade in the course work that they miss while absent for READ 180/Enterprise Instruction? • Where can I find a correlation of the DODEA ELA Performance Standards to READ 180/Enterprise Stages A, B, and C? 	
23-25	<p>READ 180/Enterprise and Special Education</p> <ul style="list-style-type: none"> • Can READ 180/Enterprise materials be used by the Special Education teacher? • What are the criteria for special education student enrollment in READ 180/Enterprise? • Who is the primary READ 180/Enterprise teacher at each school? • What does collaboration look like between the READ 180/Enterprise teacher and the Special Education teacher at multiple school levels? • When is a CSC/IEP meeting necessary for a READ 180/Enterprise student? • Will READ 180/Enterprise appear on an IEP? • Will time in the READ 180/Enterprise program count toward the time a student is suppose to be serviced by a Special Educator? 	
26	<p>Exiting a Student from READ 180/Enterprise</p> <ul style="list-style-type: none"> • How can a student exit READ 180/Enterprise? • What kind of ongoing support should be provided to students as they transition back into the regular classroom? • What records and/or data should be sent with READ 180/Enterprise students transferring between DODEA schools? 	
27	<p>Training and Professional Development</p> <ul style="list-style-type: none"> • Who should receive READ 180/Enterprise Overview and Awareness level training? • What training is required for READ 180/Enterprise teachers? • What ongoing training is recommended for READ 180/Enterprise teachers? 	
28-38	<p>Technology – Resources and References</p> <ul style="list-style-type: none"> • When can Scholastic’s Management Suite be accessed? • Can we make copies of the CDs and audio tapes? • How often should we run maintenance and back-up of the program? • What are the server system requirements for READ 180/Enterprise? • What are some general guidelines to ensure a successful implementation? 	

DRAFT

	<ul style="list-style-type: none">• If I am having trouble with the technology what do I do first?
39-65	Appendixes <ul style="list-style-type: none">A. Sample parent permission/consent formsB. Sample elementary Quarterly Progress ReportC. Reading Progress and Performance GuideD. Sample elementary SchedulesE. Reading Lab Guidelines and Course Descriptions for MS and HS



Required Materials and Licenses for READ 180/Enterprise, SRI, and Reading Counts

What are the required materials and resources needed for READ 180/Enterprise?

Student Materials

- READ 180 Software (5 sets of 9 Topic CDs)
- READ 180 Paperbacks (40 titles, 5 copies each)
- READ 180 Audiobooks (12 titles, 4 copies each)
- Interactive Scholastic Reading Inventory (SRI)
- Scholastic Reading Counts!

Educator Materials

- Teacher's Guide
- Teacher's Resource Book
- Reading Strategies Book
- Phonics/Word Study Strategies Book
- Test-Taking Strategies Book
- Strategies for English-Language Learners Book
- READ 180 Reports Guide
- Writing and Grammar Strategies Book
- Poster Set (3 posters)

Classroom Equipment

- 5 computers with tables for students
- 1 computer for the teacher
- 1 printer
- 5 tape players for READ 180 and 5 CD players for Enterprise (minimum)
- 10 headphones (minimum - 5 for the computers and 5 for the cassette players)
- 5 microphones (minimum)
- Table/chairs for small group instruction

How many students can a school enroll in READ 180?



In general, each READ 180/Enterprise license provides 60 slots per school. In some instances small schools may split a license resulting in 30 student slots for each school. In very rare instances a small school may have 15 student slots. **Check with your administrator regarding the license coverage for your school.** If more slots are required the principals should submit a request to their area office representative via the district level point of contact.

How many students can a school enroll in Scholastic Reading Inventory?



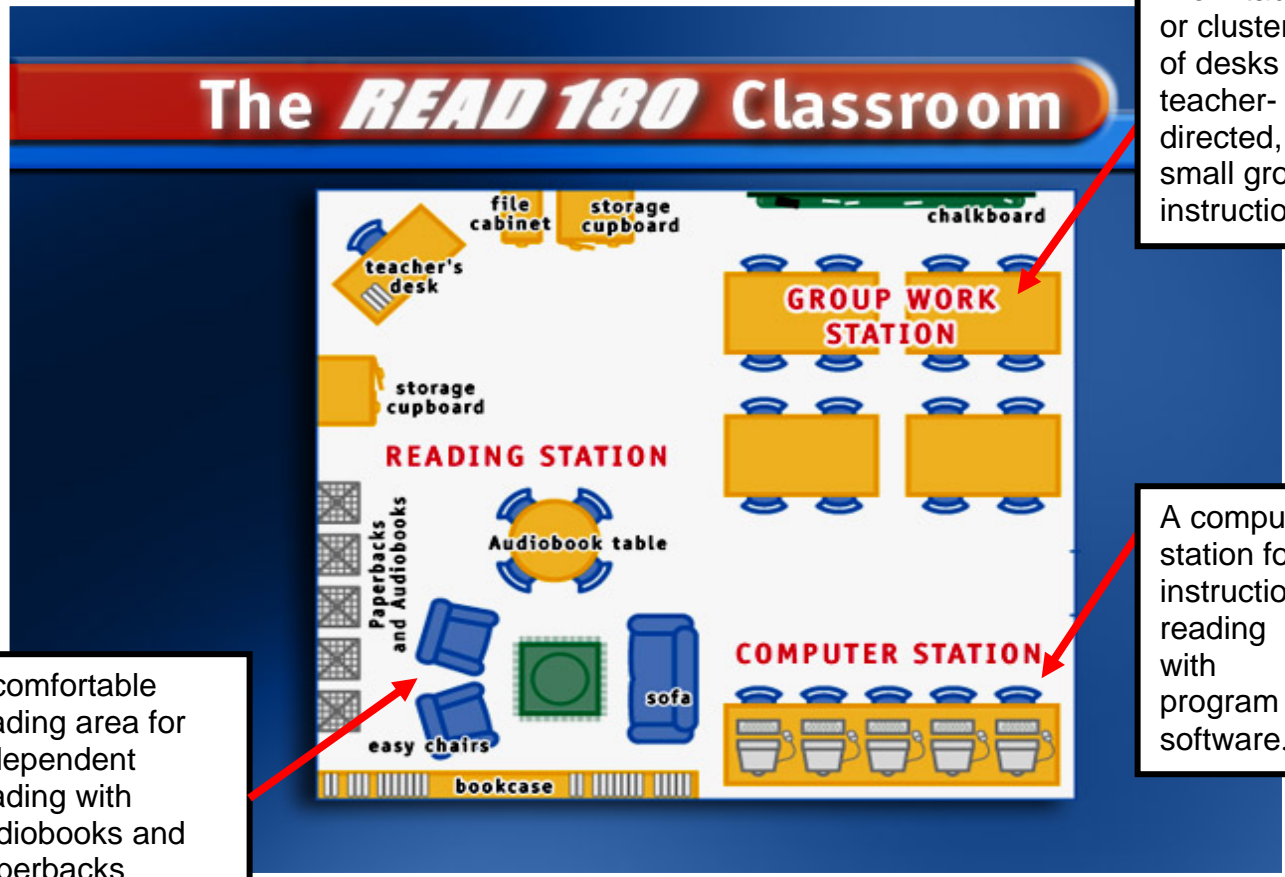
SY 04-05 DoDEA purchased an SRI license for each school allowing access for every student in DoDEA. Your school will have the correct number of SRI licenses to enroll the population for your READ 180/Enterprise students and total school enrollment. However, **SRI 3.0 version only permits 30 students to be logged on at any one time.** If more than 30 attempts to log on at a time an error message will be generated.

How many students can a school enroll in Reading Counts?



Each program comes with unlimited access for Reading Counts. However, **Reading Counts 3.0 version limits access to a maximum of 30 students at any one time.**

How should the READ 180/Enterprise classroom be arranged?



Work tables or clusters of desks for teacher-directed, small group instruction.

A computer station for instructional reading with program software.

A comfortable reading area for independent reading with audiobooks and paperbacks

Recommended READ 180/Enterprise Class Size and Composition

What is the recommended number of students in a READ 180/Enterprise session?

The number of students allowed in a session is 15 with a student/computer ration of 5:1. An absolute maximum of 18 is permitted with a 6:1 student/computer ratio. However, it is **strongly** recommended that classes stay within the optimum class size of 15. Classes do not have to maintain the maximum number of students if there are not enough students who meet the selection criteria. If you have more students eligible than you have space available, excess students are entered into a pool of eligible students and selected and placed based on the selection criteria outlined in this document on pages 11-15.

What is the recommended class composition for READ 180 classes?

READ 180/Enterprise classrooms may consist of students from one grade level or multiple grades. For example, classes may be grouped as 3rd-4th, 3rd-5th, 7th-8th, and/or 9-12th based on student and scheduling needs. Classes should be balanced in terms of regular education students, students with special needs and ESL students. **READ 180/Enterprise classrooms should never consist of only students with special needs.**

What are the recommendations in selecting and setting up the READ 180 classroom?

When possible the READ 180/Enterprise room should be a separate classroom. However, if this is not possible careful consideration needs to be taken when placing materials.

The READ 180/Enterprise class/lab must “look and feel like a special place for reading, learning, and sharing ideas.” See layout on page 7. Teachers must be able to display books in an inviting way, provide a comfortable reading area for independent and modeled reading, and display posters, quotations, and artwork that reflects the interests of the teacher and the students.

The room must be able to support a computer workstation with up to five computers for instructional reading, a comfortable area for modeled and independent reading, and a work table for teacher-directed small-group instruction. There must also be room for display and storage of the READ 180/Enterprise materials.

Guidelines for selecting READ 180/Enterprise teachers

What are the roles of the READ 180/Enterprise teacher?

The roles of the READ 180/Enterprise teacher are as follows:

1. To work with students by providing supplemental reading services to at-risk students. It is expected that the READ 180/Enterprise student will also receive small group instruction and/or large group reading instruction in the regular classroom.
2. To work with the classroom teacher and other specialists as appropriate in a collaborative effort to carefully assess and diagnose student needs, and plan the best and most effective reading program while working to enhance the overall quality of the instruction provided.

What are the guidelines for selecting the READ 180/Enterprise teacher?

First and foremost, it is recommended that teachers having a strong background in literacy instruction be given priority consideration in the selection of a READ 180/Enterprise instructor and/or be certified in one of the following areas: LARS/RIS, Reading Recovery, Reading Comp Ed, or Special Education with a reading background. Technology/computer expertise is also recommended. Currently there is no DoDEA endorsement for the READ 180/Enterprise teacher. Additional selection guidelines may also be recommended by each area or district.



All new teachers of READ 180/Enterprise must have at least two days of initial training (training may be reduced to one day IF the group trained is very small) and one day of follow up during the school year. All READ 180/Enterprise teachers will complete the Scholastic Red READ 180/Enterprise online professional development course.

Who is the primary READ 180/Enterprise teacher at the school?

The READ 180/Enterprise teacher can be either the general educator or the special education teacher. When the special education teacher is the primary READ 180/Enterprise teacher, schools must ensure that the integrity of the special education program is not compromised.

When the special education teacher is not the primary READ 180/Enterprise teacher, the special education teacher supports the program in various ways by: (1) Teaching one or

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more small group rotations; (2) Co-teaching and (3) providing direct instruction during the whole class sessions at the beginning and/or end of the READ 180/Enterprise class.

How many READ 180/Enterprise teachers should be selected at each school?

Recognizing that staffing and student needs vary from school to school it is difficult to provide a single correct answer to this inquiry, however under the best conditions it is recommended that multiple teachers be assigned to teach READ 180/Enterprise. Having multiple READ 180/Enterprise teachers does not require additional labs. To ensure that instruction is closely matched to the specific needs of each student requires careful monitoring of the multiple student reports generated by READ 180/Enterprise, SRI and Reading Counts. In an effort to ensure *maximum* monitoring of student data and time to develop instruction, it is recommended that multiple teachers be selected to serve in these positions when more than two READ 180/Enterprise classes exist.

Are substitutes hired for READ 180/Enterprise teachers when they are absent?

It is strongly recommended that all READ 180/Enterprise teachers have substitute coverage during their absences. Providing substitute coverage for the READ 180/Enterprise teachers is necessary due to the difficulty of returning READ 180/Enterprise students to the regular classroom to a course or content area that they have not participated in while enrolled in READ 180/Enterprise. Doing so would create a particular hardship on the students, the regular classroom teachers, and the READ 180/Enterprise program.

In an effort to provide program consistency it is recommended that the same substitute be requested when the READ 180/Enterprise teacher is absent. Long-term absences may require special accommodations.

It is also recommended that READ 180/Enterprise teachers provide a modified plan for substitutes that may or may not include the use of the computers depending on the READ 180/Enterprise expertise of the substitute and also allows time for read aloud/shared reading, independent (audio books) reading time, and written responses to literature.

Student Selection Criteria for READ 180/Enterprise

How is student selection and placement in READ 180/Enterprise determined?

Because learning to read is a complex and multifaceted process, the use of multiple indicators to assess reading progress and development is essential. Student selection is data driven and should incorporate multiple performance indicators when determining student eligibility. It is also important to remember that a student must be able to read at a grade level of at least 1.5 in order to be enrolled into the program. When placing grade 3 students in the READ 180/Enterprise program, it is important to follow guidelines found on page 11. When considering the placement of any student in grades 4-12 in the READ 180/Enterprise program it is important to remember that the first indicator, performing below the 25th percentile, is one of several critical factors/data points that must be taken into consideration. Additional performance indicators (see chart below), and student work habits such as independent work skills and the ability to work/function in both small and large groups should be considered before making a placement decision. Students scoring above the 25th percentile can be considered for enrollment as space permits. The review of data and selection and placement of a student in READ 180/Enterprise is to be determined by a team of educators (e.g. Student Assistance Team, Student Support Team, Literacy Partnership, and CSC if the child is a Special Education student.).

Does the selection criteria differ for grade 3 transitional students and special needs students (ESL and Special Education)?

Basically the selection criteria for all students are guided by the same philosophy as stated above, however the following additional points, specific to each area, must also be considered:

ESL students:

- ESL qualifying students may also be enrolled in READ 180/Enterprise if they meet the criteria, as stated above, for READ 180/Enterprise entrance.
- Students in Grades 3-12 with ESL Levels of 1 or 2 are **not** eligible for enrollment in READ 180/Enterprise.

Special Education students:

- The selection criteria for students with disabilities are the same as for their non-disabled peers with *collaboration with a special education teacher*.
- Some students with disabilities may meet the criteria eligibility requirements for READ 180/Enterprise, but need a different reading intervention.
- If the child has made no progress by the end of one quarter in READ 180/Enterprise, the special education teacher and READ 180/Enterprise teacher should meet to look at the reasons the child may not be progressing. Additional

DRAFT

special education support may be needed. After a semester, a special education student could be dismissed from READ 180/Enterprise if they are not making progress despite significant support.

Transitional Grade 3 students:

- Grade 3 students receiving READ 180/Enterprise support must be reading at a 1.5 reading level, have a DRA score of 18 or 20, and be recommended by the classroom teacher. DRA scores from second grade can not be used since reading proficiency may change during the summer.

DoDEA Middle School Reading Lab Guidelines:

- The target audience for the Reading Lab class is middle school students scoring at the 25th percentile or below on the TerraNova or other standardized tests. Students scoring above the 25th percentile can be considered for enrollment as space permits.
- Course codes and course titles for reading lab classes are:
 - REDE01 Reading Lab 5
 - REDF01 Reading Lab 6
 - RED105 Reading Lab 7
 - RED205 Reading Lab 8
- Students can not be mandated to take a lab class. However, we must do everything we can to make sure that students and parents understand the benefits of enrolling in these classes.
- On page 45 of this Appendix, there is a sample letter that can be used for parents and students for enrollment in a lab class. The letter will have to be personalized for each school and lab class. Use of a letter will allow schools to keep a record of students who decline to enroll in lab classes.
- Standardized test scores need to be reviewed for all new students. If test scores are not available, grades can be reviewed for an indication of support needs. In the absence of standardized assessment data a Reading Lab teacher may administer the Scholastic Reading Inventory (SRI), an assessment tool from the READ 180/Enterprise program, to determine student eligibility. When necessary, a call to the previous school should be made to determine if a newly enrolled student would be a candidate for a lab class.
- Students with active Individual Education Plans (IEP) may be enrolled in lab classes as appropriate.
- ESL students may be enrolled in lab classes as appropriate.

DRAFT

- Recommended student enrollment in the Reading Lab class should be 15 – 18.
- Each counselor should work closely with the lab class teachers to identify students who require support, to establish classes, and to monitor student progress.
- Teachers should use the regular grading scale for students in the Reading Lab class.

DoDEA High School Reading Lab Guidelines:

- The target audience for the Reading Lab class is ninth through twelfth grade students scoring at the 25th percentile or below on the TerraNova or other standardized tests. Students scoring above the 25th percentile can be considered for enrollment as space permits.
- Course codes and course titles for reading lab classes are:
 - RED305 Reading Lab 9
 - RED405 Reading Lab 10
 - RED505 Reading Lab 11
 - RED605 Reading Lab 12
- This lab class will carry elective credit only; they will not fulfill graduation requirements for language arts.
- Students can not be mandated to take a lab class. However, we must do everything we can to make sure that students and parents understand the benefits of enrolling in these classes.
- On page **45** of this Appendix, there is a sample letter that can be used for parents and students for enrollment in a lab class. The letter will have to be personalized for each school and lab class. Use of a letter will allow schools to keep a record of students who decline to enroll in lab classes.
- Standardized test scores need to be reviewed for all new students. If test scores are not available, grades can be reviewed for an indication of support needs. In the absence of standardized assessment data a Reading Lab teacher may administer the Scholastic Reading Inventory (SRI), an assessment tool from the READ 180/Enterprise program, to determine student eligibility. When necessary, a call to the previous school should be made to determine if a newly enrolled student would be a candidate for a lab class.
- Students with active Individual Education Plans (IEP) may be enrolled in lab classes as appropriate.
- ESL students may be enrolled in lab classes as appropriate.
- Recommended student enrollment in the Reading Lab class should be 15 – 18.

DRAFT

- Each counselor should work closely with the lab class teachers to identify students who require support, to establish classes, and to monitor student progress.
- Teachers should use the regular grading scale for students in the Reading Lab class.

What are possible assessment indicators (formal and informal) that may be considered when determining placement of a student in READ 180/Enterprise?

Possible indicators (as appropriate) may include but are not limited to:

Assessment	Score
TerraNova	Scoring at or below the 25 th percentile (priority consideration) Scoring at or below the 40 th percentile
SRI	Scoring at or below the 40 th percentile
SRI Lexile	Lexile Levels/DODEA Performance Standards-see page 46
DRA	Scores below grade appropriate expectations – see page 49 Grade 3 students recommended for READ 180/Enterprise must have a current score of 18 or 20. Grade 2 DRA scores may not be used.
Guided Reading Levels	Scores below grade appropriate expectations – see page 49
Informal Assessments may include but are not limited to:	<ul style="list-style-type: none">• Results of Literacy Place Unit Assessments• Anecdotal Records• Teacher observations of daily performance• Teacher input• Previous Report Cards/Comments• Writing/Work Samples• Record of Oral Reading/Miscue Analysis on the benchmark books• Story Retell• Interviews (student, parent, teacher)• Word Work (families, rhyming, sight words, hi-frequency words)• Fluency/Comprehension• Checklist of decoding strategies
Student Work Habits	<ul style="list-style-type: none">• Can sustain attention and time on task• Can monitor/manage own behavior
Appendix C	For additional reading progress and grade appropriate expectations and guidance see Appendix C

Are all students who score below the 25th percentile on TerraNova automatically enrolled in the READ 180/Enterprise program?

No. Placement consideration for all students in the READ 180/Enterprise program needs to be determined on a case-by-case basis. Schools should review the data on all students who meet the eligibility criteria to determine which students have needs that can best be addressed in the READ /Enterprise program. A team (e.g., Student Assistance Team, Student Support Team, Literacy Partnership, and/or CSC as appropriate) should, in collaboration, determine the most appropriate placement for a given student.

When READ 180/Enterprise is being considered as a placement option for a student with an IEP, the READ 180/Enterprise teacher should be a member of the child's CSC Team. The placement that best meets the student's needs and supports the IEP reading goals should guide the decision.

When can a student enter the READ 180/Enterprise program?

A student who meets the established selection/eligibility criteria can enter the READ 180/Enterprise program at any time (dependent on availability of space) during the 1st-3rd quarter. The decision to place a student in the program after the beginning of the 4th quarter will be determined on a case-by-case bases as guided by the established selection criteria.

Can a student continue in the READ 180/Enterprise program for more than one year?

Yes. Students will continue in READ 180/Enterprise until they have successfully achieved the grade appropriate standards and/or expectations. If at the conclusion of the first year of services a student has completed all 9 topic CDs, continuation in the program using the Topic CDs is possible by resetting the level of difficulty and repeating the 9 topic CDs at a new and more challenging level. READ 180/Enterprise teachers may wish to augment the library collection with appropriate leveled texts from any of the existing leveled libraries and audio books available in the school library, book room, classroom libraries or the various Scholastic libraries purchased to supplement/augment Literacy Place. Consideration should be made on a case-by-case basis if students have not progressed 75-100 Lexiles in a year; the READ 180/Enterprise program may not be designed for their use and other options should be explored.

READ 180/Enterprise Transitional Third Grade Program

What is meant by “transitional 3rd Grade,” relative to READ 180/Enterprise?

In general a “transitional 3rd grade student” is a grade 3 student who has been identified as a struggling reader, is performing below grade expectations, meets the selection criteria as defined on page 11, and may be best serviced through the READ 180/Enterprise program.

The READ 180/Enterprise program is designed to service students with a minimum of a 1.5 reading level.

What are the benefits of READ 180/Enterprise for transitional 3rd grade students?

READ 180/Enterprise provides transitional third grade readers with:

- Intensive intervention before they fall years behind their peers
- A proven instructional model, adaptive software, and data-driven instruction that helps students “get back-on-track”
- Practice with non-fiction and expository text, enabling students to be successful in their content-area subjects
- Exposure to age appropriate, leveled content that is motivating and enable students to experience success, boosting confidence

What is included in READ 180/Enterprise for transitional 3rd grade students?

READ 180/Enterprise includes:

- A systematic and comprehensive phonics scope and sequence beginning with short vowels, initial consonant blends, and phonograms
- Phonics decoding tips built into the Word Zone
- Extensive support scaffolds in the /Reading Zone (word by word reading support, vocabulary support, Spanish translations, etc.)
- A Phonics Strategies Guide which addresses both phonemic awareness and phonics instruction with small group direct instruction
- Paperbacks that provide independent reading material for students reading at a 1.5-3.0 reading level

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For those third graders who need motivating and engaging material to help them to succeed, READ180/Enterprise is the perfect fit.

Parent Permission and Consent

What should be included in the parent permission/consent letter?

A permission/consent letter will be sent to parents sharing information regarding their child's current reading performance and the recommendation of READ 180/Enterprise services. The letter (see samples for all grade levels in Appendixes) should address such topics as:

- the child has been identified as experiencing difficulty in reading
- the child is eligible to participate in READ 180/Enterprise, an intensive reading intervention program designed to meet the needs of students reading below the proficient level
- the program directly addresses individual needs through adaptive software, high-interest literature, and direct instruction in reading skills
- the READ 180/Enterprise classroom will provide a supportive environment in which their child will receive reading support services in a small group of students for ninety minutes each school day
- the student will receive reading support both in the READ 180/Enterprise session as well as regular classroom reading instruction

What if a parent refuses to give consent to place a child in the READ 180/Enterprise Program?

If a parent elects to not have their child receive the services of READ 180/Enterprise they will need to put this request in writing and copy of this written statement will be placed in the student's permanent file. In addition, if a parent elects to not have their child participate in READ 180/Enterprise it is strongly recommended that a conference be requested with the parent/guardian to review the overall impact of this decision on the child's future learning potential.

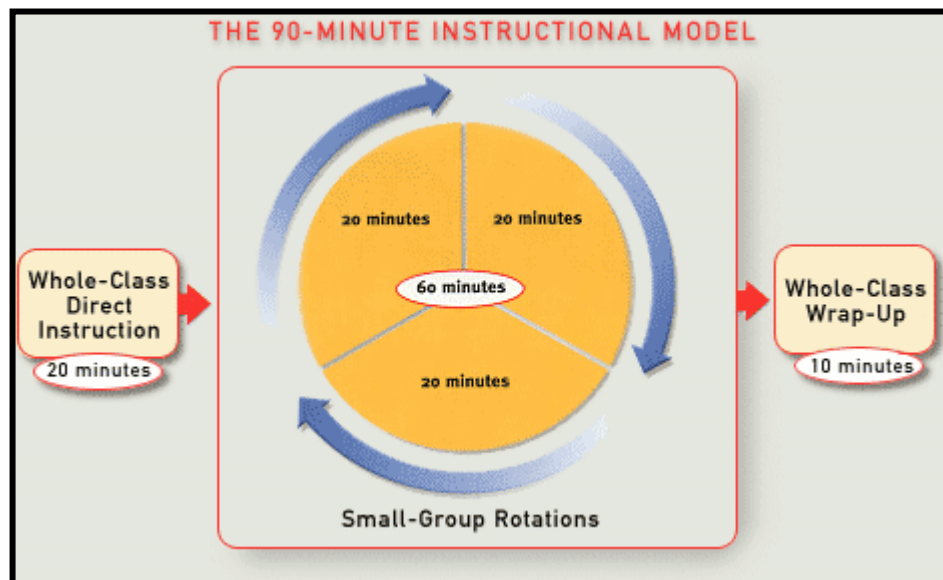
Suggested Models for READ 180/Enterprise

What is the recommended length of a READ 180/Enterprise session?

The prescribed 90 minute model for READ 180/Enterprise has been shown to result in maximum gains in student achievement. The 90 minute block includes:

- 20 minutes of whole-class literacy instruction
- three 20 minute rotations—small group (direct instruction), independent reading (audio books/paperbacks), computer stations (READ 180/Enterprise software)
- 10 minute wrap-up

The 90 minute daily model is recommended for all READ 180/Enterprise classrooms. It is important to maintain the integrity of the program if we are to see the reading gains desired for our struggling readers.



What scheduling options are available for elementary schools?

Several scheduling options are suggested for the elementary school that allows students to receive regular education literacy instruction as well as receive support provided by READ 180/Enterprise. Schools may select one or more of the following models for READ 180/Enterprise instruction:

- **OPTION A** --90 minutes daily READ 180/Enterprise during the regular education literacy block, with an additional 30-45 minutes of language arts instruction in the

DRAFT

regular education classroom, immediately before or after the READ 180/Enterprise class.

- **OPTION B** -- 90 minutes daily READ 180/Enterprise during science and social studies, with READ 180 students also included in the entire regular education literacy block.
- **OPTION C** -- 90 minutes daily READ 180/Enterprise during a rotating combination of science, social studies and/or electives, with READ 180/Enterprise students also included in the entire regular education literacy block.
- **OPTION D** -- 90 minutes daily READ 180/Enterprise during the regular education literacy block, with additional special education resource classroom support as needed (based on IEP requirements for special education students only)

See sample schedules – Appendixes D1—D6

What additional elementary resources can be used to supplement the existing READ /Enterprise /texts?

READ 180 teachers may use: regular classroom texts and resources from



Literacy Place,



Guided Reading Blue or Guided Reading Red books,



Shoebox libraries, fluency libraries, phonics readers,



Wiggleworks and Smart Place software,



science and/or social studies texts for whole and small group instruction.

The use of regular classroom texts is recommended particularly when teachers are considering exiting students from READ 180/Enterprise or when READ 180/Enterprise

DRAFT

is taught during the literacy block or the student is pulled from a content area such as science and/or social studies.

Potential Issues Related to Elementary Scheduling and Grading

What might (contingent on scheduling option selected) a student miss during their 90 minute participation in a READ 180/Enterprise class?

Dependent on the READ 180/Enterprise scheduling option selected it is possible that a student may be absent from their regular classroom during content area instruction in such areas as science, social studies or health. Students absent from the regular classroom during these subject areas will not be held accountable for the assignments that they may miss while attending their READ 180/Enterprise class. It is important to note that although a student may be missing classroom instruction in science, social studies or health, *being a proficient reader is the key to a student's success in all subject areas*. For this reason it is imperative that improving reading achievement be given the highest priority. By enhancing a student's reading skills he/she will be better able to return to the subject area with the reading skills needed to be successful. Likewise, if a student is not able to read the Terra Nova or other standardized tests, he/she may be knowledgeable of the content area but may not be a proficient enough reader to be able to understand and answer the questions successfully.

Reading experiences in the READ 180/Enterprise program will complement and address grade level specific standards in the content area that the student may be missing in the regular classroom (for example, social studies, science, health, or special areas). Many of the books and CDs used in the READ 180/Enterprise program provide information that address DODEA science and social studies standards. The goal of READ 180/Enterprise is to minimize the length of time students will miss classroom instruction in these subject areas and as a result of their participation in the READ /Enterprise program, he/she will become more successful in these content areas because of their increased reading proficiency.

Who is responsible for issuing grades for READ 180/Enterprise students if they are pulled from their regular elementary literacy block?

READ 180/Enterprise teachers, regular classroom teachers, and Special Education/ESL teachers as appropriate will collaborate on students' literacy grades. READ 180/Enterprise teachers have several sources for grades, to include:

- the READ 180/Enterprise student grading report
- the Comprehension Skills overview report
- projects/reading logs completed during independent reading time
- student writing samples/assignments completed during small group time
- student writing samples/assignments completed during the regular education process writing time

Should elementary students be required to complete regular class work or homework missed while they are in READ 180/Enterprise?

Students absent from the regular classroom will not be held accountable for the assignments that they may miss while attending their READ 180/Enterprise class.

The READ 180/Enterprise teacher may assign a participation grade (P) in any subject to students who miss those classes on a regular basis due to participation in READ 180/Enterprise.

How is quarterly progress in READ 180/Enterprise reported to parents?

Parents should receive regular communication concerning their child's progress in READ 180/Enterprise, to include quarterly progress reports (see sample – Appendix B1 – B2).

Will an elementary student receive a grade in the course work that they miss while absent for READ 180/Enterprise instruction?

While enrolled in the READ 180/Enterprise program a student will not receive a traditional letter grade (A, B, C, etc.) for the class consistently missed but rather a participation grade for the class missed (science, social studies, health, etc.) The participation grade format should be a *P*.

Where can I find a correlation of the DODEA ELA Performance Standards to READ 180/Enterprise Stage A?

You can find the correlation at the DODEA ELA website. Copy and paste the following address. Once you are at the site look to the upper right hand corner for a blue tab labeled Correlations.

<http://www.scholastic.com/dodea/index4.htm>

Where can I find a correlation of the DODEA ELA Performance Standards to READ 180 Stages B and C?

You can find the correlation at the DoDEA ELA website. Copy and paste the following address. Once you are at the site look to the upper right hand corner for a blue tab labeled Correlations.

<http://www.scholastic.com/dodea/index4.htm>

READ 180/Enterprise and Special Education

Can READ 180/Enterprise Materials be used by the Special Education teacher?

- A supplemental set of READ 180/Enterprise program materials was purchased for use in Special Education classrooms. The primary purpose of the materials is to support skill development for those Special Education students enrolled in READ 180/Enterprise.
- There are many components to the READ 180/Enterprise program. Some of the components may be used to support instruction for students with disabilities who are not enrolled in READ 180/Enterprise. **It is important to note** that the READ 180/Enterprise software is to be used only with those students who are fully enrolled in a READ 180/Enterprise class.
- The following READ 180/Enterprise resources may be used by the Special Education teacher to supplement instruction for any Special Education students, as appropriate, whether they are enrolled in READ 180/Enterprise or not:
 - **Writing and Grammar Strategies**
 - **Phonics Strategies**
 - **Strategies for English Language Learners**
 - **Reading Strategies**
 - **Test Taking Strategies**
 - **Paperback Library Collection**
 - **Audio Books on Tape with cognitive coach collection.**

Remember: READ 180/Enterprise software can only be used with those students who are fully enrolled in a READ 180/Enterprise class.

What are the criteria for special education student enrollment in READ 180/Enterprise?

- The selection criteria for students with disabilities are the same as for their non-disabled peers with *collaboration with a special education teacher*.
- Some students with disabilities may meet the criteria eligibility requirements for READ 180/Enterprise, but need a different reading intervention.
- If the child has made no progress by the end of one quarter in READ 180/Enterprise, the special education teacher and READ 180/Enterprise teacher should meet to look at the reasons the child may not be progressing. Additional special education support may be needed. After a semester, a special education student could be dismissed from READ 180/Enterprise if they are not making progress despite significant support.

What does collaboration look like between the READ 180/Enterprise teacher and Special Education teacher at multiple school levels?

It is a shared decision making process working toward the common goal of ensuring student success in the READ 180/Enterprise program. There are many models and variations of models for instructional collaboration. DoDEA purchased READ 180/Enterprise to be used collaboratively between special education teachers and regular education teachers. The number of students should not exceed the recommended maximum regardless of the collaborative model used.

In alliance with the **Special Education Procedural Guide 2500.13**, alternatives that special and general educators should consider as they design their collaborative teaching are:

Sharing/collaboration models:

- *Lead and Support*-The general educator contributes the major focus of instruction with the special educator contributing such support as providing visuals and adding definitions for vocabulary words. In READ 180/Enterprise that may look like redirecting or reteaching students at the different stations.
- *Duet Teaming (Co-Teaching)*-This allows teachers to contribute equally to the same lesson objectives. For example, one week the general education teacher may take the lead for delivering instruction and operating the program while the special education teacher offers support to students at other stations. The following week the special education teacher may take the lead for delivering instruction and operating the program while the general education teacher offers support to students at other stations. If the special education teacher is not able to stay in for the duration of the READ 180/Enterprise class, they may take turns leading whole group or small group.
- *Skill Grouping*-The division of the class into groups, some of which receive additional instruction or guided practice.

Ongoing, collaborative review and monitoring of reports and student data by the special educator, READ 180/Enterprise teacher, and classroom teacher is essential to ensure student progress.

When is a CSC/IEP meeting necessary for a READ 180/Enterprise student?

A CSC meeting should be held only if a change to the existing IEP is needed:

- Change in service time

DRAFT

- Change in location of services.
- Changes in goals and objectives

Will READ 180/Enterprise appear on an IEP?

No, READ 180/Enterprise may not appear on an IEP. However, the statement “***Student participates in a remedial reading program***” may be included under the IEPs Accommodations/ Modifications section.

Note: It is not necessary to have a CSC meeting for the sole purpose of adding “remedial reading program” to the IEP accommodation/modification section.

Will time in the READ 180/Enterprise Program count toward the time a student is supposed to be serviced by a Special Educator?

When the special education teacher is co-teaching with the READ 180/Enterprise teacher, providing support to the program, the IEP will reflect special education time in the general education classroom.

If the special education teacher is in the READ 180/Enterprise classroom assisting or teaching with the READ 180/Enterprise teacher, time can be counted on the IEP.

For example:

- SPED provides adapted reading instruction for student for a 20 minute session (20 minutes a day for 5 days =100 minutes)
- SPED co-teaches reading for 30 minutes each session (30 minutes 3 days a week =90 minutes)
- The SPED paraprofessional provides support to the program such as monitoring student progress through the reading zone of the READ 180 software. (30-60 minutes per READ 180/Enterprise session).

If no assistance is given in the READ 180/Enterprise program, time is not counted on the IEP.

Exiting a Student from READ 180/Enterprise

How can a student exit READ 180/Enterprise?

Students can exit the READ 180/Enterprise program/services upon achieving and demonstrating maintenance of the grade-appropriate ELA standards/expectations.

A student may also be exited from READ 180/Enterprise when it is deemed that placement in the program is not the best service delivery model for the student. See specific guidance for special education students on page 23.

Parents may deselect (by submitting a written request) their child from READ 180/Enterprise at anytime, however a conference with the parent/guardian prior to taking such an action is always recommended.

What kind of ongoing support should be provided to elementary students as they transition back into full-time regular classroom instruction?

It is strongly recommend that the READ 180/Enterprise teacher maintain regular, ongoing and continuing contact with the student's classroom teacher as they transition back into the regular classroom. This contact and collaboration between the READ 180/Enterprise teacher and classroom teacher should continue for a minimum of no less than one quarter and longer if necessary to ensure the continuing success of the student.

What records and/or data should be sent with READ 180/Enterprise students transferring between DoDEA schools?

The following information should be included with the official reading records of the departing and/or transferring students who participated in READ 180/Enterprise and who will be re-enrolling in another DoDEA school. These reports (along with other reading data) will aid the receiving school and/or teacher in determining future placement and/or continuing services for a student.

READ 180/Enterprise Report: Student Reading Report

SRI Report: Student Progress Report

TerraNova: If applicable - current percentile score in Reading

Developmental Reading Assessment (DRA): If applicable – to include the completed DRA Continuum

Training and Professional Development

Who should receive READ 180/Enterprise Overview and Awareness Level Information?

Information (overview/awareness level) should be provided for both the parents/guardians of **READ 180/Enterprise students and classroom teachers**. **It is recommended that resources such as the Scholastic professionally developed READ 180/Enterprise video, software demonstration disk**, and a visit to READ 180/Enterprise Lab may also be incorporated in this training. As appropriate, the following topics should also be included in the training:

- An overview of the instructional cycle (whole group direct instruction, small group rotations, whole group wrap-up)
- Service delivery schedule as appropriate:
 - If applicable - clarification as to what content areas will be missed when the student is absent from the regular classroom
 - If applicable - clarification of expectations relative to content areas missed
 - If applicable - impact on Terra Nova for content areas missed
 - If applicable - grading practices and policy for classes missed
- Grading policy and practices for participation in READ 180/Enterprise

What ongoing training is recommended for READ 180/Enterprise teachers?

Differentiated training for novice and experienced READ 180/Enterprise educators is recommended. Additional/ongoing training for READ 180 teachers may include but is not limited to:

- using data effectively
- reading in the content areas
- using available SMS reports
- implementing small group instruction
- implementing writing and grammar strategies
- implementing phonics strategies
- implementing strategies for the ESL learner
- implementing test taking strategies
- using the paperback library collections
- using the audio books on tape
- integrating special education students
- providing resource assistance to other teachers

READ 180/Enterprise Technology -- Resources and References

When can Scholastic's Management Suite be accessed?

The Management Suite can not be used when students are on READ 180 3.0, SRI or Reading Counts. The READ 180 3.0 time must be sacred with no other users in the management suite during that period. This can cause problems for the database. Please ensure that when students are using READ 180 3.0, SRI or Reading Counts no one else is using the Scholastic Management Suite.

Can we make copies of the CDs and audio tapes?

Each school needs to make and maintain back-up copies of all CDs and tapes. The district does not have back up copies of these materials. The back ups are the responsibility of the school.

How often should we run maintenance and back-up of the program?

The guidelines for Maintenance and Back ups of the Program are as follows:

At a minimum maintenance is to be done once a week. We have found that it really needs to be done every 2-3 days (depending on your school and the support received from tech support). If the READ 180 program begins to have problems after the maintenance is done, please contact tech support (read180help@scholastic.com) for assistance. Do not enable *integrity checking* in the maintenance utility unless instructed to do so by technical support

A back up should also be done at a minimum once a week. It is suggested that a back up be done daily. It is very quick to do and will save students from repeating work already completed should there be a problem with the database. This is a teacher responsibility, not an AT/ET responsibility.

What are the server system requirements for READ 180?

READ 180® Core Technology Overview

READ 180 is a suite of four software applications: 1) the *READ 180* student application, 2) Scholastic Reading Inventory assessment software, 3) Scholastic Reading Counts!TM reading motivation software, and 4) Scholastic Management SuiteTM. Each of these four applications connects with a large database that contains student performance data.

The *READ 180* software offers individualized instruction and practice that meets and challenges students at their unique ability levels. This is one of the key reasons for the program's success in bringing the tremendous learning gains that it does. For the highly

DRAFT

individualized, adaptive instruction to take place, more than 250 data points per student are tracked in real time. Tracking this level of data per student results in rigorous network and server requirements. This document outlines Scholastic’s recommendations for best technology implementation practices. *For best performance, we suggest you follow the “recommended” system requirements listed below.*

Recommended Specification	
Processor Type & Speed	
Windows	Pentium III-class processor operating at 800MHz or higher
Macintosh	G4 600MHz or higher
Memory (RAM)	
Windows	512MB or higher
Macintosh	512MB RAM or higher
Hard Disk Space	
Windows	5 GB reserved for <i>READ 180</i> and SRI/SRC
Macintosh	5 GB of HD space reserved for <i>READ 180</i> and SRI/SRC
<p>Note: This is a cumulative amount, based on 60 users making final recordings for a full school year using <i>READ 180</i>. Expect an initial hard disk requirement of 200 – 300MB.</p>	

Networking	
Windows	10/100 base-T Ethernet Card
Macintosh	10/100 base-T Ethernet Card
<p>Note: Scholastic recommends that <i>READ 180</i> not be used on a WAN (Wide Area Network). We understand that <i>READ 180</i> may run successfully over a WAN if it offers a minimum of 10 Mps-connectivity speed (this means that T1 WANs are not sufficient for <i>READ 180</i> use), but Scholastic cannot guarantee the performance or stability of the software under such conditions.</p>	

<p>Operating System Windows</p>	<p>Windows NT 4.0 Server, Windows 2000 Server, Windows XP Server</p>
<p>Macintosh</p>	<p>Note: Some server configurations require higher processor and memory requirements. Check with Microsoft for latest recommendations. In addition to Windows-based Network Operating Systems (NOS), <i>READ 180</i> supports Novell Netware 4.x or higher.</p> <p>Mac OS X version 10.3 Server</p> <p><i>Note:</i> A Macintosh standalone (workstation) version of Mac OS X cannot be used as a server, even if file-sharing is enabled.</p>
<p>Workstation (WS) System Requirements v1.6</p> <p>Recommended Specification</p>	
<p>Processor Type & Speed</p> <p>Windows</p> <p>Macintosh</p>	<p>Pentium III-class processor operating at 800MHz or higher</p> <p>G3* 600 or G4 450 MHz or higher</p> <p>*All iMacs & iBooks contain G3 or G4 processors.</p>
<p>Memory (RAM)</p> <p>Windows</p> <p>Macintosh</p>	<p>128MB or higher</p> <p>128MB or higher</p>

DRAFT

<p>Hard Disk Space</p> <p>Windows</p> <p>Macintosh</p>	<p>400 MB free — Student WS 400 MB free — Teacher WS</p> <p>400 MB free — Student WS 400 MB free — Teacher WS</p>
<p>Networking</p> <p>Windows</p> <p>Macintosh</p>	<p>10/100 base-T Ethernet Card</p> <p>10/100 base-T Ethernet Card</p> <p>Note: Network Settings: unrestricted access to folders that Scholastic Software creates on both the server and workstations is required.</p>
<p><u>Recommended Specification</u></p>	
<p>Operating System (OS)</p> <p>Windows</p> <p>Macintosh</p>	<p>Windows XP Home or Professional (<i>READ 180</i> installer will add the latest version of QuickTime to your OS.)</p> <p>Mac OS X 10.2 (<i>READ 180</i> installer will add the latest version of QuickTime for your OS.)</p>
<p>Peripherals</p> <p>Windows</p> <p>Macintosh</p>	<p>8x CD-ROM drive, Headphones, Microphone, 800x600 16-Bit Color Monitor, Color Inkjet printer for the Teacher Workstation</p> <p>8x CD-ROM drive, Headphones, Microphone, 800x600 16-Bit Color Monitor, Color Inkjet printer for the Teacher Workstation</p>
<p>Additional Peripherals</p>	<p>One cassette player or walkman with headphones for each student for use during the Independent Reading Rotation.</p>

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On-screen Help

For on-screen help while using the *READ 180* Topic CDs, click the Help button on any screen to access the help feature. Students will hear context-specific audio help from Ty, the *READ 180* Host. To see the text on screen for the audio help instructions, activate Captioning under Settings for *READ180*.

READ 180 Software Manual

The READ 180 Software Manual included with the program provides instructions for using the software effectively. Five sections in the manual include:

- Getting started lists the equipment you need and explains how to install and set up the program.
- Scholastic Management Suite shows teachers how to set up students, classes, and groups, and how to customize the student applications.
- *READ 180* gives a detailed description of the activities, features, and zones in the software.
- Scholastic Reading Counts! describes the activities and features available in the book-quiz program.
- Scholastic Reading Inventory shows teachers how to evaluate students' reading levels as measured by the Lexile® system.

What are some general guidelines to ensure a successful implementation?

READ 180 is designed to run on a classroom computer network with between five to eight workstations linked to a server. For optimal performance, we recommend the following model:

Concurrent Users: The concurrent user limit for *READ 180* varies from school to school depending on specific configurations. Due to the intensity of data that is tracked in real time for each student, *READ 180* performs optimally when each *READ 180* classroom is linked to its own database. If you need to support multiple classrooms at your site, please create multiple databases on the same server or consider having multiple servers with individual databases. Contact our Technical Support team at 1-800-927-0189 for more information.

If *READ 180* network performance is slow, please consider the following:

- What other programs are using the network at the same time (e.g., are other students accessing the Internet over the same network segment used by the *READ 180* class)?
- What kind of server is being used? Age, type, and configuration of server make a large difference (e.g., a Pentium IV Window 2000 server with lots of memory and a large, fast disk drive can support more concurrent users than a Pentium II Windows 98 server)?
- What kind of network software is deployed (e.g., Novell, AppleShare, or Windows Networking)?

Incompatible Hardware

PC manufacturers often change peripheral equipment, such as sound cards. Scholastic has no control over these changes. We've found that there are incompatibilities with the following items:

- ESS 1868/1869 Sound Cards (usually found in Compaq computers)
- TBS Montego Sound Cards
- Ensoniq ES 1370 Sound Cards
- Power Macintosh 5402 (will operate as *READ 180* Student Workstations, but are not compatible as Teacher Workstations)

This list may be incomplete. If you are experiencing an incompatibility issue with any of your equipment, please call our Technical Support team at 1-800-927-0189 (toll-free).

Other Recommendations

- Servers - Try to implement *READ 180* on a lightly utilized or dedicated server. There is a fairly large and steady amount of communication happening between each of the 5+ workstations and the server. Hosting *READ 180* on email servers or heavily utilized file servers is not recommended.
- User Log-ins - All *READ 180* students must log on to *READ 180* with a unique username and password. Additionally, on many computer networks, users must also log on to the network in order to access the *READ 180* — or any other — application. If this is the case with your network, you may provide all students with the same network username and password, or each user may have a unique network username and password. Your local network administrator usually determines which option you select. Scholastic recommends that you create a shared log-in. This is the simplest way to eliminate potential permissions issues.
- More on User Log-ins - Each network log-in must provide read-and-write capabilities to the following *READ 180* directories:
 - SCHSUITE\SCHLASTC\SMS_DATA — *on the server*
 - \PROGRAM FILES\SCHOLASTIC — *on the workstation*
- Windows 95 - We recommend AGAINST installing and running *READ 180* on computers running the Windows 95 operating system, because Microsoft no longer supports this version.
- Apple OSX 10.0 and 10.1 - We recommend that you NOT RUN *READ 180* in Apple OSX 10.0 and 10.1 because of known technical issues with these two releases (see Apple Tech Notes at www.apple.com).
- Wireless - Due to *READ 180s* large amount of throughput, wireless Access Points should reside within the *READ 180* classroom. We require a minimum sustained bandwidth of 10Mps for all wireless networks. Please note that breaking the connection by moving the computer out of wireless range or having the relay interrupted could corrupt your database.
- WAN - *READ 180* network operation requires a minimum of 10Mps bandwidth. Few WANs can support this bandwidth requirement. For example, T1 lines have a maximum bandwidth of 1.5 Mps and are inadequate for *READ 180* operations. **As a**

DRAFT

general rule, try to keep the server as close to the workstations as possible, and use a conduit that can provide the necessary throughput.

- Security Software - If you are using security software programs, you may have to make some adjustments in order for *READ 180* to function properly. Specifically, students must have the ability to read/write/delete files within the following two directories:
 - \SCHLASTC\SMS_DATA — on the server
 - \PROGRAM FILES\SCHOLASTIC — on the workstation

- Maintenance - Scholastic provides a maintenance utility to perform maintenance and data integrity checks on the database. It is recommended that you run this utility on a weekly basis.

If I am having trouble with the technology what do I do first?

Checklist for Technology Problems

By Sarah McKinney, Gina Nguyen, Charles Hendryx

Since technology is such an integral component of the lab courses, we are suggesting that teachers take steps to “own their technology.”

SOFTWARE

Check	Steps
	1. Review READ 180/Enterprise Software Manual.
	2. Review information on the DoDEA ELA Reading Lab website for possible solutions. http://www.dodea.edu/instruction/curriculum/lars/ela_lab/7_12_ela_programs/Reading.htm

HARDWARE

Check	Hardware	Troubleshooting Tips
	Network	<ul style="list-style-type: none"> • Check cable (unplug/replug at back of computer and at wall)
	Keyboard	<ul style="list-style-type: none"> • Check cable (unplug/replug at computer)
	Mouse	<ul style="list-style-type: none"> • Check cable (unplug/replug at computer) • Check mouse ball (if first time, ask ET)
	Monitor	<ul style="list-style-type: none"> • Check power button (on/off) • Check brightness/contrast (if first time, ask ET) • check electrical chord (unplug/replug at monitor and wall) • Check monitor cable (unplug/replug at monitor and computer)
	Login	<ul style="list-style-type: none"> • Check domain (should be PAC) • Check user name (first.last) • For password, check if CAPS LOCK is on
	Start Program	<ul style="list-style-type: none"> • Log off and log back on • Reboot computer (START=>SHUTDOWN=>RESTART) and launch program • Write down error message if program still does not work; contact AT or ET
	Computer	<ul style="list-style-type: none"> • Check power strip (unplug/replug at wall) • Check electrical chord (unplug/replug at back of computer and power strip or wall)

Check	Hardware	Troubleshooting Tips
	Curriculum Software-CD	<ul style="list-style-type: none"> • Check if it is inserted correctly into the CD tray (label up) • Paper clip hole can be used if tray does not eject (if first time, ask ET) • Look at directions with the CD • If CD does not run, eject and restart CD by pushing tray back in. • If it does not autostart, make icon short cut on computer desktop (if first time, ask ET how to make icon shortcut).
	Headphones	<ul style="list-style-type: none"> • Check connections (unplug/replug at computer) • Check to see if cable is plugged into the correct slot (unplug/replug in front/back of computer); (if first time, check with ET) • Check volume control (START=>CONTROL PANEL=>SOUNDS icon=> unMUTE or move VOLUME slide bar); (if first time, check with ET)
	Speakers	<ul style="list-style-type: none"> • Check power button (on/off) • Check power chord (unplug/replug at speaker and wall) • Check cables on speakers (unplug/replug on speakers) • Check to see if cables are plugged into correct slots (unplug/replug into speaker and computer); (if first time, check with ET)
	Microphone	<ul style="list-style-type: none"> • Check connection (unplug/replug at back of computer) • Check correct slot (if first time, check with ET)
	Web Cam	<ul style="list-style-type: none"> • Check Connection (unplug/replug on computer); (if first time, check with ET)
	Printer	<ul style="list-style-type: none"> • Check power button (on/off) • Check electrical chord (unplug/replug at printer and wall) • If non-network printer, check cable connection (unplug/replug printer and computer) • In network printer, check LAN cable (unplug/replug at printer and wall) • Check paper tray; refill with paper (flashing light or error message in display window) • Check toner/ink cartridge; install toner/ink cartridge (flashing light or error message in display window); (if first time, check with ET) • Check to see if DEFAULT PRINTER is set for computer (To change: START=>PRINTER icon=>-right click printer icon=>select SET AS DEFAULT PRINTER. There should be a checkmark next to the default printer.)

Questions to Answer for ET and AT Help

If the problem cannot be resolved, please contact your ET or AT and ask her/him to evaluate the problem and suggest further actions. Please answer completely the following prompts to aid in your discussion:

1. Describe the problem
2. Describe the content of the error message

Appendixes

“School Letterhead”

Date

Dear Parent,

The intent of this letter is to share with you information regarding your child’s current reading performance. Your child has been identified as experiencing difficulty in reading and is eligible to participate in READ 180/Enterprise, an intensive reading intervention program designed to meet the needs of students reading below the proficient level. The program directly addresses individual needs through adaptive software, high-interest literature, and direct instruction in reading skills. The READ 180/Enterprise classroom will be an inviting center in which your child will work with me and a small group of students for ninety minutes each school day.

Being a proficient reader is the key to a student’s success in all subject areas. For this reason, it is imperative that improving your child’s reading achievement be given the highest priority. By enhancing your child’s reading skills, he/she will be better able to fully participate in learning activities in all subject areas.

Your child’s participation in this additional reading support session will extend their regular classroom reading instruction. Because participation in this program may require that your child be absent from their regular classroom, it is important to note that they will not be held accountable for the assignments that they may miss while attending the supplemental reading class.

I will appreciate you signing and returning the attached consent form, which is required prior to placement and participation of your child in this supplemental reading program. Should you have any questions or concerns about your child’s reading program or performance, please do not hesitate to contact your child’s classroom teacher or me at any time.

Name
Title
School Name

“School Letterhead”

Please complete and return to child’s classroom teacher.

I have read and understand the attached memo regarding the placement of my child in the READ 180/Enterprise supplemental reading program at _____Elementary School.

_____ I **do** give my consent for my child, _____, to participate in this program.

_____ I **do not** give my consent for my child, _____, to participate in this program.

Parent’s Signature _____

Thank you for working with us to ensure that we are able to meet the educational needs of your child. If you would like additional information please do not hesitate to contact me at

Phone # _____

Email _____

Name
Title
School Name

“School Letterhead”

September 2005

Dear Parent,

The intent of this letter is to share with you information regarding your child’s current reading performance. Your child has been identified as experiencing difficulty in reading and is eligible to participate in READ 180/Enterprise, an intensive reading intervention program designed to meet the needs of students reading below the proficient level. The program directly addresses individual needs through adaptive software, high-interest literature, and direct instruction in reading skills. The READ 180/Enterprise classroom will be an inviting center in which your child will work with me and a small group of students for ninety minutes each school day.

Your child will receive reading support both in the READ 180/Enterprise session as well as regular classroom reading instruction. As your child will be absent from their regular classroom, he/she will not be held accountable for the assignments that they may miss while attending their READ 180/Enterprise class.

Reading experiences in the READ 180/Enterprise program will complement and address grade level specific standards in the content area that the student may be missing in the regular classroom (for example, social studies, science or health). It is important to note that although your child will be missing classroom instruction in one of these or another subject area, *being a proficient reader is the key to a student’s success in all subject areas*. For this reason it is imperative that improving your child’s reading achievement be given the highest priority. By enhancing your child’s reading skills he/she will be better able to return to the subject area with the reading skills needed to be successful. Likewise, if your child is not able to read the Terra Nova or other standardized tests, he/she may know the information but may not be able to understand and answer the questions successfully.

Many of the books and CDs used in the READ 180/Enterprise program provide information that address DoDEA science and social studies standards. The goal is to minimize the length of time students will miss classroom instruction in these subject areas. As a result of participation in the READ 180/Enterprise program, your child will become more successful in these content areas because of their increased reading proficiency. With this understanding, it is important to note that while enrolled in the READ 180/Enterprise program your child will not receive a traditional letter grade (A, B, C, etc.) but rather an “effort” grade for their participation in integrated content specific (science, social studies or health) readings and related assignments.

I will appreciate you signing and returning the attached consent form, which is required prior to placement and participation of your child in this supplemental reading program. Should you have any questions or concerns about your child’s reading program or performance, please do not hesitate to contact your child’s classroom teacher or me at any time.

Name
Title
School Name

“School Letterhead”

Please complete and return to child’s classroom teacher.

I have read and understand the attached memo regarding the placement of my child in the READ 180/Enterprise supplemental reading program at _____ Elementary School.

_____ I **do** give my consent for my child, _____, to participate in this program.

_____ I **do not** give my consent for my child, _____, to participate in this program.

Parent’s Signature _____

Thank you for working with us to ensure that we are able to meet the educational needs of your child. If you would like additional information please do not hesitate to contact me at

Phone # _____

Email _____

Name
Title
School Name

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Middle/High School Name and Address

Date

To the Sponsor of

(School Name) will be providing a lab class in (insert support class - reading, language arts, etc.) this school year. Research has shown that lab classes are an extremely effective way to enhance student achievement. The lab class is in addition to the regular classroom instruction and will allow your son/daughter the extra time and help needed to succeed. Lab classes will be scheduled within the existing school day, and students will receive elective credit for the class.

(School Name) is committed to helping all students achieve. Students are enrolled in the lab classes by a review of their Terra Nova Standardized Test scores and their past academic performance in (insert reading, math, etc.). Please discuss the important benefits of this support class with your son/daughter.

The DoDEA vision is, "Communities investing in success for ALL students." I believe that lab classes will help to ensure this vision. If you would like more information on the lab class call our counselor, (insert counselor's name and phone number). Please complete the information below and return it to the counselor's office by (insert date).

Principal's Signature Block

_____ Enroll my son/daughter in (insert name of lab class) lab class.

_____ I do not want my son/daughter enrolled in the class. (Please provide us feedback explaining your decision.)

**Scholastic Reading Inventory:
Lexile Levels / DoDEA Performance Standards**

GRADE	BELOW THE STANDARD (AT RISK)	PARTIALLY MET THE STANDARD (BASIC)	AT THE STANDARD (PROFICIENT)	ABOVE THE STANDARD (ADVANCED)
1	-	99 & Below	100 to 400	401 & Above
2	99 & Below	100 to 299	300 to 600	601 & Above
3	249 & Below	250 to 499	500 to 800	801 & Above
4	349 & Below	350 to 599	600 to 900	901 & Above
5	449 & Below	450 to 699	700 to 1000	1001 & Above
6	499 & Below	500 to 799	800 to 1050	1051 & Above
7	549 & Below	550 to 849	850 to 1100	1101 & Above
8	599 & Below	600 to 899	900 to 1150	1151 & Above
9	649 & Below	650 to 999	1000 to 1200	1201 & Above
10	699 & Below	700 to 1024	1025 to 1250	1251 & Above
11	799 & Below	800 to 1049	1050 to 1300	1301 & Above
12	849 & below	850 to 1099	1100 to 1349	1350 & Above

ES Quarterly Student Progress Report

<p>This report is to be completed each quarter and included with the student’s DoDEA Quarterly Progress Report. The intent of this report is to address each student’s progress relative to their individual literacy goals.</p>	
<p>WHO & HOW</p>	<p>Completed in collaboration with classroom teacher and/or other service providers (Special Education, ESL) as appropriate</p> <p>Completed copy is placed in the student’s file.</p>
<p>CRITICAL DATA</p>	<ul style="list-style-type: none">• Review of goal statements• Comments relative to progress towards specific goal statements• Recommendations for ongoing support/assistance at home

Sample

Quarterly Progress Report

_____ Elementary School

SY _____

Quarter: ___ 1st ___ 2nd ___ 3rd ___ 4th

Student:

Classroom Teacher:

READ 180/Enterprise Teacher or Support Specialists:

Other:

Good News! _____ has made progress toward his/her goal(s) in the following ways:

Goal	Comments

Please continue to help your child with:

If you have questions, please do not hesitate to contact me at

Sincerely,

Name
Title
School Name

Filing: Sent to parents with quarterly progress report and maintained at school in student's file.

Reading Progress and Performance Guide (Thank you to Rosanna Currier and the Pacific Area Literacy Project for sharing this guide.)

	KN	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade	6 th Grade
<p>Data Sources →</p> <p>Use to assess student progress in combination with DRA, Guided Reading Levels and SRI Lexile Scores</p>	<p>KN has a special status due to the enormous variability that exists at this early level. Not only do students start KN at different ages with diverse preschool literacy experiences, but their KN experience can vary significantly.</p> <p>Educators should get as close to the KN target as possible and do whatever is necessary over the summer and throughout first grade to put everyone on track to meet end-of-year standards in first grade.</p>	<ul style="list-style-type: none"> Clay's Observation Survey KN LP Assessment Anecdotal Records Observations of daily performance Teacher input KN Report Card Writing/Work Samples Record of Oral Reading/Miscue Analysis on the benchmark books Story Retell Interviews (student, parent, teacher) Word Work (families, rhyming, sight words, hi-frequency words) Checklist of decoding strategies Phrasing/Fluent Reading 	<ul style="list-style-type: none"> Results of Lit Pl. Assessments Anecdotal Records Teacher observations of daily performance Teacher input Previous Report Cards/Comments Writing/Work Samples Record of Oral Reading/Miscue Analysis on the benchmark books Story Retell Interviews (student, parent, teacher) Word Work (families, rhyming, sight words, hi-frequency words) Checklist of decoding strategies <p>3rd grade only</p> <ul style="list-style-type: none"> TerraNova Fluency/Comprehension READ 180 Diagnostic and Grouping Reports 	<ul style="list-style-type: none"> Results of Lit Pl. Assessments Anecdotal Records Teacher observations of daily performance Teacher input Previous Report Cards/Comments Writing/Work Samples Record of Oral Reading/Miscue Analysis on the benchmark books Story Retell Interviews (student, parent, teacher) Word Work (families, rhyming, sight words, hi-frequency words) TerraNova Fluency/Comprehension READ 180 Diagnostic and Grouping Reports <p>4th Grade only</p> <ul style="list-style-type: none"> Communication Arts 	<p style="font-size: 48pt; opacity: 0.5; transform: rotate(-15deg);">Draft</p>		
<p>Recognizing the complexity of reading development when making a decision about a child's reading progress and performance one should use multiple assessments and/or indicators.</p>							
Beginning of SY		DRA Levels A-4 GR Levels A-B-C-D	DRA Levels 14-16 GR Levels H-I	DRA Levels 24-28 GR Levels L-M Lexile: 300-600	DRA Levels 34-38 GR Levels O-P Lexile: 500-800	DRA Levels 40 GR Levels Q-R Lexile: 600-900	DRA Levels 44/50 GR Levels S-V Lexile: 700-1000
<i>Struggling</i>		<i>See guide: 1st Quarter Referral Guidelines</i>	<i>DRA 12 or below</i>	<i>DRA 20 or below</i>	<i>DRA 30 or below Below 40th NCE (TN or SRI)</i>	<i>DRA 40 or below Below 40th NCE (TN or SRI)</i>	<i>DRA 44 or below Below 40th NCE (TN or SRI)</i>
End of 1 st Quarter		DRA Levels 3-6 GR Levels C-D-E	DRA Levels 16-18 GR Levels I-J	DRA Levels 24-30 GR Levels L-M-N Lexile –see *	DRA Level 40 GR Level P Lexile –see *	DRA Level 44 GR Levels S Lexile –see *	DRA Level 60 GR Levels W Lexile –see *
End of 2 nd Quarter		DRA Levels 8-10 GR Levels E-F	DRA Levels 16-18 GR Levels I-J	DRA Levels 28-30 GR Levels M-N Lexile – see *	DRA Level 40 GR Levels Q Lexile –see *	DRA Level 44 GR Levels S-V Lexile –see *	DRA Level 60 GR Levels W-X Lexile –see *
<i>Struggling</i>		<i>DRA 6 or below</i>	<i>DRA 16 or below</i>	<i>DRA 24 or below</i>	<i>DRA 34 or below</i>	<i>DRA 40 or below</i>	<i>DRA 44 or below</i>
End of 3 rd Quarter		DRA Levels 10-12 GR Levels F-G	DRA Level 20 GR Levels K	DRA Levels 28-34 GR Levels M-N-O Lexile – see *	DRA Level 40 GR Levels Q Lexile – see *	DRA Level 44 GR Levels S-V Lexile – see *	DRA Level 60 GR Levels W-X-Y Lexile – see *
End of 4 th Quarter End of SY	DRA 2 GR Level A - B	DRA 14-16 GR Level H- I	DRA 24-28 GR Level L -M *Lexile 300-600	DRA 34-38 GR Level O -P *Lexile 500-800	DRA 40 GR Level Q-R -S-T *Lexile 600-900	DRA 44 DRA 4-8 Kit = 50 GR Level S-T- U - V *Lex. Level 700-1000	DRA 60 DRA 4-8 Kit = 60 GR Level W- X -Y *Lex. Level 800-1050
<i>Struggling</i>	<i>See guide: End-of-Year KN Referral Guidelines</i>	<i>DRA 12 or below</i>	<i>DRA 20 or below</i>	<i>DRA 30 or below Below 40th NCE (TN or SRI)</i>	<i>DRA 38 or below Below 40th NCE (TN or SRI)</i>	<i>DRA 44 or below Below 40th NCE (TN or SRI)</i>	<i>DRA 50 or below Below 40th NCE (TN or SRI)</i>

Sample Schedules for Elementary Schools
Shared by Members of the July 2005 ES READ 180/Enterprise
Task Group

READ 180/Enterprise taught during Science and Social Studies

LSS/LARS/Classroom Teacher

Reading Recovery/LARS/READ 180/Enterprise

READ 180/Enterprise taught during the Literacy Block (Two examples)

Two blocks of time: READ 180/Enterprise and Literacy Block
(Example for a school with 29 classroom teachers)

READ 180/Enterprise taught during Science and Social Studies

ES Weekly Schedule I (Grade Four Classroom Teacher)

TIME	MONDAY	TUESDAY	WEDNESDY	THURSDAY	FRIDAY
0830-0850	Morning Work- Handwriting/DOL	Morning Work- Handwriting/DOL	Morning Work- Handwriting/DOL	Morning Work- Handwriting/DOL	Morning Work- Handwriting/DOL
0850-0930	Specials	Specials	Specials	Specials	Specials
0930-1050	Language Arts Reading/Writing/ Spelling	Language Arts Reading/Writing/ Spelling	Language Arts Reading/Writing/ Spelling	Language Arts Reading/Writing/ Spelling	Language Arts Reading/Writing/ Spelling
1050-1110	Independent Reading	Independent Reading	Independent Reading	Independent Reading	Independent Reading
1115-1200	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
1200-1230	Read Aloud	Read Aloud	Read Aloud	Read Aloud	Read Aloud
1230-1340	Math	Math	Math	Math	Math
1340-1440	Science/Social Studies/Health (READ 180/Enterprise)	Science/Social Studies/Health (READ 180/Enterprise)	Science/Social Studies/Health (READ 180/Enterprise)	Science/Social Studies/Health (READ 180/Enterprise)	Science/Social Studies/Health (READ 180/Enterprise)
1440-1250	Homework Assignment	Homework Assignment	Homework Assignment	Homework Assignment	Homework Assignment

LARS/LSS/Instructional Support Teacher
ES Weekly Schedule II

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
0830-0930	0845-0915 T1/T2 Pull-out Group	0845-0915 T1/T2 Pull-out Group	0845-0915 T3/T4 Pull-out Group	0845-0915 T3/T4 Pull-out Group	0845-0915 T1/T2 Pull-out Group
0930-1030	0930-1050 Homeroom Class	0930-1000 T5 Pull-out Group 1000-1030 T6 Pull-out Group	0930-1000 T5 Pull-out Group 1000-1030 T6 Pull-out Group	0930-1050 Homeroom Class	0930-1050 Literacy Facilitator
1030-1130	1050-1130 Literacy Facilitator	1030-1100 Literacy Facilitator And Prep	1030-1100 6 th Grade Collaboration 1100-1130 Literacy Facilitator and Prep	1030-1100 5 ^h Grade Collaboration 1100-1130 Literacy Facilitator	1030-1100 Assessment
1130-1215	Lunch/ 4 th grade readers	Lunch/ 4 th grade readers	Lunch/ 4 th grade readers	Lunch/ 4 th grade readers	Lunch/4 th gradereaders
1215-1300	Prep	1230-1300 T7 Pull-out Group	1230-1300 T7 Pull-out Group	Prep	Prep
1300-1430	READ 180 /Enterprise	READ 180 /Enterprise	READ 180 /Enterprise	READ 180 /Enterprise	READ 180 /Enterprise
1430-1450	Record Keeping	Record Keeping	Record Keeping	Record Keeping	Record Keeping
1450-1510	PM Duty	PM Duty	PM Duty	PM Duty	PM Duty

T-Teacher

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Reading Recovery/LARS/READ 180 Schedule

6-Day Rotational Schedule for Specialists

Appendix D-2

ES Weekly Schedule III

Time	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
0805-0835	Reading Recovery	Reading Recovery	Reading Recovery	Reading Recovery	Reading Recovery	Reading Recovery
0840-0910	Reading Recovery	Reading Recovery	Reading Recovery	Reading Recovery	Reading Recovery	Reading Recovery
0915-0945	Reading Recovery	Reading Recovery	Reading Recovery	Reading Recovery	Reading Recovery	Reading Recovery
0950-1020	Reading Recovery	Reading Recovery	Reading Recovery	Reading Recovery	Reading Recovery	Reading Recovery
1025-1100	T1	T1	T2	T2	T3	T3
1100-1120	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
1120-1140	Prep	Prep	Prep	Prep	Prep	Prep
1145-1210	T4	T4	T5	T5	T6	T6
1220-1350	READ 180/Enterprise	READ 180/Enterprise	READ 180/Enterprise	READ 180/Enterprise	READ 180/Enterprise	READ 180/Enterprise
1350-1410	Prep	Prep	Prep	Prep	Prep	Prep

T-Teacher

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READ 180/Enterprise Taught During the Literacy Block

ES Weekly Schedule IV

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-8:45	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
8:45-10:15	K-4 th Literacy Block	K-4 th Literacy Block	K-4 th Literacy Block	K-4 th Literacy Block	K-4 th Literacy Block
8:45-10:15	READ 180/Enterprise — 3 rd /4 th	READ 180/Enterprise —3 rd /4 th	READ 180/Enterprise — 3 rd /4 th	READ 180/Enterprise — 3 rd /4 th	READ 180/Enterprise — 3 rd /4 th
10:15-10:45	Language Arts Block to include READ 180/Enterprise 3 rd and 4 th grade students	Language Arts Block to include READ 180/Enterprise 3 rd and 4 th grade students	Language Arts Block to include READ 180/Enterprise 3 rd and 4 th grade students	Language Arts Block to include READ 180/Enterprise 3 rd and 4 th grade students	Language Arts Block to include READ 180/Enterprise 3 rd and 4 th grade students
8:45-10:45	Special areas/math/ science/SS—5 th /6 th	Special areas/math/ science/SS—5 th /6 th	Special areas/math/ science/SS—5 th /6 th	Special areas/math/ science/SS—5 th /6 th	Special areas/math/ science/SS—5 th /6 th
10:45-11:15	Lunch 1	Lunch 1	Lunch 1	Lunch 1	Lunch 1
11:30-12:00	Lunch 2	Lunch 2	Lunch 2	Lunch 2	Lunch 2
12:15-12:45	Lunch 3	Lunch 3	Lunch 3	Lunch 3	Lunch 3
1:00-2:30	5 th /6 th Literacy Block	5 th /6 th Literacy Block	5 th /6 th Literacy Block	5 th /6 th Literacy Block	5 th /6 th Literacy Block
1:00-2:30	READ 180—5 th /6 th	READ 180—5 th /6 th	READ 180—5 th /6 th	READ 180—5 th /6 th	READ 180—5 th /6 th
2:30-3:00	Language Arts Block to include READ 180/Enterprise 5 th /6 th grade students	Language Arts Block to include READ 180/Enterprise 5 th /6 th grade students	Language Arts Block to include READ 180/Enterprise 5 th /6 th grade students	Language Arts Block to include READ 180/Enterprise 5 th /6 th grade students	Language Arts Block to include READ 180/Enterprise 5 th /6 th grade students
1:00-3:00	Special areas/ math/ science/SS—K-4 th	Special areas/ math/ science/SS—K-4 th	Special areas/ math/ science/SS—K-4 th	Special areas/ math/ science/SS—K-4 th	Special areas/ math/ science/SS—K-4 th
3:00-3:15	Daily wrap-up / review/dismissal	Daily wrap-up/ review/dismissal	Daily wrap-up/ review/dismissal	Daily wrap-up/ review/dismissal	Daily wrap-up/ review/dismissal

***Note:** This schedule can be modified for a K-5 school or for a school with different starting or ending times. The 30 minute language arts block can extend to 45 minutes, and can include instruction in the writing process, writing genres, and writing skills. The schedule assumes that all students, K-5, attend school from 8:30-3:15

READ 180 Taught During the Literacy Block

ES Weekly Schedule V

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30- 8:45	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
8:45-10:15	K-3 rd Literacy Block	K-3 rd Literacy Block	K-3 rd Literacy Block	K-3 rd Literacy Block	K-3 rd Literacy Block
8:45-10:15	READ 180/Enterprise — 3 rd	READ 180/Enterprise —3 rd	READ 180/Enterprise — 3 rd	READ 180/Enterprise — 3 rd	Read 180/Enterprise —3 rd
10:15-10:45	Language Arts Block to include READ 180/Enterprise 3 rd grade students	Language Arts Block to include READ 180/Enterprise 3 rd grade students	Language Arts Block to include READ 180/Enterprise 3 rd grade students	Language Arts Block to include READ 180/Enterprise 3 rd grade students	Language Arts Block to include READ 180/Enterprise 3 rd grade students
8:45-10:45	Special areas/math/science/ social studies—4 th -6 th	Special areas/math/science/ social studies—4 th -6 th	Special areas/math/science/ social studies—4 th -6 th	Special areas/math/science/ social studies—4 th -6 th	Special areas/math/science/ social studies—4 th -6 th
10:45-11:15	Lunch 1	Lunch 1	Lunch 1	Lunch 1	Lunch 1
11:30-12:00	Lunch 2	Lunch 2	Lunch 2	Lunch 2	Lunch 2
12:15-12:45	Lunch 3	Lunch 3	Lunch 3	Lunch 3	Lunch 3
1:00-2:30	4 th -6 th Literacy Block	4 th -6 th Literacy Block	4 th -6 th Literacy Block	4 th -6 th Literacy Block	4 th -6 th Literacy Block
1:00-2:30	READ 180/Enterprise — 4 th -6 th	READ 180/Enterprise —4 th -6 th	READ 180/Enterprise — 4 th -6 th	READ 180/Enterprise — 4 th -6 th	READ 180/Enterprise — 4 th -6 th
2:30-3:00	Language Arts Block to include READ 180/Enterprise 4 th - 6 th grade students	Language Arts Block to include READ 180/Enterprise 4 th -6 th grade students	Language Arts Block to include READ 180/Enterprise 4 th - 6 th grade students	Language Arts Block to include READ 180/Enterprise 4 th - 6 th grade students	Language Arts Block to include READ 180/Enterprise 4 th - 6 th grade students
1:00-3:00	Special areas/math/science/ social studies—K-3 rd	Special areas/math/science/ social studies—K-3 rd	Special areas/math/science/ social studies—K-3 rd	Special areas/math/science/ social studies—K-3 rd	Special areas/math/science/ social studies—K-3 rd
3:00-3:15	Daily wrap- up/review/dismissal	Daily wrap- up/review/dismissal	Daily wrap- up/review/dismissal	Daily wrap- up/review/dismissal	Daily wrap- up/review/dismissal

***Note:** This schedule can be modified for a K-5 school or for a school with different starting or ending times. The 30 minute language arts block can extend to 45 minutes, and can include instruction in the writing process, writing genres, and writing skills. The schedule assumes that all students, K-5, attend school from 8:30-3:15

Two Blocks of Time: 1) READ 180/Enterprise Block and 2) Literacy Block Appendix D-6

ES Weekly Schedule VI

Teacher Groups may not reflect same grade levels					
Teachers 1-4	Monday	Tuesday	Wednesday	Thursday	Friday
0800-0815	Opening	Opening	Opening	Opening	Opening
0815-0900	Specials	Specials	Specials	Specials	Specials
0900-0945	Math	Math	Math	Math	Math
0945-1145	Literacy Block/LP	Literacy Block/LP	Literacy Block/LP	Literacy Block/LP	Literacy Block/LP
1145-1240	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
1240-210	Literacy Block/RD 180/Enterprise	Literacy Block/RD 180/Enterprise	Literacy Block/RD 180/Enterprise	Literacy Block/RD 180/Enterprise	Literacy Block/RD 180/Enterprise
210-300	SS/Science	SS/Science	SS/Science	SS/Science	SS/Science
Teachers 5-8	Monday	Tuesday	Wednesday	Thursday	Friday
0800-0815	Opening	Opening	Opening	Opening	Opening
0815-0945	Literacy Block/RD 180/Enterprise	Literacy Block/RD 180/Enterprise	Literacy Block/RD 180/Enterprise	Literacy Block/RD 180/Enterprise	Literacy Block/RD 180/Enterprise
0945-1145	Literacy Block/LP	Literacy Block/LP	Literacy Block/LP	Literacy Block/LP	Literacy Block/LP
1145-1150	SS/Science	SS/Science	SS/Science	SS/Science	SS/Science
1150-1235	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
1235-130	SS/Science	SS/Science	SS/Science	SS/Science	SS/Science
130-215	Specials	Specials	Specials	Specials	Specials
215-300	Math	Math	Math	Math	Math
Teachers 9-12	Monday	Tuesday	Wednesday	Thursday	Friday
0800-0815	Opening	Opening	Opening	Opening	Opening
0815-1015	Literacy Block/LP	Literacy Block/LP	Literacy Block/LP	Literacy Block/LP	Literacy Block/LP
1015-1145	Literacy Block/RD 180/Enterprise	Literacy Block/RD 180/Enterprise	Literacy Block/RD 180/Enterprise	Literacy Block/RD 180/Enterprise	Literacy Block/RD 180/Enterprise
1145-1155	SS/Science	SS/Science	SS/Science	SS/Science	SS/Science
1155-1240	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
1240-125	Math	Math	Math	Math	Math
125-215	SS/Science	SS/Science	SS/Science	SS/Science	SS/Science
215-300	Specials	Specials	Specials	Specials	Specials

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Appendix D-6

Teachers 13-16	Monday	Tuesday	Wednesday	Thursday	Friday
0800-0815	Opening	Opening	Opening	Opening	Opening
0815-1015	Literacy Block/LP	Literacy Block/LP	Literacy Block/LP	Literacy Block/LP	Literacy Block/LP
1015-1145	Literacy Block/RD 180/Enterprise	Literacy Block/RD 180/Enterprise	Literacy Block/RD 180/Enterprise	Literacy Block/RD 180/Enterprise	Literacy Block/RD 180/Enterprise
1145-1200	Math	Math	Math	Math	Math
1200-1245	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
1245-130	Specials	Specials	Specials	Specials	Specials
130-200	Math	Math	Math	Math	Math
200-300	SS/Science	SS/Science	SS/Science	SS/Science	SS/Science

Teachers 17-20	Monday	Tuesday	Wednesday	Thursday	Friday
0800-0815	Opening	Opening	Opening	Opening	Opening
0815-0945	Literacy Block/RD 180/Enterprise	Literacy Block/RD 180/Enterprise	Literacy Block/RD 180/Enterprise	Literacy Block/RD 180/Enterprise	Literacy Block/RD 180/Enterprise
0945-1145	Literacy Block/LP	Literacy Block/LP	Literacy Block/LP	Literacy Block/LP	Literacy Block/LP
1145-1205	SS/Science	SS/Science	SS/Science	SS/Science	SS/Science
1205-1250	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
1250-130	SS/Science	SS/Science	SS/Science	SS/Science	SS/Science
130-215	Specials	Specials	Specials	Specials	Specials
215-300	Math	Math	Math	Math	Math
Teachers 21-25	Monday	Tuesday	Wednesday	Thursday	Friday
0800-0815	Opening	Opening	Opening	Opening	Opening
0815-0900	Math	Math	Math	Math	Math
0900-1030	Literacy Block/RD 180/Enterprise	Literacy Block/RD 180/Enterprise	Literacy Block/RD 180/Enterprise	Literacy Block/RD 180/Enterprise	Literacy Block/RD 180/Enterprise
1030-1210	Literacy Block/LP	Literacy Block/LP	Literacy Block/LP	Literacy Block/LP	Literacy Block/LP
1210-1255	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
1255-125	SS/Science	SS/Science	SS/Science	SS/Science	SS/Science
125-200	Specials	Specials	Specials	Specials	Specials
200-215	SS/Science	SS/Science	SS/Science	SS/Science	SS/Science
Teachers 26-29	Monday	Tuesday	Wednesday	Thursday	Friday
0800-0815	Opening	Opening	Opening	Opening	Opening
0815-0900	Specials	Specials	Specials	Specials	Specials
0900-0945	Math	Math	Math	Math	Math

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0945-1145	Literacy Block/LP	Literacy Block/LP	Literacy Block/LP	Literacy Block/LP	Literacy Block/LP
1145-1215	SS/Science	SS/Science	SS/Science	SS/Science	SS/Science
1215-100	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
1-130	SS/Science	SS/Science	SS/Science	SS/Science	SS/Science
130-300	Literacy Block/RD 180/Enterprise	Literacy Block/RD 180/Enterprise	Literacy Block/RD 180/Enterprise	Literacy Block/RD 180/Enterprise	Literacy Block/RD 180/Enterprise

Notes:

- During the ES Literacy Block/READ 180/Enterprise time period students not going to READ 180/Enterprise could have SS/Science. READ 180/Enterprise students could pick up some SS/Science during the other time period on the schedule.
- This schedule assumes that all students attend school from 0800-1500. If schools need to adjust the schedule then the time should come from the SS/Science block. This would reduce the time for SS/Science for only a small number of students since the majority of students would have SS/Science during the **Literacy Block/READ 180/Enterprise** block of time.
 - Correlations between READ 180/Enterprise and the DoDEA SS and Science READ 180/Enterprise, Stage A can be found on scholastic.com/DoDEA.
- Additional Options for ES READ 180/Enterprise students:
 - Rotate schedule so that students do not miss the same class each nine weeks:
 - First Nine Weeks- miss Social Studies/Science
 - Second Nine Weeks-miss Special (Media Center, Art, Music, PE, etc.)
 - Third Nine Weeks- miss Social Studies/Science
 - Fourth Nine Weeks – miss Special (PE, Media Center, Music, Art)

DoDEA Middle School Reading Lab Guidelines

1. The target audience for the Reading Lab class is middle school students scoring at the 25th percentile or below on the TerraNova or other standardized tests. Students scoring above the 25th percentile can be considered for enrollment as space permits.
2. Course codes and course titles for reading lab classes are:
 - REDE01 Reading Lab 5
 - REDF01 Reading Lab 6
 - RED105 Reading Lab 7
 - RED205 Reading Lab 8
3. Students can not be mandated to take a lab class. However, we must do everything we can to make sure that students and parents understand the benefits of enrolling in these classes.
4. On page 43 of this Appendix, there is a sample letter that can be used for parents and students for enrollment in a lab class. The letter will have to be personalized for each school and lab class. Use of a letter will allow schools to keep a record of students who decline to enroll in lab classes.
5. Standardized test scores need to be reviewed for all new students. If test scores are not available, grades can be reviewed for an indication of support needs. In the absence of standardized assessment data a Reading Lab teacher may administer the Scholastic Reading Inventory (SRI), an assessment tool from the READ 180/Enterprise program, to determine student eligibility. When necessary, a call to the previous school should be made to determine if a newly enrolled student would be a candidate for a lab class.
6. Students with active Individual Education Plans (IEP) may be enrolled in lab classes as appropriate.
7. ESL students may be enrolled in lab classes as appropriate.
8. Recommended student enrollment in the Reading Lab class should be 15 – 18.
9. Each counselor should work closely with the lab class teachers to identify students who require support, to establish classes, and to monitor student progress.
10. Teachers should use the regular grading scale for students in the Reading Lab class.

DoDEA High School Reading Lab Guidelines

1. The target audience for the Reading Lab class is ninth through twelfth grade students scoring at the 25th percentile or below on the TerraNova or other standardized tests. Students scoring above the 25th percentile can be considered for enrollment as space permits.
2. Course codes and course titles for reading lab classes are:
 - RED305 Reading Lab 9
 - RED405 Reading Lab 10
 - RED505 Reading Lab 11
 - RED605 Reading Lab 12
3. This lab class will carry elective credit only; they will not fulfill graduation requirements for language arts.
4. Students can not be mandated to take a lab class. However, we must do everything we can to make sure that students and parents understand the benefits of enrolling in these classes.
5. On page 43 of this Appendix, there is a sample letter that can be used for parents and students for enrollment in a lab class. The letter will have to be personalized for each school and lab class. Use of a letter will allow schools to keep a record of students who decline to enroll in lab classes.
6. Standardized test scores need to be reviewed for all new students. If test scores are not available, grades can be reviewed for an indication of support needs. In the absence of standardized assessment data a Reading Lab teacher may administer the Scholastic Reading Inventory (SRI), an assessment tool from the READ 180/Enterprise program, to determine student eligibility. When necessary, a call to the previous school should be made to determine if a newly enrolled student would be a candidate for a lab class.
7. Students with active Individual Education Plans (IEP) may be enrolled in lab classes as appropriate.
8. ESL students may be enrolled in lab classes as appropriate.
9. Recommended student enrollment in the Reading Lab class should be 15 – 18.
10. Each counselor should work closely with the lab class teachers to identify students who require support, to establish classes, and to monitor student progress.
11. Teachers should use the regular grading scale for students in the Reading Lab class.

COURSE TITLE: Reading Lab 5, 6, 7, 8	COURSE LENGTH: 36 Weeks
CODE: REDE01	GRADE LEVEL: 5
CODE: REDF01	GRADE LEVEL: 6
CODE: RED105	GRADE LEVEL: 7
CODE: RED205	GRADE LEVEL: 8

MAJOR CONCEPT/CONTENT: Improve reading achievement for students not reading at grade level through the use of a whole group instructional model with small group rotations:

Whole Group Literacy Instruction with technology support providing models and Lexile leveled text passages for instruction

- Modeled or independent reading using leveled literature to model or practice good reading strategies

Small Group instruction provides daily student-teacher interaction to build skills that facilitate the reading of increasingly complex materials. Examples include:

- Vocabulary Development-general, technical, content-specific
- Following Directions at increasingly complex levels
- Drawing Conclusions
- Using Effective Study Skills-note taking, outlining, graphic organizers
- Reading for Recreation and Problem Solving

Major topics to be studied include the essential components of reading: vocabulary development, building fluency, comprehension, and structural analysis, study/reference skills and reading in the content areas.

MAJOR INSTRUCTIONAL ACTIVITIES: Instructional activities will be provided in a classroom setting using

- Content area text
- Tradebooks-Lexile leveled to match student's instructional level
- Supplementary and reference materials
- Software support

MAJOR EVALUATIVE TECHNIQUES: Assessment instruments used will illustrate strengths as well as needs of students:

- Assessment on class assignments, written work, oral discussions, class participation
- Performance Assessment: Students demonstrate knowledge of course-related reading skills by applying and using specific reading strategies
- Self-Assessment on skills and comprehension
- Weekly conference with teacher to identify goals and assess progress to date

ESSENTIAL OBJECTIVES: Upon completion of the reading support course, students should be able to:

- Apply higher-level comprehension skills

DRAFT

- Practice study techniques
- Identify the meaning of specialized words in the content area
- Identify the stated and implied main ideas
- Articulate conclusions about personal reading tastes
- Read a wide range of print and nonprint texts

COURSE TITLE: Reading Lab 9, 10, 11, 12	COURSE LENGTH: 36 Weeks
CODE: RED305	GRADE LEVEL: 9
CODE: RED405	GRADE LEVEL: 10
CODE: RED505	GRADE LEVEL: 11
CODE: RED605	GRADE LEVEL: 12

MAJOR CONCEPT/CONTENT: Improve reading achievement for students not reading at grade level through the use of a whole group instructional model with small group rotations:

Whole Group Literacy Instruction with technology support providing models and Lexile leveled text passages for instruction

- Modeled or independent reading using leveled literature to model or practice good reading strategies

Small Group instruction provides daily student-teacher interaction to build skills that facilitate the reading of increasingly complex materials. Examples include:

- Vocabulary Development-general, technical, content-specific
- Following Directions at increasingly complex levels
- Drawing Conclusions
- Using Effective Study Skills-note taking, outlining, graphic organizers
- Reading for Recreation and Problem Solving

Major topics to be studied include the essential components of reading: vocabulary development, building fluency, comprehension, and structural analysis, study/reference skills and reading in the content areas.

MAJOR INSTRUCTIONAL ACTIVITIES: Instructional activities will be provided in a classroom setting using

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MAJOR EVALUATIVE TECHNIQUES: Assessment instruments used will illustrate strengths as well as needs of students:

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- Self-Assessment on skills and comprehension
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ESSENTIAL OBJECTIVES: Upon completion of the reading support course, students should be able to:

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DRAFT

- Practice study techniques
- Identify the meaning of specialized words in the content area
- Identify the stated and implied main ideas
- Articulate conclusions about personal reading tastes
- Read a wide range of print and nonprint texts