Scholastic Phonics Inventory & System 44

2013-2014 Partial Implementation

**Goals for our Implementation of the Scholastic Phonics Inventory (SPI) & System 44**

1. Align our assessment practices in an effort to better identify students who are in need of additional intervention.
2. Provide a more systematic approach to instruction for our students who are struggling with the foundational skills of reading in grades3-5.
3. Accelerate student growth for Tier 3 students in the area of reading.

**What is the Scholastic Phonics Inventory?**The SPI is a computer-based assessment that measure decoding and sight-word reading fluency in approximately 10 minutes. This assessment is designed to pair with the Scholastic Reading Inventory (SRI) and provides an additional layer of screening. The SPI groups students into 4 categories: Advanced Decoder, Developing Decoder, Beginning Decoder and Pre-Decoder.

**What is System 44?**System 44 is a Tier 3 intervention designed for students in grades 3-5 who have significant gaps in their foundational skill knowledge. The program provides an instructional framework that includes a brief teacher led whole group mini-lesson (5-10 minutes) followed by students rotating between interactive computer-adaptive software, small-group teacher led differentiated instruction and independent reading. The instruction is focused on building phonics/word attack skills, sight word knowledge, fluency, vocabulary, comprehension and writing. High-interest non-fiction texts are provided for students at a variety of Lexile levels to promote application of the foundational skills.

**Critical Success Factors for Early Implementation of the Scholastic Phonics Inventory & System 44**In order to participate in the partial implementation of the Scholastic Reading Inventory and System 44, the following building structures must be in place:

* Dedicate a classroom space to System 44, which includes 8 desktop computer stations.
* Follow the student identification protocol provided to identify no more than 18 students in grades 3-5 for System 44.
* Design a master schedule that allows for 60 minutes of instruction in System 44 for identified students. These 60 minutes must not interfere with student’s participation in whole group core literacy instruction in the classroom.
* Allocate 1-3 hours of a staff member’s assignment (depending on student numbers) to System 44 instruction. This staff member will engage in the following:
  + 1 full day orientation session for System 44 (sub will be provided)
  + Monthly District PLC Sessions specific to System 44
  + Weekly onsite observations and coaching provided by a district support staff member
* Provide communication to parents of both general education and special education students regarding System 44 and the nature of this program. (Parent letters will be provided).

**How do we identify students for System 44?**Students will be selected for the System 44 program based upon multiple data points. The first level of Screening will include both the Scholastic Reading Inventory (SRI) and a Fountas and Pinnell Benchmark level. Students who are identified as 18 months or more below grade level will be administered the Scholastic Phonics Inventory (SPI), which will assist staff in determining if System 44 is appropriate.

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| Initial Screener | |
| Scholastic Reading Inventory | **Fountas and Pinnell Benchmark** |
| Grade 3: 250 and below | Level G or below |
| Grade 4: 350 and below | Level L or below |
| Grade 5: 450 and below | Level O or below |

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| Secondary Screener |
| Scholastic Phonics Inventory |
| * Advanced Decoder – Enter in Journeys Intervention * Developing Decoder – Enter in Series 4 of System 44 * Beginning Decoder – Enter in Series 1 of System 44 * Pre-Decoder – Enter in Series 1 of System 44 |

**District Support Structure**In order to implement this system with fidelity, the following district support structures will be necessary:

1. **System 44 Implementation Team**
   1. *Members*:
      1. **Special Education Project Manager** – Responsible for monitoring our district-wide implementation of System 44 and leading our Implementation Team. The Special Education Project Manager will provide support to the Special Education Support Teacher and assist with problem-solving barriers to implementation.
      2. **2-3 Special Education Support Teachers** – Responsible for providing weekly on-site support to the 6 identified buildings implementing System 44. This support would include support with student selection, building schedules, modeling System 44 instruction, problem-solving implementation barriers, observing instruction and providing feedback, and monitoring student progress while using the system.
      3. **Carlyn Cox** – Provide support to the Implementation Team. Assist with problem-solving implementation barriers and communicating expectations to building leaders. Facilitating collaboration between Special Education, English Language Learner Support and Core instruction.
   2. *Support Structure*:
      1. Monthly support meetings to discuss implementation barriers and monitor student progress in the system. Meetings may be bi-weekly for the first 2 months as student selection and program start-up begin.
      2. One full day training provided by Scholastic to the Implementation Team.
2. **Training and Support to System 44 Teachers:**
   1. 1 full day training provided by the Implementation Team to all System 44 teachers and the building instructional coach (\*optional). Subs will be provided.
   2. District PLCs – All System 44 teachers attend a district PLC facilitated by the Project Manager and Support Teachers.
   3. Weekly onsite support provided by the Support Teachers to all System 44 teachers.