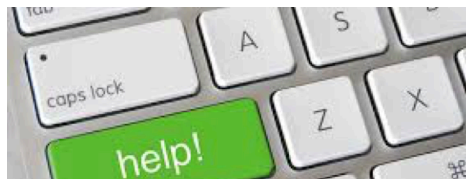


District 23 – Intervention Software Selection 2016

Committee Members:

- Amy Rozner, Eisenhower
- Amy Caspari, Eisenhower
- Tina Polster, Betsy Ross
- Lisa Wright, Betsy Ross
- Ingrid Henehan, Betsy Ross
- Nadine Ubert, Anne Sullivan
- Eileen Forrest, Anne Sullivan
- Traci Meziere, Principal Anne Sullivan
- Christine Szorc, MacArthur
- Lee Wright, MacArthur
- Joel Grafman, MacArthur
- Melissa Joffe, MacArthur
- Jill Halpin, MacArthur
- Chris Alms, Assistant Principal MacArthur
- Dr. Don Angelaccio, Assistant Superintendent



Purpose of the Intervention Software Selection Committee:

The committee of administration and teachers worked collaboratively during the 2015-16 school year to evaluate current intervention goals and materials, identify gaps, and vision for the future of this area. This will be a continuous improvement process as the standards, technologies, materials, faculty, and students are always variables in the equation. This document, however, is a starting point for planning, collaboration, and articulation in our District.

The increased rigor of the New Illinois Standards calls upon educators to reach an increasingly diverse group of learners. Scheduling, staffing, and programmatic factors all impact our range of services under the umbrella of a Multi-Tiered System of Support (MTSS). Our teachers need to use “all the tools in their bag” to meet the varied needs of their students. This requires both direct instruction and independent, guided practice. Intervention software tools support these goals by providing targeted and meaningful learning opportunities for students under the monitoring and direction of the teacher. This committee reviewed current software tools and made recommendations to adopt the programs included in this report.

This committee of professionals is to be commended for their time and dedication to reflecting, creating, and writing this update to the Intervention software programs in Prospect Heights School District 23.

Visions and Values:

District 23’s mission statement is: Achieving Excellence in Learning through an Equitable Education for All! Using a Multi-tiered system of support (MTSS), students receive additional instruction to assist them to close gaps in learning and for additional time to gain mastery of basic skills and concepts. We provide intervention services to struggling learners in order to provide additional curricular materials to meet them where they are instructionally so that we can close the achievement gap. Students in both reading and math often have gaps that interfere with their ability to acquire new skills as presented in grade level material.

We believe that these interventions are an integral part of their school experience, not a detached or “add-on” element. Teachers must plan and communicate in a collaborative way to marry the experiences of the Core curriculum with the targeted interventions.

We believe that providing interventions to struggling learning is a shared responsibility requiring the reading specialist/teacher, general education teacher, title tutors, and/or LBS and assistants to work collaboratively.

We believe intervention services should be student-centered. It is important that the intervention materials engage and motivate the students. Any instruction provided through intervention should support and in fact bridge instruction across all curricular areas.

We believe a blended learning approach is one that includes utilizing multiple direct instruction programs as well as technology-based programs. Utilizing technology allows us to reach more students as they can access the materials via a device. Often these programs create an individualized learning path for students so that their needs are being met while working on it. Many of the programs provide detailed progress reports that give specific data related to the acquisition of skills and this information can help inform instruction.

Approved programs and curriculum:

In addition to the Core Curriculum materials, students may require specific targeted instruction using additional curriculum materials, specialized programs, or targeted intervention software. While not exhaustive, the following list includes the recommendations for adoption renewals and new software that is authorized for use as intervention materials in District 23:

Product	Target Skills	Brief Description	Age Range	Link
Lexia Core 5	phonemic awareness, phonics, vocabulary, fluency, comprehension	Lexia provides explicit, systematic, personalized learning in the 6 areas of reading instruction and delivers norm-referenced data. Specifically designed to meet common core, it is research based, technology based approach accelerates reading skills, provides teacher data- driven action plans to differentiate instruction.	pre K-8th	Lexia Core 5
Reading Plus	Fluency, vocabulary, comprehension, literary elements, informational text	Reading Plus begins with an assessment that measures a student's reading capacity as well as his or her reading efficiency and motivation for reading. This allows for personalized and dynamically adjusted instruction that encourages independence, broadens interests, and builds knowledge. Educators easily monitor progress while using the integrated messaging tool to stay in dialogue with students as they experience the success of meeting individualized goals.	3rd-8th	Reading Plus
Read Naturally Live	phonics, vocabulary, fluency, & comprehension, with all informational text	Read Naturally Live accelerates reading achievement by combining the research-proven strategies of teacher modeling, repeated reading, and progress monitoring. A student works at his or her own pace in an appropriate level of material. Text and audio guide the student through the steps. The student masters a story by reading along with audio and then practicing the story until he or she can read it fluently and with comprehension. The program automatically tracks student progress.	1st-8th	Read Naturally Live
Reading A-Z/ RazKids	vocabulary, comprehension, skills and strategies, supports ELs	In Raz-Kids , students access their leveled text through an interactive learning portal designed to keep them motivated and engaged. Every eBook is available in online and mobile formats, and allows students to listen to, read at their own pace, and record themselves reading. Students then take a corresponding eQuiz complete with an extended answer response to test comprehension and determine future instruction needs. Reading A-Z provides the resources to focus on skills and strategies stressed in the Common Core State Standards. The resources also help meet English Language Arts standards in states that have not adopted Common Core.	K- 8th	Learning A-Z

Rosetta Stone	English Language acquisition	This program is used with students NEW to the United States who speak little/no English. It is intended to assist with immersion into English and build foundations of social language.	1-8	Rosetta Stone
Pasaporte	English Language/ reading skill acquisition	Voyager Pasaporte [®] is a research-based, strategic intervention for Spanish-speaking students. It is uniquely designed to accelerate their reading skill acquisition and build a strong foundation for learning success in their native language.	K-3	Pasaporte
Ten Marks	Math computation and applications	Ten Marks is an award winning software that provides support to teachers and students to improve math skills. Through guided lessons for direct instruction and independent practice, teachers and students work together to address students' needs, increase confidence, and make growth toward skill mastery.	1-8	Ten Marks
Study Island	Math computation and applications; Literacy skills and application.	Study Island supports the learning process and builds off of your students' enthusiasm for technology with interactive lessons and activities. Our online solution allows for self-paced, individualized learning as well as teacher-led, whole-class instruction. Study Island engages students with dynamic content to reinforce learning and technology-enhanced item types to promote higher-order thinking and inquiry.	K-8	Study Island

Resources:

Blended Learning Research: The Seven Studies You Need to Know

http://blogs.edweek.org/edweek/DigitalEducation/2015/04/blended_learning_research_the.html

Intervention for Failing Students: What Matters Most?

<http://www.edutopia.org/blog/what-matters-most-student-academic-intervention-rebecca-alber>

Cooperative Educational Service Agency: <http://www.cesa2.org/>

What Works Clearinghouse: <http://ies.ed.gov/ncee/wwc/>