



# **Elementary Reading Comprehension Intervention for Cross-Categorical Resource and ELL Instructional Settings- Board of Education Proposal May 4, 2020**



Presenters:

Dr. Josh Carpenter- Assistant Superintendent of Teaching and Learning

Dr. Leatrice Satterwhite- Director of Specialized Student Services

Alicia Fabianczyk- Assistant Director of Specialized Student Services

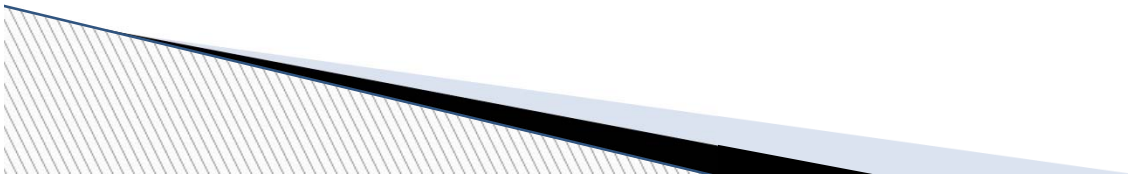


# Resource Evaluation & Adoption Committee

Committee Member/Assignment	School
Brooke McGrath-CC Resource	Coleman
Carolyn Pawlik-CC Resource	Bartlett
Deb Heiser-CC Resource	Spring Trails
Jennifer Bianchina-CC Resource	Sycamore Trails
Jennifer Menke-Special Ed Teacher Leader	District-wide
Lindsay Paulus-CC Resource	Heritage
Lisa Mueller-CC Resource	Fox Meadow
Michelle Hardin-CC Resource	Prairieview
Nelda Resendez-Cross Cat Instructional ELL	Heritage
Rebeca Trujillo-Jensen-Cross Cat Instructional ELL	Ridge Circle
Sara Lampo-CC Resource	Timber Trails
Yesenia Chavez-Cross Cat Instructional ELL	Heritage
Alicia Fabianczyk-Assistant Director of Specialized Student Services	District-wide
Committee Consultation with: Celia Banks- K-6 Literacy Sylvia Rodriquez-Coordinator of ELL Initiatives	District-wide

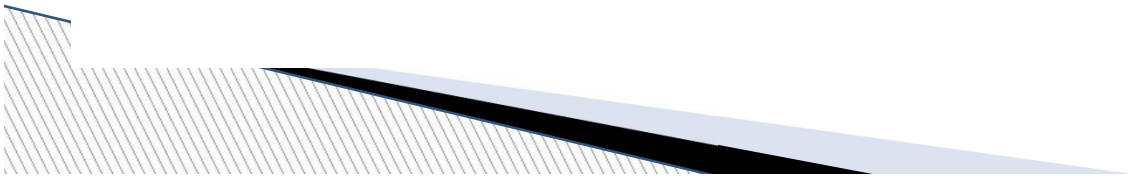
# Purpose

This proposal is seeking approval of a new reading comprehension intervention resource called Explorations to support specialized instruction in elementary cross - categorical resource and ELL instructional special education settings.



# Rationale

- Currently, elementary K-6 special ed. cross-cat. resource teachers and ELL instructional teachers have access to Reading Mastery and Corrective Reading interventions, which address basic reading skills with lesser focus on reading comprehension. These resources were purchased nine years ago and there is no reading comprehension intervention identified for specialized direct instruction for students with disabilities.
- Cross-cat. resource and instructional teachers expressed the need for additional reading comprehension resources. Our goal was to address the needs of the students by selecting an intervention with resources in English and Spanish.
- This adoption will ensure that we are meeting “Student Achievement” and “Effective and Engaged Staff” goals of the U-46 Strategic Plan.



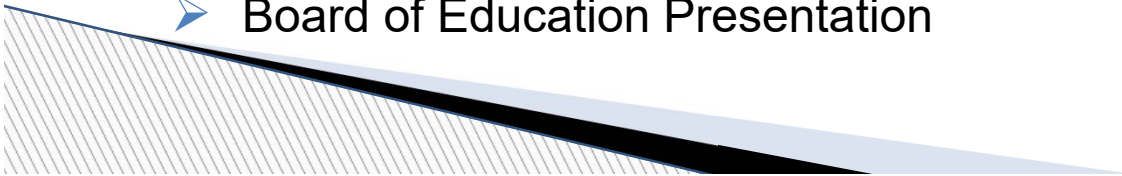


# Alignment to the U-46 Strategic Plan



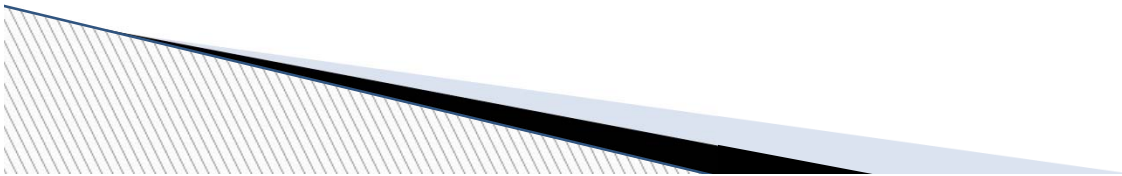
# Resource Adoption Process

- Call to Committee, Review and Selection of Resources
- Development of Reading Comprehension Guiding Documents
- Professional Development and Building Capacity Team Feedback
- Curriculum and Instruction Plus Team Feedback
- Instructional Cabinet Feedback
- Instructional Council Steering/Instructional Council Feedback
- Board of Education Presentation



# Learning Outcomes

- Students receiving special education services in elementary cross-categorical and instructional ELL settings will have an opportunity and access to structured direct instruction with resources focused on the development of reading comprehension skills.
- The resources complement the implementation of integrated curriculum as informational text in the intervention is based on STEM and Social Studies topics.
- The intervention also embeds assessment and progress monitoring tools for teachers to modify and plan instruction based on student data.





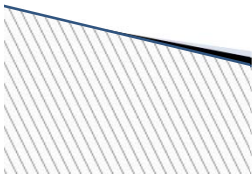
# Curriculum Implementation

- Implementation of the Explorations Intervention resources for elementary cross cat. resource and ELL instructional settings is proposed for the 2020-2021 school year.
- Leveled reading comprehension materials were identified by the committee and the resource does not have consumable materials to be purchased annually. There are also no student licenses to be purchased annually.
- Most recently, in response to Digital Learning implementation across the nation, Crossland Literacy has created U-46 Explorations Intervention Modules to provide digital access of the leveled resources to teachers. Modules consist of comprehension strategies and all downloadable resources for direct instruction and student activities.




# Resource Cost

Resources	# of Years of Access	Quantity Needed	Item Cost	Total Cost
<b>Explorations Sets 1-4</b> <b>No consumables</b>	Unlimited-no student or teacher online licenses	52 Sets (Each including Levels 1-4 with English titles)	\$1,996.00	\$103,792.00
Corresponding Spanish Guided Reading Titles for Sets 1-4	Unlimited-no student consumables or licenses	-25 books per pack x 55 packs -25 books per pack x 35 packs -25 books per pack x 24 packs -25 books per pack x 8 packs -25 books per packs x 9 packs -25 books per pack x 14 packs	\$5.60 \$6.40 \$6.95 \$7.50 \$7.95 \$8.95	\$23,891.25
Shipping and Handling-reduced to 6%				\$7,661.00
Professional Development-Vendor Included in the Total Cost	2020-2021	5 Full Days Included but Not Required		\$ 0.00
	<b>Total Cost:</b>			<b>\$135,344.25</b>



# Professional Development

- Professional development Getting Started Session would be scheduled for elementary DCD at the beginning of the school year 2020-21. Follow up customized coaching sessions would be scheduled for identified and clustered elementary schools for early November. A Getting Started Session for late hires would also be provided and internal professional development with the committee support would be scheduled for Jan. PPD and Kane County PPD as half-day sessions.
  - Crossland Literacy has committed to virtual and customized professional learning for all sessions as needed. Exact session focuses are determined by the district in collaboration with Crossland consultants.
  - Getting Started session would not require substitute teachers and coaching sessions for cross-cat resource teachers would also not require substitutes. The only group requiring a substitute for half-day coaching would be 10 cross-cat instructional ELL teachers.
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# Evaluation of Change

- Evaluate resource implementation using student growth in F&P levels.
- Survey staff on the effectiveness of professional development and future needs.
- Finalize internal professional learning and resources with the support from the committee.

