



Oak Park Elementary School District 97

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Proposal

Oak Park School District 97 is in the process of developing strategies that would permit us to implement the Scientific Learning/Fast ForWord Program to accelerate learning for all students; and address the needs of our struggling pupils.

Rationale:

The Response to Intervention Model mandates that all school districts adopt research based interventions in an effort to accelerate learning for all students regardless of their achievement levels.

The Fast ForWord Program is a family of intervention software products designed to develop and strengthen attention, memory, processing, and language development, which are the cognitive skills that will help students improve their academic capacity in all subject areas. There is clear evidence that students can, in a twelve week period, achieve a year to two year gain in reading if the program is implemented with high fidelity.

The Fast ForWord Program would serve as a research based neurological intervention. The program is not a curriculum replacement product, rather it supports the existing curriculum. The Scientific Learning software is designed to improve cognitive skills; thus helping students to process information accurately and more quickly so that they can be more successful. In addition, the program helps develop other skills: work ethic, collaboration, social responsibility, innovation, critical thinking and problem solving.

District 97 Principal Rationale For Use District Wide

The Fast ForWord Program will help students across multiple grade levels develop the critical cognitive skills necessary to become successful learners. The program is a research based intervention. The schools will use these proven interventions to accelerate learning for struggling students; but also utilize the program in a way that takes advantage of the research citing primary grade academic performance.

Due to ongoing professional dialogue and extensive study of the program, we have built a tremendous amount of enthusiasm and “buy in” from building leadership and staff for the implementation of Fast ForWord. The principals believe that a district-wide implementation benefits all district 97 students at the same time. Simply stated, they believe the time is now to aggressively and directly work to enhance student performance at all academic levels. They fear “phasing in” the program would be a detriment to youngsters who need to wait for implementation. They also favor a district-wide implementation because professional development would take place concurrently to maximize our resources, time, and support; and to take advantage of a unified approach.

Implementation Model:

The elementary schools in District 97 propose to implement the Fast Forward Program with high fidelity for those students who have been identified based on data as needing additional intervention support. These particular students would be considered the Tier 2 and Tier 3 students and grades 3, 4, and 5. These students that are targeted for the Fast ForWord Program in the intermediate grades will be identified based on analysis of NWEA/MAP data.

The research is undeniable that focused and intensive early intervention in the primary grades(K-2) prevents students from “falling through the cracks” prior to reaching third grade—which is the initial year of mandated state testing. One of the key “Response to Intervention Concepts” that we have been studying as a district is the significance of early intervention. The Response to Intervention Model seeks to prevent academic failure through early academic intervention. The elementary schools in District 97 believe that the implementation of the Fast ForWord Program for all students in grades 1 and 2 will serve as a powerful intervention and help accelerate learning for each student at all academic levels prior to reaching the critical intermediate grades.

The middle schools will use the Fast ForWord Program to target students in 6th, 7th and 8th who need additional intervention support based on student data. The middle schools will also target their academic study students for Fast ForWord Intervention support. The students that are identified for Academic Support at the Middle Schools are considered the students who need additional academic support.

The chart below highlights each schools proposed delivery model for the 2011/12 academic school year.

School	IMPLEMENTATION PLAN
Longfellow	<ul style="list-style-type: none"> • Targeted Intervention for Tier 2 and Tier 3 students in grades 3, 4, and 5 • All students in grades 1st and 2nd will complete one product with instruction and implemented by the classroom teacher during their computer time • Implementation by Teacher Librarian Media Specialist or Media Clerk, Resource Teacher, Title 1 Tutors
Mann	<ul style="list-style-type: none"> • Targeted Intervention for Tier 2 and Tier 3 students in grades 3, 4, and 5 and instruction provided by Student Support Specialist • All students in grades 1st and 2nd will complete one product with instruction and implementation by the classroom teacher
Hatch	<ul style="list-style-type: none"> • Targeted intervention for Tier 2 and 3 students in grades 3, 4, and 5 • Consideration for all students in grades 1st and 2nd to complete one product • Implementation by Title 1 Staff • 5 Week Summer School Program for students who need Tier 2 and Tier 3 interventions
Beye	<ul style="list-style-type: none"> • Targeted intervention for Tier 2 and Tier 3 students for students in grades 3, 4, and 5. • All students in one primary grade will complete one product with instruction and implementation by the classroom teacher • After School Boost Program (Building on Our Strengths Together) 3-4 days after school and 1-2 days during lunch implementation by the Student Support Specialist
Whittier	<ul style="list-style-type: none"> • Targeted intervention for Tier 2 and Tier 3 students in grades 3, 4, and 5 • Consideration for all students in grades 1st and 2nd to complete one product • Implementation by Title 1 Staff, Student Support Specialist, and/or TA
Holmes	<ul style="list-style-type: none"> • Targeted intervention for Tier 2 and Tier 3 students for students in grades 3, 4, and 5 • All students in grades 1st and 2nd will complete one product with instruction and implementation by the classroom teacher • For targeted students use time during the day and/or including the Fast Forward lab as part of our after school program Power of Partnership/STARS • Implementation by Student Support Specialist, Media clerk, Library Media Specialist and possibly a TA • ESY—Extended Summer School Program
Lincoln	<ul style="list-style-type: none"> • Targeted intervention for Tier 2 and Tier 3 students in grades 3, 4, and 5 • Consideration for all students in grades 1st and 2nd will complete one product • The initial program will run during the lunch hour and after school • Assistant Principal will oversee Fast ForWord program
Irving	<ul style="list-style-type: none"> • Targeted intervention for Tier 2 and Tier 3 students in grades 3, 4, and 5 • Consideration for all students in grades 1st and 2nd to complete one product • Implementation by Title 1 Staff and/or Student Support Specialist

School	IMPLEMENTATION PLAN
Brooks	<ul style="list-style-type: none"> • Summer School—Targeted Intervention • All students are who are identified for Tier 2 and Tier 3 interventions • Teacher Assistant, Assistant Principal and principal • Students would be scheduled during their elective
Julian	<ul style="list-style-type: none"> • Summer School - Targeted Intervention • Academic Studies students - introduction with 6th grade students identified for Tier 2 and Tier 3 interventions • Academic Studies students - cover two protocols, 30 minute classes for approximately two trimesters • Exploration of utilizing FF for special education

Special Education--Over identification:

A major premise behind the Response to Intervention Model was the issue of over-identification of students being placed into Special Education. The Fast ForWord Program has proven to reduce the number of students that are being diagnosed for Special Education, which will result into significant and ongoing savings for the school district.

If the implementation of this program can prevent 30 students from being placed into Special Education each year, it will result in significant saving; perhaps as much as **\$105,000** annually. In addition, we would expect to see significant savings in the cost of remedial services and programs that are presently used with students who are not identified as being special education pupils. It is likely that the need for some of these other interventions will diminish; thus saving dollars through reduction or elimination.

Technology Support:

Each school will utilize their Computer Labs and Wireless Laptop Carts to support the Fast ForWord Computer Software. The district will need to purchase 2 dedicated servers. One will be the content server and the second will be the SQL database. Both are vital components. Average cost for the servers with the specifications needed is about \$20-25,000.

Cost:

The total cost for the Fast ForWord Program is \$546,050 for all 10 schools. This includes full ownership of 11 Fast ForWord products. Training, service & support, Progress Tracker, Reading Progress Indicator, and Progress Monitoring are also included in this price. Yearly renewal is \$4,500, which includes service & support, Progress Tracker, and Reading Progress Indicator.

Funding:

Based on a complete review of the district budget, the cost for the Fast ForWord Program can be purchased without increasing the bottom line.

The funding could come from the following areas:

- Text Book Adoption - Approximately \$350,000
 - This year we budgeted \$425,000 for the Treasures Program. We did not plan to cut the textbook budget for next year; but thus far, our only identified need is for the World Language Books.

- IDEA/Medicaid - Approximately \$100,000
- Reduction of Administrative Staff - Approximately \$165,000
 - Savings from the elimination of the Assistant Superintendent for Teaching and Learning Position

Reductions in the Number of Special Education Students - Approximately \$105,000

- Savings incurred by keeping students from needing Special Education Services

Note:

This is a software intervention that is purchased. The only ongoing cost is a renewal fee that covers the Fast ForWord Get Results Now! Package.

The Fast ForWord Get Results Now! Package includes:

- Technical and Instructional Support
- Progress Tracker
- Progress Monitoring
- Reading Progress Indicator
- SciLEARNU.com eLearning Courses

The cost for the said fee is \$4,500 a year per school.