

**APPROVE PAYMENT TO READING IN MOTION FOR CONSULTING SERVICES  
PROVIDED TO FRANZ PETER SCHUBERT ELEMENTARY SCHOOL (AREA 4)**

**THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:**

Approve payment to Reading In Motion who provided consulting services to Franz Peter Schubert Elementary from July 1, 2010 to May 31, 2011 in the amount of \$46,200. These services were rendered without prior Board approval and all services have been completed.

**CONSULTANT:**

- 1) Vendor # 38368  
READING IN MOTION  
65 E. WACKER PLACE, SUITE 1800  
CHICAGO, IL 60601  
Karl Androes  
312-357-9463

**USER INFORMATION :**

Contact:

25291 - Franz Peter Schubert School

2727 North Long Avenue

Chicago, IL 60639

Maisonet, Miss Elba M

773-534-3080

**SCOPE OF SERVICES**

Consultant provided the following services to Schubert School located at 2727 North Long Ave., Chicago, IL:

1) Implementing Reading In Motion (RIM), an interactive, art-based reading program for kindergarten, first, and second grades at Schubert School by providing teacher coaches (Teacher Coaches) working with Schubert School teachers and students for the 2010-2011 year. Teachers have been implementing a 32-week curriculum in two kindergarten classrooms, two 1st grade classrooms, and six second grade classrooms to help students learn decoding and Oral Reading Fluency through music and drama-based methods. Teacher Coaches supported Schubert School classroom teachers while they facilitate small group lessons, whole group lessons, fluency warm-ups, independent work areas, assessments and intensive professional development. Support includes assistance with setup of program materials, modeling of select lessons, assistance with data collection, analysis of program data, and observations and feedback on implementation. The progress of Schubert School students during the program will be measured using Dynamic Indicators of Basic Early Literacy Skills (DIBELS).

2) In three kindergarten bilingual classrooms (Spanish/English) and three first grade bilingual classrooms (Spanish/English) Reading In Motion was implemented by providing teacher coaches who worked with Schubert School teachers and students for the remainder of the 2010-2011 school year. Teachers began implementing a 32-week curriculum with the aforementioned classrooms to help students learn decoding and oral reading fluency through music and drama-based methods. Teacher Coaches supported Schubert School classroom teachers while they facilitate small group lessons, whole group lessons, fluency warm-ups, independent work areas, assessments and intensive professional development. Support includes assistance with setup of program materials, modeling of select lessons, assistance with

data collection, analysis of program data, and observations and feedback on implementation. The progress of Schubert School students during the program will be measured using Indicadores Dinamicos Del Exito en la Lectura (IDEL).

Small group lessons contain short literacy activities and games that allow individual students to practice skills at a higher rate that can be achieved in a whole group setting.

Whole group lessons contain warmup activities followed by two or three activities designed to allow students to practice literacy skills through music and drama.

Fluency warmups are five to ten minute exercises designed to further support the students' learning of targeted skills by providing additional daily practice in a whole group setting.

Independent work areas engage the class in educational, developmentally-relevant, early literacy activities while the teacher works with small groups of students. These work areas are designed to allow practice in reading and writing skills as well as developmental skills such as: fine motor, problem-solving and social skills.

Assessments were conducted before the program began, during it's midpoint and then again, once the program is completed using DIBELS/IDEL. RIM staff will continue to monitor student progress and design instruction to address individual student needs.

Before the program began, intensive professional development was delivered by the curriculum designer in a three-day and two half-days sessions.

**DELIVERABLES Kindergarten Monolingual Program from July 2010--May 2011. Cost: \$9,800**

- 1) 30 hours of intensive professional development outside of classroom implementation time.
- 2) In-class teacher coaching and observation visits twice per month for each of the two kindergarten classrooms.
- 3) Assessments: Provided assistance with pre-testing, midpoint, post testing and progress monitoring for participating students using DIBELS.
- 4) Materials, books and supplies provided for implementation of the coaching program.

**Kindergarten Spanish/English Program from July 2010--May 2011. Cost: \$14,700**

- 1) 30 hours of intensive professional development outside of classroom implementation time.
- 2) In-class teacher coaching and observation visits twice per month for each of the two kindergarten classrooms.
- 3) Assessments: Provided assistance with pre-testing, midpoint, post testing and progress monitoring for participating students using IDEL.
- 4) Materials, books and supplies provided for implementation of the coaching program.

**1st Grade Monolingual from July 2010--May 2011. Cost: \$6,400**

- 1) 30 hours of intensive professional development outside of classroom implementation time.
- 2) In-class teacher coaching and observation visits twice per month for one 1st grade classroom and once per month for a different 1st grade classroom.
- 3) Assessments: Provided assistance with pre-testing, midpoint, post testing and progress monitoring for participating students using DIBELS.
- 4) Materials, books and supplies provided for implementation of the coaching program.

**1st Grade Spanish/English Bilingual Program from July 2010--May 2011. Cost: \$11,100**

- 1) 30 hours of intensive professional development outside of classroom implementation time.
- 2) In-class teacher coaching and observation visits twice per month for each of the three 1st grade classrooms.
- 3) Assessments: Provided assistance with pre-testing, midpoint, post testing and progress monitoring for participating students using DIBELS.
- 4) Materials, books and supplies provided for implementation of the coaching program.

5) Special order of materials: Spanish book library and reading materials.

**2nd Grade from July 2010--May 2011. Cost: \$4,200**

- 1) 30 hours of intensive professional development outside of classroom implementation time.
- 2) In-class teacher coaching and observation visits twice per month for three 2nd grade classrooms and once per month for three different 2nd grade classrooms.\*
- 3) Assessments: Provided assistance with pre-testing, midpoint, post testing and progress monitoring for participating students using DIBELS.
- 4) Materials, books and supplies provided for implementation of the coaching program.

*\*The number/type of coaching visits were differentiated based on the experience teachers had with implementing RIM. Teachers with less experience received bi-weekly visits. Teachers with more experience received monthly visits either in their classroom or via grade level meetings.*

**OUTCOMES Kindergarten Monolingual Outcomes:**

- 1) Students were able to decode nonsense words at a rate of 13 letter sounds or greater by the middle of kindergarten.
- 2) Students will be able to decode nonsense words at a rate of 25 letter sounds or greater by the end of kindergarten.

**Kindergarten Spanish/English Bilingual Outcomes:**

- 1) Students were able to decode nonsense words at a rate of 20 letter sounds or greater by the middle of kindergarten.
- 2) Students will be able to decode nonsense words at a rate of 35 letter sounds or greater by the end of kindergarten.

**1st Grade Monolingual Outcomes:**

- 1) Students were able to decode nonsense words at a rate of 50 letter sounds or greater by the middle of 1st grade.
- 2) Students will be able to read text at a rate of 40 words per minute or greater by the end of 1st grade.

**1st Grade Spanish/English Bilingual Outcomes:**

- 1) Students were able to decode nonsense words at a rate of 70 letter sounds or greater by the middle of 1st grade and will be able to decode at a rate of 90 letter sounds or greater by the end of 1st grade.
- 2) Students will be able to read text at a rate of 40 words per minute or greater by the end of 1st grade.

**2nd Grade Outcomes:**

Students will be able to read text at a rate of 90 words per minute by the end of 2nd grade.

**COMPENSATION**

Consultant shall be paid the sum of \$46,200.00.

**AFFIRMATIVE ACTION**

A review of Minority and Women Business Enterprise participation was precluded due to completed contract performance.

**LSC REVIEW**

This action was approved by the LSC for Franz Peter Schubert Elementary on May 10, 2010.

**FINANCIAL:**

Charge to Franz Peter Schubert Elementary: \$46,200      Fiscal Year: 2010-2011  
Requisition # 6243256

**Budget Classifications:**

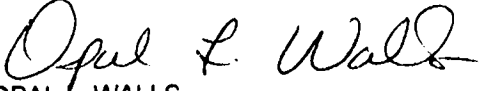
25291-332-54125-119015-430106 in the amount of \$45,308

25291-225-54125-119045-000703 in the amount of \$892

Source of Funds: Title I - Regular, Supplemental General State Aid

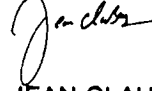
**CFDA#:**                                      Not Applicable

Approved for Consideration:



OPAL L. WALLS  
Chief Purchasing Officer

Approved:



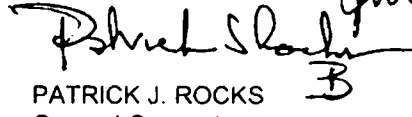
JEAN-CLAUDE BRIZARD  
Chief Executive Officer

Within Appropriation:



MELANIE A. SHAKER  
Interim Chief Financial Officer

Approved as to Legal Form:



PATRICK J. ROCKS  
General Counsel