Advisory Program Description

Name of Entity: Achieve3000, Inc.
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Type of Program: Supplemental Program
If this program is intervention or supplemental which component(s) of reading are addressed: ☒Phonemic Awareness ☒ Phonics ☒Fluency ☒Vocabulary ☒Comprehension
Grade Level: K-5
Summary of the program: **KidBizPro** The Colorado State version of our powerful, research-proven, and uniquely adaptive literacy platform for elementary school students, grades 2–5, available in English and with Spanish support, includes ongoing progress-monitoring measures, informational texts, writing activities, and administrative and reporting tools to manage the entire program. KidBizPro includes scaffolding options to support at-risk students, English Language Learners, and advanced students, and is appropriate for use in the general classroom, as a Tier II intervention, as a supplemental program, in after-school and extended day models, and in summer school. Courses delivered to students are based on the Colorado-specific science, social studies, and ELA standards.

NOTE: We use the following descriptions to define various types of instructional support in early literacy. Please review the descriptions and identify your program according to the type of instructional support is it intended to deliver*. Each approved instructional program should classify itself under one type of instructional programming only*.

Core Instruction is instruction provided to all students in the class, and it is usually guided by a comprehensive core reading program. Part of the core instruction is usually provided to the class as a whole, and part is provided during the small group, differentiated instruction period. Although instruction is differentiated by student need during the small group period, materials and lesson procedures from the core program can frequently be used to provide reteaching, or additional teaching to students according to their needs.

Supplemental Instruction is instruction that goes beyond that provided by the comprehensive core program because the core program does not provide enough instruction or practice in a key area to meet the needs of the students in a particular classroom or school. For example, teachers in a school may observe that their comprehensive core program does not provide enough instruction in vocabulary, or in phonics, to adequately meet the needs of the majority of their students. They could then select a supplemental program in these areas to strengthen the initial instruction and practice provided to all students.

Intervention Instruction is provided only to students who are lagging behind their classmates in the development of critical reading skills. This instruction will usually be guided by a specific intervention

program that focuses on one or more of the key areas of reading development. This type of instruction is needed by only a relatively small minority of students in a class. In some cases, students in 2nd and 3rd grade may have lagged so far behind grade level development of reading skills that very little content from the grade level comprehensive core program is suitable for them. In these cases, students may need to receive instruction guided by a comprehensive intervention program that is specifically designed to meet their specific needs while at the same time accelerating their growth toward grade level reading ability.