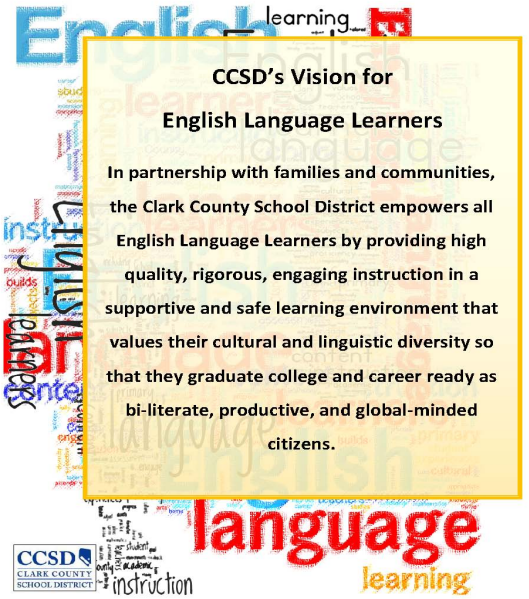
CLARK COUNTY SCHOOL DISTRICT - ENGLISH LANGUAGE LEARNER DIVISION
IMAGINE LEARNING

Imagine Learning is a software program that creates individualized learning pathways for English Language Learners to increase overall proficiency in literacy. Through the use of engaging visuals and rigorous content, students are exposed to a dynamic, personalized program which includes:

- interventions to build key reading, writing, and conceptual skills;
- unique scaffolds and resources for English Language Learners; and,
- language development activities and optional first-language support available in 15 languages.

The **Imagine Learning** program is based on sound research principles (e.g. using context to teach vocabulary, providing direct and explicit instruction, using formative assessments, and analyzing students' zone of proximal development).

Imagine Learning supports the ELL Master Plan by offering English Language Learners a supplemental resource that teachers can offer as a resource to diversify their instructional model as needed.



Imagine Learning Links

Homepage: www.imaginelearning.com

For technical questions and answers, please visit:
support.imaginelearning.com

For assessment information, visit:
http://www.imaginelearning.com/programs/assessments/#initial_assessment

Who is Eligible?

All students who have taken the WIDA ACCESS 2.0 (World-Class Instructional Design and Assessment) and achieved an overall composite score of 1.0-2.9 or below are eligible to use Imagine Learning, as well as students who have scored W-APT (WIDA-ACCESS Placement Test) composite score of 1 or 2. Teachers can access student scores through Infinite Campus by clicking on the assessment tab. Students flagged as English Language Learners will have a WIDA score or a W-APT score (students new to the district, including all Kindergarten students).

Access Information

Videos explaining account set up can be accessed at **http://www.imaginelearning.com**

To request a Teacher or Administrator account please contact your ELL Student Success Advocate or ELL Coordinator.

Program Requirements

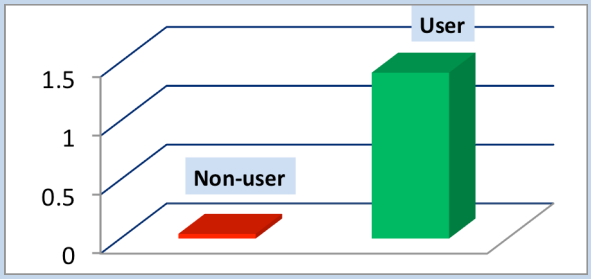
Current supported devices include the iPad, Kindle, Chromebook, Android, Microsoft tablet, and Mac. All technical and system specifications are listed on support.imaginelearning.com.

It is also recommended schools use their Title III budgets to purchase ear buds or headphones for students' use of program.

IMAGINE LEARNING

Instructional Recommendations

Students should be engaged in program activities 20–30 minutes daily, four-to five days per week. While students work on their individual pathways independently, it is expected that teachers will access student data and monitor progress through weekly and monthly computer generated reports. As illustrated by the chart on the right, students who used the program as prescribed showed significant gains over non-users.



2015-16 CCSD Student WIDA Proficiency Growth

Implementation Options

Imagine Learning is typically accessed by small groups of students working in a designated area, at a computer station or on devices. Since schools are unique, implementation may vary at each site. The following scenarios identify some of the most common integration models which have proven successful: before/after school instruction; computer lab rotation; device rotation; whole-class instruction; and, summer school. It is wise to consider student and teacher needs as well as technology resources when selecting the scenarios that will work well for your school. The most effective implementations focus on students' ability to access all elements of the program optimally (audio, voice recording, and video streaming) using the technological elements that best enhance learning.

Tier I Connections

Imagine Learning automatically differentiates instruction using themes and topics aligned to Nevada Academic Content Standards. For example, myths and poems are included, as well as, engaging expository text and figurative language. The program continually assesses students' mastery of the material in each lesson and is designed to accelerate or remediate based on student performance. As each student begins to move through the content, built-in checkpoints and embedded assessments analyze student work to determine what adjustments should/could be made to better support student growth through the use of formative and summative reporting.

Report Information

Teachers and administrators have access to reporting tools on the administrator portal.

- The Action Areas Tool helps teachers identify students who are struggling with various content components on their individual pathways through the program. It also provides instant access to activities and other resources teachers can use to intervene. Student progress is maximized when teachers check this report once a week and intervene as needed.
- The Growth Tool shows student growth in reading comprehension over time. Its filters allow teachers and administrators to compare individual students and various student groups.
- The Progress Tool identifies students that are working at, near, or below grade level benchmarks. It also provides specific details students are working on and their progress and success.
- The Usage Tool monitors student time spent working in the program. In addition, it indicates whether schools/classes are at, goal of near, or below the district usage at least 20 minutes a day, five days per week, or a total of 100 minutes weekly.
- The Portfolio Tool houses student artifacts, specifically recordings and student writing. It allows teachers to monitor and assess student growth and provides teachers the opportunity to plan instruction based on individual student work.