6:110-AP1 Programs for At-Risk Students

Elementary Programs

We Help Enrich Early Literacy (WHEEL)	
Target Population	Kindergarten Students
Eligibility	A composite score of 30% or below on the fall Illinois Snapshots of Early Literacy (ISEL)
Entrance Procedures	1. After the fall administration of the ISEL (usually at the end of the first week and beginning of the second week of school), central office will compile a list of eligible students. Special education and second language students will not be eligible.2. Teachers and principals will review the list. Principals will call parents to seek permission into the program.3. Once the 10-12 students have been selected, arrangements will be made to transition students from their current kindergarten class to the morning half day section and WHEEL.
Instructional Delivery Model	Students are scheduled for an additional half day session for the entire year. Explicit literacy instruction is provided in the five essential components of reading. Students participate in whole group, small group and independent learning activities. Early literacy progress is monitored weekly, monthly and quarterly. Progress is reported to classroom teachers, principals and parents.
Exit Procedures	Students are evaluated at the end of the year. Based on ISEL achievement and AIMsweb monitoring, students performing at grade level expectation will not require additional intervention services. Students not meeting expectation will be recommended for further assessment and follow-up in first grade.
Reading Resource-Kindergarten	
Target Population	Kindergarten
Eligibility	Students making inconsistent progress in early literacy skills are referred by kindergarten teachers in November/December.
Instructional Delivery Model	Kindergarten students are scheduled for small group instruction twice a week. Instruction includes reading aloud, letter and sound recognition, phonemic awareness activities and small book work that will support emergent literacy behaviors.
Exit Procedures	Students begin Reading Resource services in January and may be dismissed at any time based

on consensus between the Reading Resource Teacher and the classroom teacher. Students will be given a post test of the ISEL using sub-tests 1, 3, 5, 6, 7, and 8.

Reading Resource - Grade 1

Target Population	First Grade Students
Eligibility	A combination of the Observation Survey of Early Literacy Achievement, the Illinois Snapshot of Early Literacy (ISEL), Phonological Awareness Assessment and the Emergent Literacy Survey will be used by the Reading Resource teacher to identify students for whom services will be provided. ISEL subtests 1, 5 and 7 will be combined with the Hearing Sounds in Words test and the Text Reading of the Observation Survey assessment. This test will be administered at the beginning of the school year to students who did not consistently meet kindergarten expectations. Other students may be referred for testing at the discretion of the classroom teacher. Eligible students will be selected from those who fall below the target scores on the Observation Survey. Students may become eligible for the program later in the school year based on their first grade performance and additional testing.
Instructional Delivery Model	First grade students receive Reading Resource services daily or as intensely as building staff assignments permit. Instruction includes high frequency word practice, familiar and new text reading, sentence construction and phonics work. In addition, reading strategies will be taught and practiced to foster increasing independence of students. Progress is monitored weekly.
Exit Procedures	At any time during the school year a student may be administered the First Grade Assessment to determine if his/her performance warrants exiting the reading resource program. All students will be formally evaluated in January and May to measure progress and determine exit eligibility. Students reading at or near grade level and/or exhibiting successful performance in the classroom will be considered for dismissal.

Reading Resource-Grade 2

Target Population	Second grade students performing below grade level expectations on the MAP and classroom assessments.
Eligibility	Students performing at the first grade or lower instructional level on the BRI or QRI.
Entrance Procedures	At the beginning of second grade, First grade reading resource spring test results from the previous school year will be used to suggest which students will need further evaluation for the Reading Resource Program. Other students may be referred for testing at the discretion of the classroom teacher. Students will be evaluated utilizing the Basic Reading Inventory (BRI) or the Qualitative Reading Inventory (QRI). Those students who score below the second grade instructional level (on the BRI or QRI) will be considered eligible for services. Students may become eligible for the program later in the school year based on their second grade performance and additional testing.
Instructional Delivery Model	Second grade students receive Reading Resource services daily or as intensely as building staff assignments permit. Instruction includes reading, responding to reading, high frequency word

	practice, and phonics work. At this grade level, increasing emphasis is placed on reading for meaning through development of appropriate comprehension strategies.
Exit Procedures	At any time during the school year a student may be administered the BRI or QRI to determine if his/her performance warrants exiting the Reading Resource Program. All students will be formally evaluated in January and May to measure progress and determine exit eligibility. As a minimum standard, a student must demonstrate an instructional reading level at second grade and must perform at a level consistent with classroom expectations to be considered eligible for dismissal.

Summer Learning Links	
Target Population	Students in grades K-5 not meeting expectations in reading and students in grades 2-5 not meeting expectations in math.
Eligibility	**Kindergarten**ReadingMath· Kindergarten Assessment-performing at **Beginning** level in 3rd Quarter

1. Sight words

2. Rhyming

3. Segmenting

·ISEL-**Watch** level for Developmental Spelling (after 4/27/06)

Teacher judgment based on report card skills

Grade 1

Reading

Math

3rd Quarter Guided Reading Level:

Level **F or below**

Teacher judgment based on report card skills

Grades 2-5

Reading |

Math

Gr. 2

- 3rd Quarter Guided Reading Level: **Level J or below**

- Spring 06 MAP*: **179 and below**

- Teacher judgment based on report card skills

- Spring 06 MAP*: **182 and below**

Gr. 3

- 3rd Quarter Guided Reading Level: **Level L or below**

- Spring 06 MAP*: **189 and below**

- Teacher judgment based on report card skills

- Spring 06 MAP*: **192 and below**

Gr. 4

- 3rdQuarter Guided Reading Level: Level O or below

- Teacher judgment based on report card skills

- Spring 06 MAP*: **196 and below**

- Spring 06 MAP*: **199 and below**

Gr. 5

- 3rd Quarter Guided Reading Level: **Level R or below**

- Spring 06 MAP*: **203 and below**

- Teacher judgment based on report card skills

- Spring 06 MAP*: **207 and below**

| Entrance | In March, teachers recommend students for the program using the above criteria and a letter is |

Procedures	sent to parents to inform them that their student may be eligible for the program.If spring MAP scores confirm eligibility, parents are sent a second letter and registration materials.
Instructional Delivery Model	The program runs for five weeks from mid June to mid July. Students attend a two-hour session for reading and a two-hour session for mathematics each morning. Teachers focus instruction on the academic needs of the students using instructional materials aligned with those used during the regular academic year.

Middle School Programs

Regular Education Resource	
Target Population	Students of average to below average intelligence who are failing their classes.
Eligibility	Based on MAP scores, ISAT scores, teacher recommendation, and (most importantly) lack of success in the regular education classroom.
Entrance Procedures	7th and 8th grade students are identified before the year starts based on the above eligibility criteria. 6th grade students are identified throughout the school year.
Instructional Delivery Model	1. Small group instruction. 2. Social Studies is taught exclusively by the Regular Education Resource Teacher. 3. Modification to and differentiation of assignments.
Exit Procedures	Based on overall GPA and the recommendation of the regular classroom teachers and the Regular Education Resource teacher.
Reading Resource	
Target Population	Student who are 2 or more grade levels below in reading
Eligibility	Students who do not meet on ISAT and MAP, and through administration of the QRI are one or more grade levels below in reading
Entrance Procedures	The Reading Resource class is scheduled for 12 weeks at a time (one trimester) and students repeat the class all three trimesters if needed to reach the goal of reading at grade level.
Instructional Delivery Model	Whole group and individual instruction is used with a structured workbook/reading program that targets the use of essential reading strategies. Regular reading probes are conducted and the QRI is given periodically to track progress.
Exit Procedures	Aims Web (reading probe) scores, scores on workbook assessments, QRI, and teacher recommendation are used as exit criteria.
Summer Learning Links	
Target Population	Students in grades 6-8 not meeting expectations in reading and mathematics.

Eligibility	Teacher recommendation and two or more grade levels below on the reading and/or mathematics portion of the Measures of Academic Progress (MAP).
Entrance Procedures	In March, teachers recommend students for the program and a letter is sent to parents to inform them that their student may be eligible for the program.If spring MAP scores confirm eligibility, parents are sent a second letter and registration materials.
Instructional Delivery Model	The program runs for five weeks from mid June to mid July. Students attend a two-hour session for reading and a two-hour session for mathematics each morning. Teachers focus instruction on the academic needs of the students using instructional materials aligned with those used during the regular academic year.

High School Programs

Freshman Academy	
Target Population	Freshman
Eligibility	Students scoring between a 10 and 17 on both the reading and mathematics sections of the EXPLORE test are considered for acceptance into the freshmen academy.
Entrance Procedures	In addition to EXPLORE scores, students are further evaluated for entrance into the program based on the following: • past attendance and behavior • middle school teacher recommendations • access to other services such as special education or ELL Qualified students are invited into the program for a year-long Intervention program with emphasis on reading, numeration, and study/testing taking strategies.
Instructional Delivery Model	Students participating in the Freshmen Academy receive two semesters of both English and mathematics. This cohort of students have three of four common classes during the school day in which they focus on increasing their skills in reading, math, and problem-solving. Social work, administration, and advising services or dedicated to this group of students to support their academic progress. Students received extended instruction in reading strategies and mastery of mathematics concepts through content looping. Progress is monitored through classroom-based measures, MAP, and EXPLORE.

Exit Procedures	Students are enrolled in this intervention for one school year. Progress is monitored and follow up interventions are provided on an as-needed basis.

Read 180	
Target Population	Freshmen, sophomore, and junior students who are two or more grade levels below in reading.
Eligibility	Students with a 13 or below on the EXPLORE or PLAN tests and who are in the 35th or lower percentile on MAP Reading are eligible for reading support services at the high school using the Read 180 program.
Entrance Procedures	Students who have a lexile level of below 750 are considered ideal candidates for Read 180 services; however, students who demonstrate reading support needs and do not meet the 750 ceiling are not excluded. Information and recommendations are also obtained from teachers at both the middle and high schools about the need for reading support services.
Instructional Delivery Model	Read 180 instructional procedures are used to deliver content and skill instruction. Whole group, small group, and computer-based instruction are conducted each day. Independent reading time with text and audio materials is also a part of the classroom instructional procedures. The curriculum is skill-based with a focus on comprehension strategies.
Exit Procedures	Students who repeatedly demonstrate a lexile of approximately 1300 are exited from the program after the first semester. Students who complete the year-long program have individualized transition plans.

Tutoring Services	
Target Population	All high school students in need of additional instruction or assistance
Eligibility	Students may opt to obtain tutoring services through the tutoring and testing center on an as-needed basis.
Instructional Delivery Model	One-to-one and small group tutoring is available from a certified staff member and/or peer tutors.
Exit Procedures	Tutoring services may be extended or concluded at any time.

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