

Description of Niles Community Schools' Core and Intervention Programs

Introduction: When evaluating a program for intervention, the following criteria is examined: researched based and appropriate for ELL students and students with language needs, researched based and appropriate for students with similar needs, uses direct instruction, and has plenty of practice of skills being learned, and has placement, monitoring, and post-tests for showing skills proficiency. NCS interventions must include instruction in background knowledge, vocabulary development, and reading comprehension skills and writing skills, along with research strategies proven effective for meeting the needs of a diverse student population. **The literacy block of instruction runs 2 to 2 1/2 hours a day.** Interventions in grades K-5 occur during differentiated instruction time, so that students do not miss out on the CORE literacy goals. In grade 6 interventions occur in the classroom and after school. At Ring Lardner Middle School interventions are offered the first 45 minutes of the day, so that students never miss Core Content Instruction. Inclusion Special Education teachers are used in grades 6-12. There are also some self-contained special education classes in each building. The Senior High has a specific ESL Program.

Core and Intervention Programs

Trophies by Harcourt K-5 is the CORE PROGRAM. *Trophies* is a balanced, comprehensive reading and language arts program for pre-kindergarten-through grade 6. NCS (Niles Community Schools) uses this program K-5. The program provides the full range of resources and support that teachers need to deliver researched- based motivational instruction for all learners. The program develops student proficiency in all aspects of reading and language arts, including the key areas of phonemic awareness, phonics, vocabulary, fluency, and comprehension, as well as writing, spelling, grammar, listening and speaking. The program is scaffolded to meet the diverse needs of learners. Resources include a complete intervention program for students struggling to read and write. Specific support is provided for English Language Learners, students working below grade level, at grade level and above grade level. Progress monitoring assessments are provided at all levels and given per unit of study. The district, to do more frequent monitoring, uses formative assessments.

P1 Class- This class is a full year of intervention for students not ready for first grade. The program is individually designed in each of the two Elementary Schools and Northside Child Developmental Center. Children gain more time in Kindergarten language and pre-reading skills necessary for success in first grade. DIBELS Benchmark tests, NWEA, ELPA and teacher observation of student success in pre-reading skills determines placement in this program. There are some ELL students in this program.

Harcourt Interventions supports the CORE program. It parallels the instruction of each lesson in the CORE Program and is designed for at-risk students. It provides a series of leveled readers to scaffold the students' learning needs through extra practice in phonemic awareness, decoding, high frequency words, vocabulary, and comprehension skills.

Description of Niles Community Schools' Core and Intervention Programs

The teachers have found the ELL interventions specified in the program to work effectively with both native speakers and ELL students. The visual cues, simplified vocabulary, and repetition of words and sentences directly support our language learners. The district uses this intervention for students who need the least intervention. This program provides them with that little bit of extra help they need to be successful in the CORE program. The program takes 30 min. a day in addition to the CORE instruction, and is provided during differentiated instruction time by a certified teacher.

Kindergarten Plus- This program follows the direct instruction model of instruction. Level A (100% Language acquisition) is used in Kindergarten and Levels B&C are used in P1 (a full year of intervention for students not ready for 1st grade) and grade 1. The first 100 lessons of this program is language development. Students learn words, concepts and sentence structure through pictures, oral sentence repetition and through action movements. ELL students are able to grasp oral language through repetition of common vocabulary designed to help them learn English quickly. After the first 100 lessons, the students continue with language development along with learning letter/sound correspondence. Vocabulary and concept development increase with each level. The lessons are 30 minutes each.

Reading Mastery Plus- This program follows the direct instructional model of instruction and is used in grades 1-3 along with P1. It is also used in the classroom at grade 6 as an intervention. The program teaches phonemic awareness and sound/letter correspondence and moves into word and passage reading, vocabulary development, comprehension and building oral reading fluency. Later lessons continue to emphasize accurate and fluent decoding, while teaching the students the skills necessary to read and comprehend expository text. All of the Reading Mastery Programs are successful because they scaffold instruction, which makes the programs particularly beneficial to at risk students needing lots of extra practice with language and reading skills. The teachers really like the way the program is designed and the results they are seeing particularly for ELL students and other students who have language and reading deficits. The lessons are 30 to 45 minutes each.

Road to the Code- This program is used primarily in the P1 Class. It is highly targeted to provide additional practice in beginning reading skills. It is an 11-week program for teaching phonemic awareness and letter sound correspondence. There are 44 15 to 20 minute lessons. This program is never used as a separate, all-inclusive intervention. It is skills specific to a small population of students experiencing a great deal of difficulty with beginning reading. The lessons are developmentally sequenced and features the following main activities: Say It and Move It, Letter name, and sound instruction, and Phonological Practice that gives students repeated opportunities to practice and enhance their beginning reading and spelling abilities. Large picture cards and jingles help students grasp key beginning reading skills. It helps ELL students play with language in a fun and engaging way.

Road to Reading- This program is designed for students who have targeted needs in word identification-including high frequency words, oral reading, and dictation. It is used in grades 1-3 and for older students struggling with reading. There

Description of Niles Community Schools' Core and Intervention Programs

are six levels of instruction that increase in complexity as students progress. A CD provides more than 200 pages of supplementary materials including: word cards, sound packs, lesson plans, and assessments. The lessons are 30 to 40 minutes long.

Read Naturally- This structured, computer based, intervention program is based on the five essential components of reading identified by the National Reading Panel: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Students read along while listening to a recording of a fluent, teacher model. This helps students learn new words, and encourages proper pronunciation, expression, and phrasing. Repeated readings improve fluency, vocabulary and comprehension. Students are reading to gain a pre-determined goal rate. There is a daily monitoring goal rate for graphing the number of words read correctly before practicing and after practicing. The graph shows the students' progress. This individualized program is very helpful to ELL students who need repetition of vocabulary words and their pronunciation to master them. This program takes 30 to 45 minutes a day. It is used with better readers in grade 1 and at risk readers in grades 2- 6. It also has been used in summer school.

Language of Literature- This is the Core language arts program for grades 6- 12. This program uses the researched based Reciprocal Teach Model, which includes: predict, visualize, connect, question, clarify, and evaluate. This model is also used in SIOP and Reading Apprenticeship. Along with teaching the higher order literary skills, this program also incorporates reading strategies. The first unit of each grade level book introduces the students to the Reciprocal Teach Model. The students are taught how to use the strategies to improve their reading. As they progress through the program they apply these strategies in daily lessons. Background knowledge and vocabulary development are a key part of this program- recognizing that the more background knowledge a student brings to a new reading situation, the better they will comprehend the selections they are going to read. Classzone.com is an online support center for the students. At this site students can gain more knowledge of the selections they are reading, practice vocabulary, and gain information for research projects. Progress monitoring is done through unit tests or teacher made tests. The teachers have also developed benchmark tests to explore how the students are doing with the grade level content expectations. This program is taught in 1 1/2 hours- 2 hours daily.

Corrective Reading Level B1, B2, and C - This program is used in grades 6-8 and in special education classes. The program is designed for students who are experiencing severe difficulty in learning to read. The program includes: decoding strategies, word work with the meanings of prefixes, suffixes and word parts, fluency and comprehension. When students complete Level C, which is usually by 8th grade, the students are grade level or almost grade level. ELL students benefit from the reading language intensity of this program. The B1 level is for older students who are at beginning reading level. These students are taught in a teacher student ratio of 1:3 with a reading specialist. Students report that they are experiencing more success in their other subjects because of this program because they can decode and

Description of Niles Community Schools' Core and Intervention Programs

understand words better.

Reading Apprenticeship- The Reading Apprenticeship Framework involves four interacting dimensions of classroom life that support reading development: social, personal, cognitive, and knowledge building. These dimensions are woven into subject-area teaching through metacognitive conversations—conversations about the thinking processes students and teachers engage in as they read. Extensive reading—increased opportunities for students to practice reading in more skillful ways—is central to this framework. The social dimension draws on students' interests in peer interaction as well as larger social, political, economic, and cultural issues. Reading Apprenticeship creates a safe environment for students to share their confusion and difficulties with texts, and to recognize their diverse perspectives and knowledge. The personal dimension draws on strategic skills used by students in out-of-school settings; their interest in exploring new aspects of their own identities and self-awareness as readers, and their purposes for reading and goals for reading improvement. The cognitive dimension involves developing readers' mental processes, including their repertoire of specific comprehension and problem-solving strategies. The work of generating cognitive strategies that support reading comprehension is carried out through classroom inquiry. The knowledge building dimension includes identifying and expanding the knowledge readers bring to a text and further develop through personal and social interaction with that text, including knowledge about word construction, vocabulary, text structure, genre, language, topics, and content embedded in the text. Since the teacher is a facilitator of learning, ELL students have many opportunities to interact with their peers to improve language and reading strategy skills. Gallery Walks, QAR relationships, Summaries, Vocabulary Development, Talking to the Text, think alouds, are just a few strategies developed through this program (see separate handout from Marilyn Maurer's training sessions). All secondary teachers will be trained to use RA strategies with students. The RA model is designed to be used in the CORE Program.

Bridges to Literature- This is a support program for *Language of Literature* used in grades 7 & 8. Students are placed in this program based on the results of the McDougal Placement Test that comes with the program, NWEA scores, ELPA, MEAP and teacher observations of students' abilities. There are three levels of Bridges: Level 1 (3rd grade to low 4th grade); Level 2 (4th grade to low 5th grade); Level 3 (5th grade to low 6th grade). The reading skills taught are on level skills, but the reading materials selected to teach these skills are based on students' individual reading levels. The program provides accessible, scaffolded selections that provide instruction in reading comprehension, literature, background knowledge and vocabulary development through thematic units, using a mix of classical and contemporary selections. Unit tests are a part of the progress monitoring of this program. Each lesson is approximately 45 minutes. ELL students who are not at grade level benefit from the additional vocabulary and background knowledge provided in this program. Since the levels of this program are designed to overlap, students can change levels easily. This program is used during the 1st 45 minutes of the day (DEAR time).

Description of Niles Community Schools' Core and Intervention Programs

<p>Junior Great Books- This program is used with Advanced students in grades 7& 8. Students scoring at or above 9th grade reading level on the McDougal Placement test are considered for this program. ELPA, MEAP, and NWEA are also used to determine placement, along with teachers' observations of students' abilities in literacy skills. Teachers who want to challenge students' critical thinking skills teach this program. ELL students are eligible and do participate in this program.</p>
<p>Pre-Algebra- This course is offered to students in grade 7 who show exceptional ability in math. The NWEA guidelines for advanced placement in pre-algebra are used to determine student participation in this program. ELL students are eligible and do participate in these classes.</p>
<p>Algebra- Students who successfully complete Pre-Algebra go on to take Algebra in Grade 8. Exceptional students in this class will take the SAT to determine possible placement in the Andrew's University Math Science Center. ELL students are in this class and are eligible to test for the Math Science Center.</p>
<p>Pass Key, Study Island and Spanish Class- These are additional enrichment classes offered at the middle school. Pass Key is an individualized computer program that assesses students' skills in math, reading, and social studies. The program is designed to scaffold students according to their individual needs in the various subject areas. Study Island is an individualized computer program that scaffolds students through the grade level content expectations in reading and math. Spanish class is offered to any student who would like to take Spanish as a second language or for Spanish students who want to stay active in their language. Many of our students are born here and speak English, but come from a home where Spanish is spoken. Some of our Spanish speaking ELL students want to learn how to read and write in Spanish. The course is open to any student who wishes to learn Spanish. Spanish is also offered as an elective at the Oak Manor Sixth Grade Center and as a club at Ballard.</p>
<p>ESL Class- This is designed to teach ELL students in grades 9, 10,11, and 12 to speak, read, and write English more proficiently. The teacher is ESL certified, and has received training in SIOP and Reading Apprenticeship. This is the second year of the class. The students are currently being progress monitored through: NWEA, ELPA, MEAP (entering 9th graders), formative assessments designed by the teacher and Core subject Benchmark testing. A more complete description is included in the Title III binder # 29. This program is locally funded. Individual student schedules are found under section #31.</p>
<p>Advanced English- These courses are offered at the high school for students who are exceptional in the English Language Arts. ELL students are eligible and do participate in these classes.</p>
<p>Andrews Math/ Science Center- This program is highly selective and acceptance is based on SAT scores, grade point average, teacher written recommendations, community service, involvement in special community projects, and awards received. The list of Math/science Center students from NCS is in the binder under question #30. This is run the first half</p>

Description of Niles Community Schools' Core and Intervention Programs

of each school day.
Credit Recovery Program- e2020 is a credit recovery program offered at Niles Senior High. E2020 is an online program that teaches and assesses students using a curriculum that aligns to state and national standards. The program is lead by highly qualified teachers. It is self-paced, allowing students to spend more time on areas that they find difficult. The program is completely online, allowing students to watch lectures and complete journal entries and homework wherever they have access to the Internet. Quizzes and tests may only be completed with the e2020 facilitator. This program offers students a chance to recover lost credit, without sitting through the traditional class a second time.
Saturday Academy- is used to prepare a student for the next grade level. Students are selected based on their assessment scores and teacher evaluations. It targets students who struggle and need extra help to gain the necessary skills to grow into successful students. Saturday school offers enrichment, acceleration and intervention to help students reach their learning goals and give them an edge in their personal growth.
EAT Seminar- is designed to give students that are close to passing state exams extra time to work on Math and English skills. Students are selected based on their 10 th grade PLAN test, targeting those who are close to passing. Juniors may be selected to attend either Math or English or both, alternating the weeks. Those who are not selected to participate in EAT have a reading period to encourage extracurricular reading and expand reading skills and language usage.
Extended Day Program- All extended programs are based on lack of proficiency on the MEAP, teacher recommendation and low (below 20th %) NWEA scores.
Summer School- Summer school is a program designed to supplement the learning students who are falling behind and potential candidates for summer school and/or retention. The focus of the program is on student-centered learning (choices), project based learning; activities in or for the community, cross-curricular work, frequent assessments, celebrating achievements are all encouraged.
Data Teams- Each school in the district uses NWEA data to guide classroom instruction. Departments at each school select an area that they are focusing on improving. A plan is then implemented to reach that target. This analysis of data allows the teacher to look at each student in their classes and see who might need more help due to their test scores. The main test scores that are looked at are NWEA.
MCS- A math program that has been shown to be effective with all levels of ELL's. Students working in Math Concepts and Skills will develop, practice, and apply mathematics and problem-solving skills as they progress through the program; and receive immediate, individualized feedback, reinforcement, and intervention as appropriate. The program integrates a continuous diagnostic logic that assesses each student's learning of specific objectives and adjusts the experience accordingly to meet the individual learning needs of the student.

Description of Niles Community Schools' Core and Intervention Programs

Reading Mastery Program-English language learners (ELL) can achieve reading mastery through the traditional methods of direct instruction combined with intensive practice in specific reading skills like phoneme segmentation (sounding out words), letter/sound correspondence (awareness that each letter is represented by a symbol and a sound) and comprehension strategies that help readers understand what they have read. The teacher should combine this type of reading with oral language development to help ELL students understand how the English language is structured and spoken. Reading Mastery is a program that provides this kind of direct instruction.