



Bannockburn School District 106

District 106
Differentiated Learning Model
Updated September 2022

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District 106's Differentiated Learning Model

District 106's Differentiated Learning Model is designed to provide unique learning experiences for all students and flexible learning opportunities to meet the variety of students' academic needs. Abilities emerge at different times. Bannockburn uses a flexible identification process, which allows for participation based on student's strengths, interests, and needs, and provides students with differentiated instruction as needed. Differentiated instruction is aligned with classroom curriculum standards and provides students a level of challenge appropriate to their abilities. Tier One includes experiences that enhance the grade level curriculum through critical/creative thinking and problem-solving opportunities within a variety of inquiries, investigations, and presentations. Instruction is implemented within the classroom setting ,by the classroom teacher.

Bannockburn's Differentiation Team consists of our Enrichment Specialist, Math and Reading Interventionists, Student Services Team, ELL teacher, and Instructional Coaches. They meet with classroom teachers weekly to determine next steps to meet students' needs.

Tier One Differentiation Team Support

- Analyze ongoing assessment data
- Uses multiple, ongoing measures, identifies individual student needs
- Reflects on past units and plans instruction moving forward
- Provides flexible groups, or enhanced instruction based on math, reading, and writing pre-assessments
- Develops ongoing opportunities which differ in content, process, and product
- Works with teachers to promote instruction that increases interest and enthusiasm for higher level, self-directed, problem-solving strategies, divergent thinking, and creativity
- Provides instructional materials to enhance the common core standards
- Models and co-teaches lessons with Instructional Coaches
- Classroom teacher works with small groups of students
- Develops cross curricular learning opportunities with core subjects, Studio Art, Performing Arts (Music), P.E., Spanish, and STEAM
- Communicates with parents and provides student feedback
- Provides beyond school enrichment opportunities resources for families
- Researches and shares best practices
- Coordinates mentoring opportunities with older students

Tier Two Intervention Support

This tier provides more intensive, individualized instruction, in addition to tier one, for students performing between the 25% and 40% on MAP (using national norms). Curriculum assessments, formative assessments and teacher observations determine Tier Two strategies. Teachers, specialists and coaches collaborate to differentiate instruction to meet students' needs. Through in class interventions, instruction is modified by adjusting content, process, or product that is at the student's instructional level. These supports are implemented and monitored to ensure each student's individual growth.

Tier Two Enrichment

Provides extension experiences, often above grade level, for those students whose academic needs require an accelerated curriculum. Students who demonstrated grade-level mastery on unit pre-tests will be considered for enrichment. Collaboratively, the Differentiation Team and classroom teacher use formal and informal assessments to determine appropriate higher level learning activities. Student choice is often included at this level.

Tier Three Intervention Support

Tier Three builds upon Tier One and Tier Two support for students that score below the 25% on MAP (using national norms). Students receive individualized instruction from Interventionalists who target specific skills.

Tier Three Acceleration and Enrichment Support

Individualized Learning Plans (ILP's) are designed for the top 1-3% of the student body in reading. They are developed for students who consistently score in the 98-99th percentile on NWEA MAP (using national norms). Additionally, CoGat and/or IAR scores will be considered for students if classroom acceleration/enrichment is not meeting a child's needs. Student choice is often included at this level.

Single-Subject or Whole Grade Acceleration is an option to serve students whose needs exceed the general curriculum expectations, differentiation, enrichment, and Individualized Learning Plans. These students exhibit high levels of ability, creativity, and task commitment in school activities based on multiple assessment data points. Students who score in the 95th percentile on NWEA MAP (using national norms), are considered for additional assessments including, but not limited to, CoGAT and IAR. In the event that a team member (Parent, Principal, Accelerated Learning Coordinator, Classroom Teacher, etc.) requests that additional data be considered as an alternative pathway to acceleration, the team will honor those requests on a case by case basis.

Even with excellent grade-level performance, there is sometimes a concern that the students will have some gaps in background knowledge or that students might miss critical information by skipping over some content.

For questions about your child's individual needs, please contact your child's classroom teacher.

Parent Referrals

If a parent believes their child performs well above grade level and demonstrates exceptional strengths or talents beyond what our Advanced Learning opportunities provide, please contact Dana Hughes, Enrichment Coordinator. dhughes@bannockburnschool.org (847) 945-5900 ext: 2718. The MTSS Team will consult and analyze test and performance data to determine if additional assessments are warranted. The results of the screening process will be communicated to parents through a meeting or phone call.

Middle School Advanced Learning Initiatives

The curriculum addresses common core standards while promoting a greater depth, breadth, and level of complexity. The content, process, and products encourage divergent thinking and nurture a passion for learning. Differentiated instruction provides all students with learning equal to their potential. Middle school students have two pathways for mathematics.

- o **Pre-Algebra Pathway:** This pathway is the traditional middle school math sequencing that is considered appropriate for all students. 6th and 7th grades are designed using the grade level Common Core Math Standards and culminate with Pre-Algebra in 8th grade. Students on this pathway typically enroll in Algebra 1 as freshmen.

- o **Algebra Pathway:** Starting in 6th grade the Algebra pathway consolidates the grades 6th, 7th and 8th Common Core Math Standards into two years. No content is eliminated which makes the pacing of this course particularly brisk. In 8th grade, students enroll in Algebra. This pathway prepares students for transition to a geometry course at the high school.

- o **Geometry Pathway:** Students enrolled in the Geometry Pathway begin 6th grade in Intro to Algebra, continue into Algebra for 7th grade and complete Geometry in 8th grade. Students must have extremely advanced math skills and conceptual understanding of mathematics to successfully complete all courses within this pathway. Additionally, students must demonstrate mathematical thinking and problem solving in order to keep up with the quick pace of all the courses within this pathway. The

Advanced Pathway prepares students to enroll in Algebra 2 Advanced or Algebra 2 Honors at the high school.

Illinois Acceleration Act

District 106 believes that all students should be challenged and supported to develop their potential. According to the Illinois Acceleration Act of 2018, students are eligible for accelerated placement, early entrance to kindergarten, or early entrance into 1st grade. Accelerated Placement refers to either single-subject acceleration or whole-grade acceleration.

Click on this link *to read directly from the Board Policy Manual online.*
https://www.boardpolicyonline.com/?b=bannockburn_106

Early Entrance to Kindergarten and 1st Grade

Kindergarten:

Early entrance to Kindergarten is the admission to Kindergarten of a student who: (a) will not be five years of age on or before September first of that school term; or (b) is admitted prior to the dates established in school code based upon an assessment of his or her readiness to attend school and (c) will turn five on or before December 31 of the proposed Kindergarten year. This unique type of whole-grade acceleration *may* be an excellent option for some children. Early entrance to Kindergarten *may* be considered for a child who is a resident of District 106. Requests should be directed to Mr. Adam Mihelbergel, Principal/Director Of Student Services amihelbergel@bannockburnschool.org 847-945-5900 x 2713

Parents will be asked to provide three documents for proof of residency (options listed below) and their *child's original birth certificate. (a copy will be made and the original returned to you)*

One (1) from this list:

- *Property Tax Bill*
- *Warranty Deed*
- *Signed Lease with Proof of payment*

Two (2) from this list:

- *Drivers IL License*
- *License plate registration*
- *Voter registration*
- *Auto insurance card/statement*
- *Gas, Electric or Water utility bill (no cable or phone bills)*

Parents will be asked to submit the current preschool progress report(s).

Children will be assessed in reading and math using district assessments including AimsWeb Plus and the Measures of Academic Progress (MAP) for Primary Grades. Prospective students must score in the 95th percentile or above in both reading and math, using the national norms for current Kindergarten students, to qualify for Early Entrance. In the event that a team member (Parent, Principal, Accelerated Learning Coordinator, Classroom Teacher, school psychologist, etc.) requests that additional data be considered as an alternative pathway to early entrance to Kindergarten, the team will honor those requests on a case by case basis.

The decision for a child to enter school early can have a profound effect on the child's academic and social performance for the remainder of his/her school career. It is a decision that needs to be taken seriously. Early school experiences shape self-confidence and can influence children for the rest of their lives.

First Grade:

Early entrance to first grade is the admission to first grade of a student who: (a) is assessed for readiness, attended a non-public preschool and continued his or her education at that school through Kindergarten, was taught in Kindergarten by an appropriately certified teacher, and will attain the age of six years on or before December 31; or (b) is admitted prior to the dates established in the School Code based upon an assessment of his or her readiness to attend school. Early entrance to First Grade *may* be considered for a child who is a resident of District 106. Requests should be directed to Mr. Adam Mihelbergel, Principal/Director Of Student Services. amihelbergel@bannockburnschool.org 847-945-5900 x 2713.

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The decision for a child to enter school early can have a profound effect on the child's academic and social performance for the remainder of his/her school career. It is a decision that needs to be taken seriously. Early school experiences shape self-confidence and can influence children for the rest of their lives.

What is a Multi-Tiered System of Support (MTSS)?

A Multi-Tiered System of Support (MTSS) is a prevention framework that organizes building level resources to set each student up for academic, social-emotional and/or behavioral success. MTSS looks at the whole child, allowing for the early identification of challenges and timely intervention for students. Increasingly intense tiers (e.g., Tier I, Tier II, Tier III), sometimes referred to as levels of learning support. This overview focuses exclusively on academic interventions across tiers.

Systems of Support

MTSS focuses on individual student needs, providing a vehicle for data-based decision making to strengthen their performances. MTSS refers to the practice of providing effective instruction and intervention across three tiers. Assessment, progress monitoring, and data-driven decision making are components of successful implementation.

What are the Tiers?

Tier 1 is core instruction in the regular classroom. All students receive effective, differentiated instruction provided by a classroom teacher using evidence-based core curriculum. During Tier I, the teacher identifies students who may need additional support and discusses this with the Differentiation Team. Students with at-risk factors may be given in-class support as a supplement to core instruction. If these typical supports are unsuccessful, the teacher asks the Differentiation Team to review what additional support might help bring the child to acceptable levels of proficiency. Students who do not respond to Tier 1 support are reviewed for Tier 2.

Tier 2 is a short-term support for students identified as not responding to Tier 1 and generally meets the needs of 10-15% of the student population. Tier 2 typically involves academic and/or social-emotional support by the teacher in the general education classroom. Students who respond well to Tier 2 support are returned to Tier 1. Students who do not respond to Tier 2 support are reviewed for Tier 3.

Tier 3 involves the application of intensive, daily, individualized, evidence-based interventions which are designed to increase the rate of student progress. A small percentage of students, approximately 1-5% of the student population, will need this level of support. Sufficient progress after Tier 3 support results in the student being returned to Tier 2. Slow progress results in the student continuing in Tier 3. No or minimal progress over time may result in the student being referred for special education evaluation.

The core of MTSS is data-based decision-making. This involves collecting data, monitoring a child's individual performance, and designing and implementing strategies and support so each child's needs are met. In short, the following basic understandings/core components are present in the MTSS framework:

- Tier I represents universal instruction for all students. This instruction is high-quality, differentiated, standards-based, and carried out by highly-qualified teachers who use evidence-based strategies.
- Tier II represents targeted instruction and/or support for some students.

- Tier III represents individualized instruction and/or support for few students.
- Tiers are not people or places, but represent types of instruction and/or support.
- Appropriate levels of intervention are layered so that students still receive universal instruction while also receiving support and/or intervention.
- Interventions or strategies are based on research and current data.
- Students with or without Individualized Education Plans (IEPs) can receive tiered intervention.
- Movement between instructional tiers is fluid; therefore, students can move between tiers and levels of support as their needs change.

Tiers of Intervention

The following criteria should be met prior to initiating a referral to the problem-solving MTSS Team:

- MTSS discusses student concerns using data at weekly differentiation meetings and as a team to implement in class strategies to support students

Referral/Consideration of Tier II

- As data reveals the need for further in-class intervention strategies, the MTSS team discusses next steps with the classroom teacher. The team brainstorms additional intervention supports and determines progress monitor assessments.

Problem-Solving Meeting/Consideration of Tier III

- When a child is not making the expected progress in Tier II, the team may recommend the need for consideration of a more intensive Tier III support.
- Intervention Specialists and/or teacher contact parents and a signed parent authorization form is required to begin services.

- Intervention Specialist or Instructional Coach provides support in or out of the classroom.

Below is list of some examples of Academic and Social-Emotional Supports:

Tiered Literacy Supports

Tier I Intervention	Tier II Intervention	Tier III Intervention
Increased frequency of small group or individual instruction Leveled Texts	<ul style="list-style-type: none"> ● Guided Small Groups ● Additional skill specific support ● Fluency Practice ● Prerequisite Skill Practice ● Build Prior Knowledge ● Extra skills practice (Lexia, IXL) 	<ul style="list-style-type: none"> ● Foundations ● LLI (leveled literacy intervention) ● REWARDS ● Wilson ● Heggerty ● CARS/STARS ● 6 Minute Solution ● Great Leaps ● Words Their Way

Tiered Math Supports

Tier I Intervention	Tier II Intervention	Tier III Intervention
<p>Increased frequency of small group or individual instruction</p> <p>Differentiated Workplaces</p> <p>Specific skill instruction needed based pre-test data</p>	<ul style="list-style-type: none"> ● Skill-Specific Small groups ● Bridges Intervention Kit ● Fact Fluency ● Tiered activities ● IXL ● Prerequisite Skill Practice <p>Build Prior Knowledge</p>	<p>Bridges Intervention Kit</p> <p>Reteaching/Pre-teaching</p>

Tiered SEL Supports

Tier I Intervention	Tier II Intervention	Tier III Intervention
<p>Bulldog Expectations</p> <p>Class Meetings</p> <p>Community Building</p> <p>Intentional SEL Instruction</p> <p>Clear Expectations</p> <p>Movement Breaks</p>	<p>Behavior Charts</p> <p>Executive Functioning, Individualized Tools</p> <p>Visual Schedules</p> <p>Individual Movement Break</p> <p>Peer/Student/Teacher Mentors</p> <p>Check-In Check-Out</p> <p>Small Group Supports:</p>	<p>Written Behavior Plan</p> <p>Counseling with School Psychologist</p>

	i.e. Social Stories	
	Additional Supervision and Monitoring	

Problem Solving Team Roles

The problem-solving team and roles are outlined below:

Roles by Tier	Tier 1	Tier 2	Tier 3
Classroom Teacher	<ul style="list-style-type: none"> • Delivers core instruction • Documents any concern(s) and shares concern(s) with parent • Provides Tier I with data collection prior to referral • Defines problem, specifically noting how a child is performing as compared to his/her peers • Organize and analyze data with MTSS team support 	<ul style="list-style-type: none"> • Collaborates with MTSS team and contributes knowledge of student, family, instruction, intervention, data, hypothesis, and planning • Teacher carries out or assists in intervention plan and progress monitoring with support • Invites Interventionist or Coach in as a team member to implement interventions and differentiation strategies 	<ul style="list-style-type: none"> • Collaborates with MTSS team and contributes knowledge of student, family, instruction, intervention, data, hypothesis, and planning • Teacher assists in intervention plan through differentiating instruction and monitoring progress • Invites Interventionist or Coach in as a team member to implement differentiation strategies
Interventionist	<ul style="list-style-type: none"> • Brainstorm with teachers ideas for differentiation 	<ul style="list-style-type: none"> • Assists teacher with targeted interventions in the area of 	<ul style="list-style-type: none"> • Assists teacher with modifications in the area of academic need

	<p>and support to supplement core instruction</p>	<p>academic need during Differentiation Meetings</p> <ul style="list-style-type: none"> Assists teacher with monitoring progress 	<p>during Differentiation Meetings</p> <ul style="list-style-type: none"> Notify Tier 3 parents Implements targeted push-in or pull-out interventions in area of academic need Monitors progress Initiates problem solving meeting at MTSS when a child is not making expected growth at Tier 3
<p>Instructional Coach</p>	<ul style="list-style-type: none"> Facilitate coaching meetings to support teachers Help support teachers in designing classroom student supports Organize and analyze academic data with teacher for use by the grade-level and problem-solving teams Assist with on-site PD 	<ul style="list-style-type: none"> Facilitate coaching meetings to support teachers Assists teachers in implementing Tier 2 support in the classroom Develops Tier 2 strategies with the teacher, co-planning and co-teaching small groups in the classroom 	<ul style="list-style-type: none"> Facilitate coaching meetings to support teachers Assists teachers in implementing Tier 3 differentiated instruction in the classroom Develops Tier 3 strategies with the teacher, co-planning and co-teaching small groups in the classroom
<p>Parent or Guardian</p>	<ul style="list-style-type: none"> Teacher partners with parents to provide information about core instruction and any needed support. 	<ul style="list-style-type: none"> Parents will be informed of Tier 2 qualifications based on the Fall NWEA MAP score range of 26 – 39th percent If moving to Tier 3, parents will be 	<ul style="list-style-type: none"> Parent has awareness of Tier 3 intervention, receives regular updates regarding progress, and knows how to reinforce concepts at home If referring for an IEP, parents will be

		contacted and a meeting may be scheduled.	contacted and a meeting will be scheduled
Related Staff	Staff members with content knowledge expertise related to the area of focus may be helpful at any level		

Benchmarking from the Universal Screeners

Tier I Universal Screeners

- Measures of Academic Progress (MAP)

The MTSS team will review data from the Universal Screeners. The following data points will prompt the team to triangulate data and determine whether a child may benefit from tiered supports:

- Students who are between the 26th and 39th percentile on Measures of Academic Progress (MAP) using national norms qualify for Tier 2.
- Students scoring 25th percentile and below on Measures of Academic Progress (MAP) using national norms to qualify for Tier 3.
- AimsWeb Plus
 - Kindergarten and First Grade in Early Literacy and Early Numeracy
 - 2-5th Grade in Fluency
 - 26-39th percentile is Tier 2
 - 25th percentile and below is Tier 3

Benchmark and Progress Monitoring Protocols

What is expected?

Benchmarking and progress monitoring for all students receiving services in their academic goal area(s). At a minimum, expect to do the following:

- Collect at grade level baseline data three times per year (fall, winter, and spring)
- Progress monitor students in tier 2 and 3 at their instructional level
- Progress monitor should measure growth in identified goal area
- For those students who are more discrepant, use another standardized measure to find the child's instructional level and then progress monitor at one year above the instructional level. This ensures that we are setting ambitious, yet attainable goals.