Instructional Handbook

Updated August 2023

Table of Contents

District Mission

District 109: Where **challenging** experiences foster confidence, **collaborative** relationships build community, and **creative** environments ignite curiosity.

District Vision

We will develop each student to be emotionally resilient, socially skilled, and academically prepared by forging connections within, across, and beyond our classrooms, and by embracing each student's uniqueness.

District Values

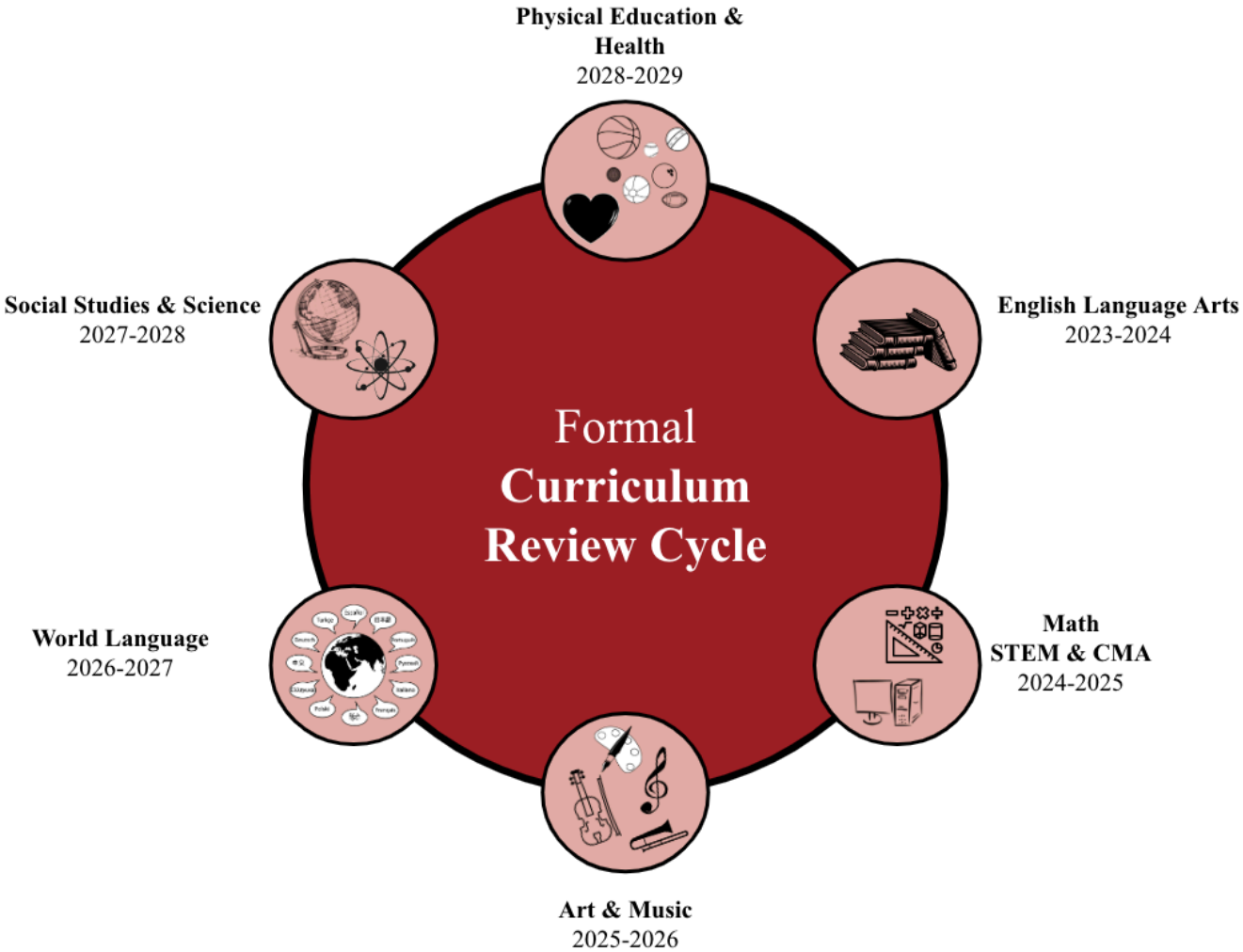
We…

- believe that students construct meaning through authentic experiences, imaginative play, and intellectual challenge.
- prioritize social-emotional skills as the foundational building block to academic skills.
- commit to inclusive practices that ensure equitable outcomes across educational environments for all students.
- embrace people of all identities, races, ethnicities, genders, ages, religions, abilities, orientations, education levels, national origins, or any other distinguishing characteristic or trait.
- Engage our educators and all other stakeholders in respectful and professional dialogue to make decisions that are best for our students.

Defining the Vision		
An **emotionally resilient** individual is able to: ● Identify, process, and regulate one's feelings ● Persevere through challenges ● Engage in complex situations ● Remain flexible ● Take risks ● See failure as an opportunity for growth ● Seek feedback from others	A **socially skilled** individual is able to: ● Communicate and collaborate with others ● Exhibit confidence ● Adapt to and navigate a variety of social situations ● Read social cues ● Engage in reciprocal conversation ● Demonstrate self-awareness ● Validate others' feelings ● Self-advocate ● Examine multiple perspectives ● Practice inclusivity ● Respectfully interact (verbally & nonverbally)	An **academically prepared** individual is able to: ● Set ambitious goals ● Understand one's self as a learner ● Be mentally & physically prepared ● Critically think ● Solve problems ● Actively participate ● Engage in tasks with a growth mindset ● Maintain stamina ● Inquire/seek answers ● Apply academic skills beyond the classroom

Curriculum Review Cycle

It is good practice for a district to be on a formal curriculum review cycle. A review does not need to be synonymous with a program adoption. In some cases, new materials are selected. In other cases, the district may just analyze its curricular resources, data, and teaching models. The goal of a review, no matter the path, is to ensure that instructional practices are maximizing outcomes for students. District 109 curriculum leadership teams, made up of teachers and administrators, are vital to the process. Cycles of review (with corresponding years) are shown in the image below.



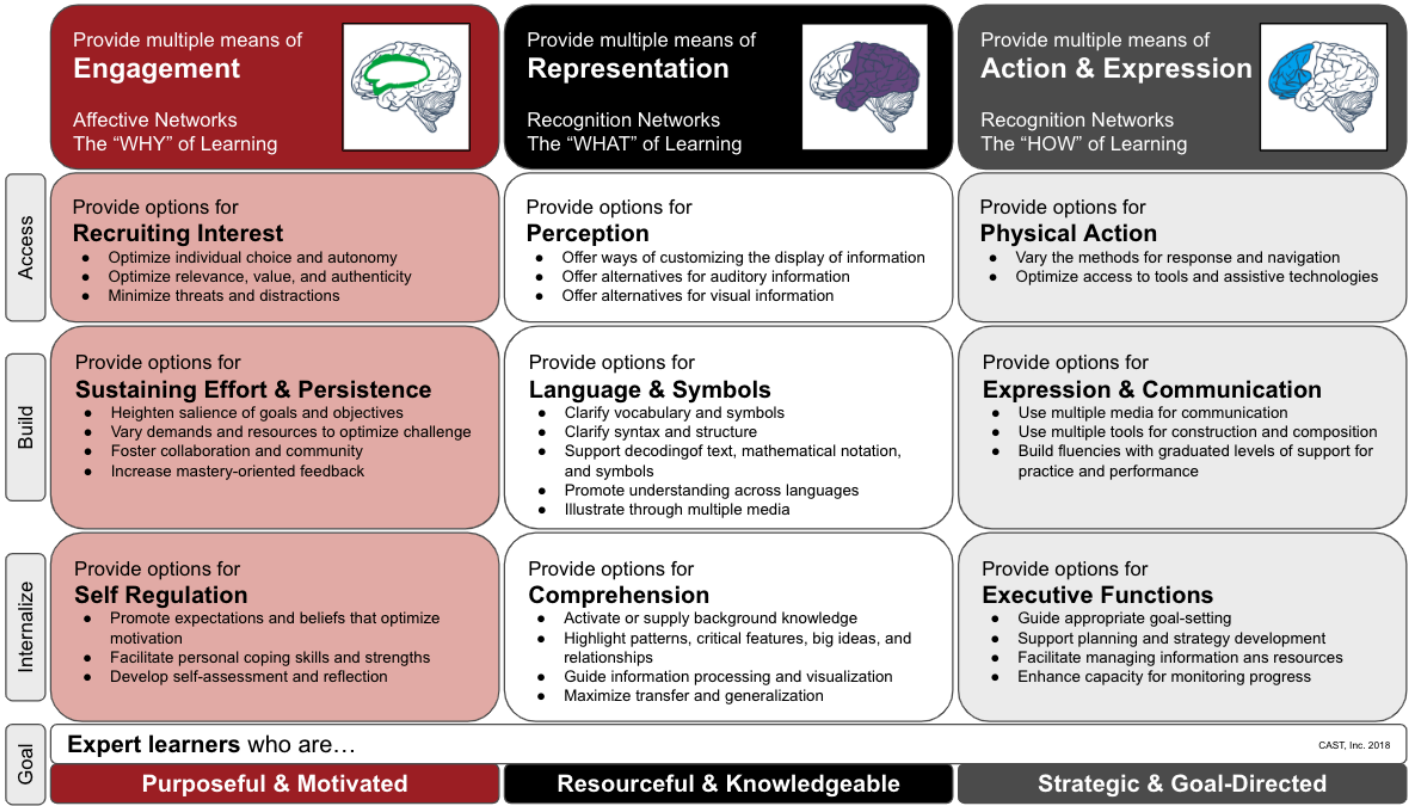
Instructional Foundations in District 109

To promote the success of all learners, District 109 places an emphasis on specific instructional models. These models align with our mission and core beliefs, promote inclusion of all learners and learning styles in the general education setting, and allow for high, yet attainable expectations for all students. While the instructional focus is on academics, these delivery models also lend themselves to integrating positive social-emotional learning experiences into the core curriculum; thus, creating an instructional environment that authentically addresses the whole child.

Universal Design for Learning

Beginning in the 2022 school year, District 109 staff will begin to implement the Universal Design for Learning (UDL) framework. This framework is designed to improve and optimize teaching and learning for all students, based on scientific insights into how humans learn. During collaborative planning sessions, teachers and staff will discuss intended learning targets for an instructional unit or period, determine where students currently lie on the learning continuum, and identify any potential barriers that may interfere with students attaining the learning targets. Teachers then use this information to design instruction that maintains high expectations, while planning for the success of all students. UDL is used across all grades and content areas.

Key tenets of a Universal Design for Learning model include:



Cooperative Learning Structures

Beginning in the 2022 school year, all District 109 staff will be trained in Kagan cooperative learning structures. This model promotes active engagement of every student through strategies that increase interaction with peers and curriculum. In a traditional classroom, some students answer questions frequently while others remain passive in their learning. Kagan structures are designed to ensure that every student is actively involved.

Key tenets of Cooperative Learning, referred to using the acronym PIES, include:

- Positive Interdependence: The word *positive* is based on research demonstrating that cooperation almost always results when there is a positive correlation among outcomes. Interdependence refers to situations in which students must depend on each other. When students hope for and support the success of others; when they cannot do a task alone, they work more cooperatively with others.
- Individual Accountability: This is present when 1) each student must perform on his/her/their own; 2) the performance or the product of the performance is seen by someone else; and 3) the individual's performance is required.
- Equal Participation: This is often done via pre-announced time allocations, think and write times, and/or specified rules and roles for each individual.
- Simultaneous Interaction: Responses or sharing of ideas is happening in teams and/or pairs all at the same time, allowing tasks to be accomplished more quickly.

Workshop Model

The primary objective of workshop teaching is to engage students in authentic learning experiences and to develop independence. Through the use of the Gradual Release of Responsibility (quickly moving from teacher modeling, to shared and guided practice, to independent practice), this model of instruction fosters creativity and leads students to be responsive and take ownership of their own learning.

Key tenets of the Workshop model include:

- Exploration, Launch, Investigation, Dig-In, Connection: A discovery exploration or task that encourages conceptual thinking or a meaningful connection to the teaching point and/or instructional focus for the period.
- Mini-lessons: The teacher provides targeted instruction, through modeling and demonstration of a specific skill, strategy, or concept. The lesson utilizes approximately 25% of the instructional period.
- Independent Practice/Work Time: Intentional and structured periods of time in which students are practicing and developing skills in authentic and meaningful ways. This work is targeted, based on individual learner needs. Approximately 60% of an instructional period is devoted to independent practice/work time.
- Small Group Instruction: During independent practice/work time, teachers may pull small groups of students to reinforce and/or extend learning. Groupings are flexible, with

student data leading to the development of learning targets.

- Conferring: Teachers talk with students, typically 1:1, to understand the work that a student is engaged in during independent practice/work time. The teacher then uses this information to generate a teaching point and/or goal for the student to support continued growth specific to the individual student's needs.
- Choice: Engagement is key to learning and retention. By supporting students in choosing their learning tools, topics, and methods of communicating understanding, they will be more connected to their learning; and in turn, more engaged.
- Routines/Structures: Teachers spend time explicitly naming, teaching and practicing behaviors that successful learners demonstrate. Through this intentional work, students have a clear understanding of what is expected of them as learners, and are able to develop independence and take responsibility for their own learning.
- Closure: Instructional periods end with assessment, reflection and/or discussion to solidify student learning and provide the teacher with an opportunity to gather information to plan next steps. The closing also provides an opportunity for students to connect the day's learning/work to the broader content area and/or real world. The closing utilizes approximately 15% of the instructional period.

Experiential ("Sticky") Learning

In experiential learning environments, students gain knowledge and skills by doing. They investigate and respond to authentic, engaging, and complex questions, problems, or challenges.

Key tenets of an Experiential Learning model include:

- A Challenging Problem or Question: The task is framed by a meaningful problem to be solved or a question to answer.
- Sustained Inquiry: Students engage in a process of posing questions, finding resources, and applying information.
- Authenticity**:** The project involves real-world context, tasks and tools, or it speaks to personal concerns, interests, and issues in the students' lives.
- Student Voice & Choice**:** Students make some decisions about the task, including how they work and what they create, and express their own ideas in their own voice.
- Reflection**:** Students and teachers reflect on the learning, their effectiveness, the quality of work, obstacles that arise, and the strategies for overcoming them.
- Critique & Revision**:** Students give, receive, and apply feedback to improve their process and product.
- Public Product: Students make their project work public by sharing it with and explaining or presenting it to people beyond the classroom.

Literacy in District 109

CURRICULUM UNDER REVIEW 2023-2024

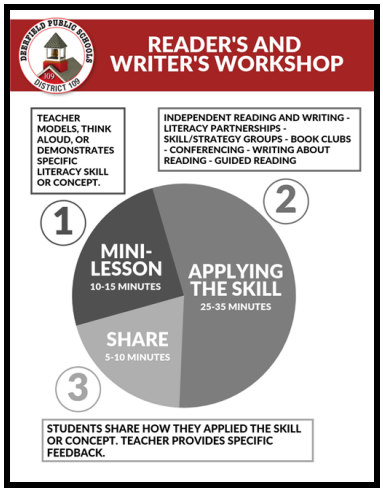
District 109 uses a Reading and Writing workshop model in grades K-5. Reading and Writing workshop nurtures literacy motivation by integrating choice and collaboration into literacy tasks; provides students with opportunities to engage with texts across a wide range of genres; allows students to develop their literacy skills with appropriately leveled texts; balances teacher and student-led discussions; and promotes literacy independence by providing time for self-selected reading and writing. Teachers explicitly identify and model the skills and strategies they use as readers and writers, then allow students to practice and develop these skills independently. Skill development is supported through small group instruction and conferring.This instructional model also allows teachers to meet the needs of more students due to the differentiation that naturally and intentionally occurs throughout the workshop.

In grades 6-8, students move through thematic units of study that are underpinned by a series of essential questions. Throughout each unit, students will read a variety of text types and genres to develop their competency with skills and strategies that effective readers use. To complement this work, students will produce a variety of writing samples; utilizing knowledge of different text types, styles, and purposes to convey their ideas and understandings to specific audiences. Students regularly engage in collaborative discourse surrounding each unit's essential question, affording them the opportunity to share their own ideas and opinions while hearing and respecting thoughts and perspectives that may differ from theirs.

Students in grades K-8 progress through stages of foundational skill and language development as part of their word and language study. The goal is to help students become active word solvers, be able to recognize words and patterns, take apart or put together words, know what words mean and to connect words to other words. Word study supports students through a developmental progression of listening, speaking, reading and writing. The progression includes phonological awareness, the ability to listen to the sounds within a word; phonemic awareness the ability to hear and identify isolated sounds in words; and phonics, the relationship between letters and sounds. As students develop, they move to study word parts and associate them with meaning, and in turn develop vocabulary. Language study develops students in understanding and utilizing appropriate grammar and conventions when reading, writing and speaking.

Instructional best practices in K-5 literacy classrooms includes the following:

- **Connection:** Students and/or teachers connect learning to previous instruction and real world application.
- **Mini-Lesson:** The teacher provides whole group instruction, modeling, and demonstration on the specific reading, writing, or word study skill or concept.
- **Reading Workshop:** Teacher meets with groups of students for small group instruction or individual students for conferring. Other students are working independently as readers, applying



targeted skills and/or strategies at their independent level; with self-selected texts that support them in being successful.

- **Writing Workshop:** Teacher meets with groups of students for small group instruction or individual students for conferring. Other students are working independently as writers. Applying targeted skills and/or strategies at their independent level; focusing on choice topics and writing styles.
- **Daily Closing:** Assessment, reflection or closure to solidify student learning and/or provide the teacher with an opportunity to gather information to plan the next steps.

Core instructional resources include:

- Units of Study Reading (K-5)
- Units of Study Writing (K-5)
- Fundations and Patterns of Power (K-5)
- Heggerty Phonemic Awareness (K-1, supplemental 2+)
- Wilson Manuscript Handwriting (K-2) and Cursive Handwriting (3)
- Teacher-Developed Units (6-8)

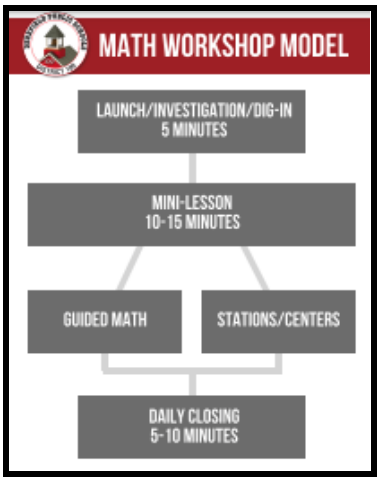
**This curriculum is under review in 2023-2024. New resources are being piloted for implementation in 2024-2025.*

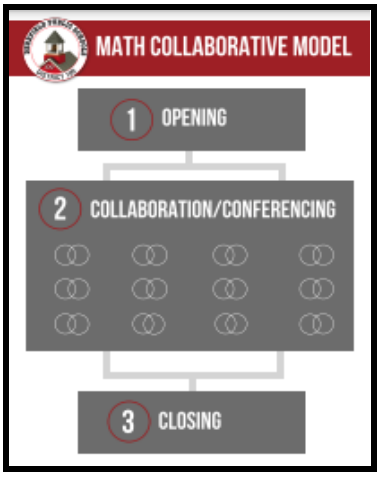
Mathematics in District 109

District 109's curriculum balances the need for a deep conceptual understanding with procedural fluency. An opening exploration, investigation, or dig-in offers students an opportunity to question, explain, and persevere as they seek to solve problems that encourage abstract thought. The mini-lesson gives students the opportunity to develop procedural fluency using clear, precise mathematical language. Students then engage in independent practice of the skill or concept, an extension, and/or prerequisite learning. Teachers facilitate class discussion, lead number talks, organize flexible groups, provide hands-on tasks, and monitor growth.

The instructional model in K-8 mathematics classrooms is as follows:

- **Exploration, Launch, Investigation, Dig-In:** A discovery exploration or task that encourages conceptual thinking about the mathematical skill or concept.
- **Mini-Lesson:** The teacher provides instruction, modeling, and demonstration on the specific mathematical skill or concept.
- **Guided Math/Math Stations:** Teacher meets with groups of students for small group instruction. Other students are working on engaging activities that are mathematically purposeful, still targeting the skill or concept, but designed at their independent level.
- **Daily Closing:** Assessment, reflection or closure to solidify student learning and/or provide the teacher with an opportunity to gather information to plan the next steps.





Effective Mathematics Teaching Practices (NCTM, 2014)

- **Establish mathematics goals to focus learning.** Effective teaching of mathematics establishes clear goals for the mathematics that students are learning, situates goals within learning progressions, and uses the goals to guide instructional decisions.
- **Implement tasks that promote reasoning and problem solving.** Effective teaching of mathematics engages students in solving and discussing tasks that promote mathematical reasoning and problem solving and allow multiple entry points and varied solution strategies.
- **Use and connect mathematical representations.** Effective teaching of mathematics engages students in making connections among mathematical representations to deepen understanding of mathematics concepts and procedures and as tools for problem solving.
- **Facilitate meaningful mathematical discourse.** Effective teaching of mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments.

- **Pose purposeful questions.** Effective teaching of mathematics uses purposeful questions to assess and advance students' reasoning and sense making about important mathematical ideas and relationships.
- **Build procedural fluency from conceptual understanding.** Effective teaching of mathematics builds fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems.
- **Support productive struggle in learning mathematics.** Effective teaching of mathematics consistently provides students, individually and collectively, with opportunities and supports to engage in productive struggle as they grapple with mathematical ideas and relationships.
- **Elicit and use evidence of student thinking.** Effective teaching of mathematics uses evidence of student thinking to assess progress toward mathematical understanding and to adjust instruction continually in ways that support and extend learning.

Common Core Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically,
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Core Instructional Resources include:

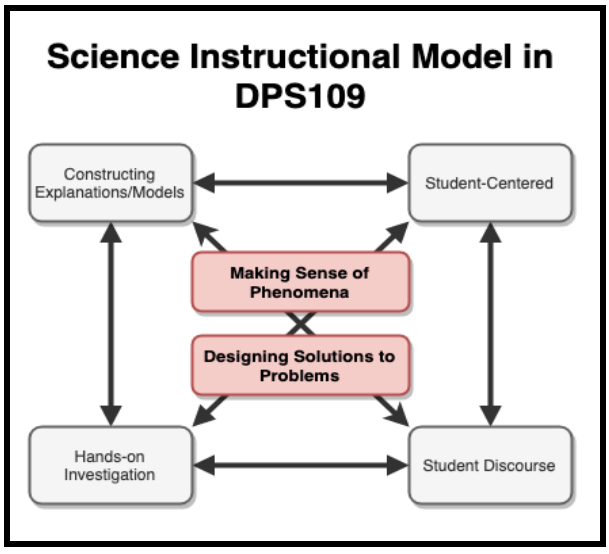
- Big Ideas Mathematics
- Math in Practice
- Mindset Mathematics
- Holt Geometry/McDougal Littell Geometry
- Geometry for Enjoyment and Challenge

Science in District 109

The central tenets of District 109's instructional model for science are designed to support the Next Generation Science Standards, which revolve around making sense of phenomena in the natural and human-made world. After conducting and recording these observations, students design and test solutions to problems they see. These key applications of the scientific endeavor provide meaningful, authentic contexts to motivate and engage students across learning experiences. Depending on the grade level, students explore content within the domains of Life Science, Earth and Space Science, Physical Science and Engineering Design. Students are encouraged to make connections across these domains and identify common and/or broad applications across different disciplines.

Instructional best practices in K-8 science classrooms includes the following:

- **Constructing Explanations:** Students revise their thinking as they construct explanations and models to make sense of phenomena and design solutions to problems.
- **Hands-on Investigations:** Students engage in hands-on investigations to collect evidence that can be used to justify claims about how and why phenomena occur.
- **Student-Centered:** Student questions and ideas are a salient part of making sense of phenomena and designing solutions to problems.
- **Student Discourse:** Students share and respectfully critique ideas about scientific investigations and potential explanations for phenomena.



Core Instructional Resources:

- Smithsonian Science for the Classroom (K-5)
- District Developed Units (6-8) feature components from an array of instructional resources including-but not limited to-Gizmos, Prentice Hall Science Explorer, PhET, OpenSciEd, CK-12, High Adventure Science, Jefferson Lab, and Sheppard Software.

Social Studies in District 109

District 109's core social studies program revolves around the C-3 Framework which is designed to prepare students for College, Career and Civic life. Developed by NCSS (National Council Social Studies), the framework is predicated upon "a common belief that our democratic republic will not sustain unless students are aware of their changing cultural and physical environments; know the past; read, write, and think deeply; and act in ways that promote the common good"(C-3). The state of Illinois has created its own grade level specific standards that parallel and reinforce the C-3 framework. The core curriculum in District 109 utilizes and promotes the social studies framework and standards established both at the national and state levels.

While a variety of creative instructional models are used in delivering a high quality program, a key component of each unit of study is the Inquiry Arc. The Arc focuses on the nature of inquiry in general and the pursuit of knowledge through questions. It includes four dimensions or stages of delivery:

Instructional best practices in K-8 social studies classrooms includes the following:

- **Developing Questions and Planning Inquiry:** At this stage, compelling and supporting questions are used as a central element of the teaching and learning process.
- **Applying Disciplinary Concepts and Tools:** The disciplines of civics, economics, geography, and history are used to find answers to the inquiry questions.
- **Evaluating Sources and Using Evidence:** A wide range of primary and secondary sources are utilized to further investigate compelling questions.
- **Communicating Conclusion and Taking Informed Action:** Students showcase the answer to the compelling question through individual essays, group projects, presentations, and/or community actions.

<table>
<tr><th>Dimension 1:
Developing Questions and Planning Inquiries</th><th>Dimension 2:
Applying Disciplinary Tools and Concepts</th><th>Dimension 3:
Evaluating Sources and Using Evidence</th><th>Dimension 4:
Communicating Conclusions and Taking Informed Action</th></tr>
<tr><td rowspan="4">Developing Compelling and Questions and Planning Supporting Inquiries</td><td>Civics</td><td rowspan="2">Gathering and Evaluating Sources</td><td rowspan="2">Communicating and Critiquing Conclusions</td></tr>
<tr><td>Economics</td></tr>
<tr><td>Geography</td><td rowspan="2">Developing Claims and Using Evidence</td><td rowspan="2">Taking Informed Action</td></tr>
<tr><td>History</td></tr>
</table>

Core Instructional Resources:

- Inquiry Journeys (K-5)
- TCI History Alive and The DBQ Project (6-8)

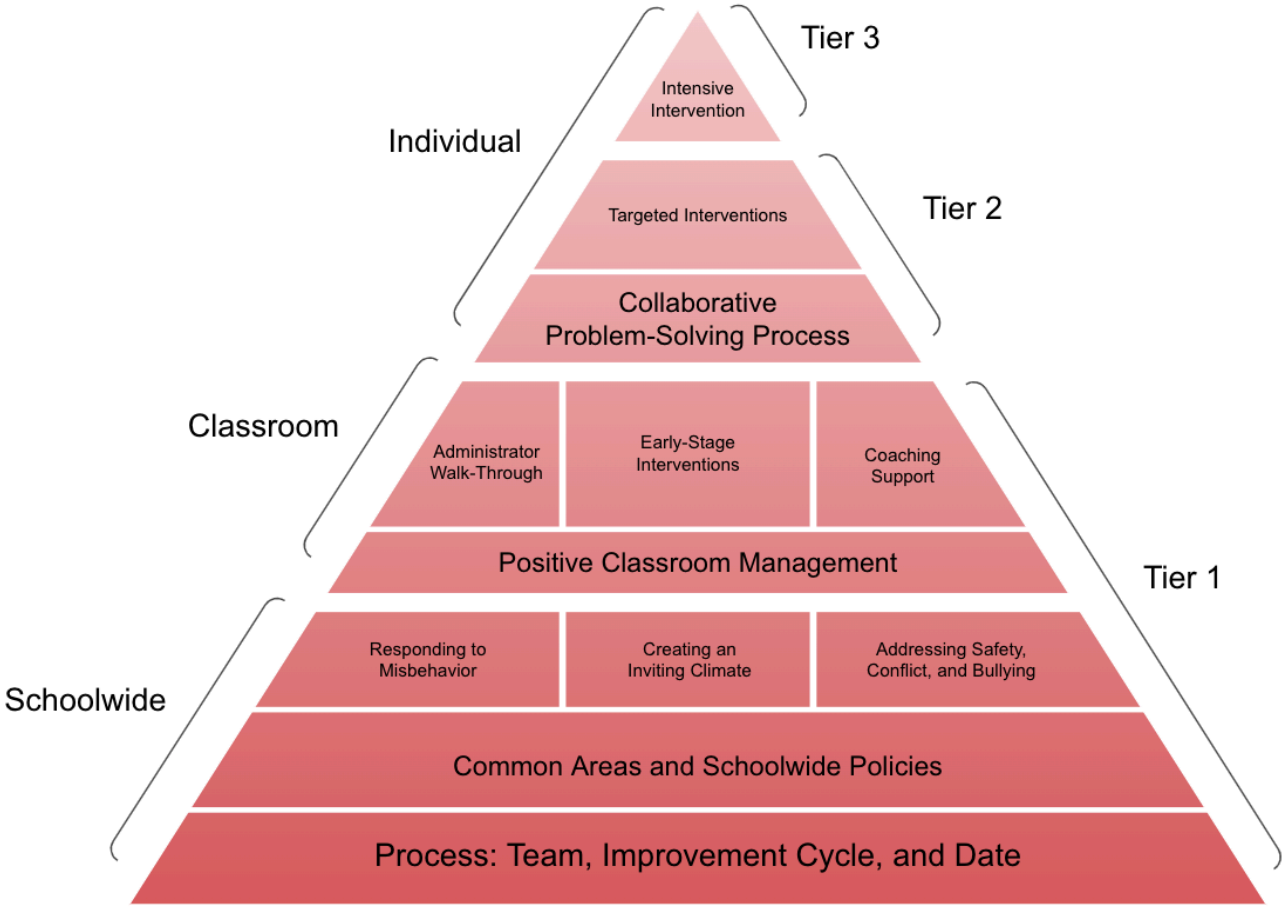
Social Emotional Learning in District 109

The core of social-emotional learning (SEL) in District 109 is creating a supportive and responsive school environment.

Using the *Safe and Civil Schools* approach to PBIS, school-based SEL teams in District 109 begin by constructing systems to proactively support all students by doing the following:

- Structure/organize all school settings for success.
- Teach students how to behave responsibly in all settings.
- Observe student behavior.
- Interact positively with students.
- Correct irresponsible behavior calmly, consistently, and immediately.

Using the *Safe and Civil Schools* approach improves safety, fosters school connectedness, increases motivation and achievement, and empowers staff and students. It has also been proven to reduce classroom disruptions, office referrals, and referrals to intervention or special education for behavior/disciplinary reasons.



Adapted from Safe & Civil Schools Foundations

In addition to systemic structures to support students, SEL lessons are explicitly taught in classrooms and embedded in interactions throughout the school day. The Collaborative for Academic, Social, and Emotional Learning defines SEL as "the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions." In alignment with the Illinois State Standards for Social-Emotional Learning, the CASEL 5 addresses five broad areas of competencies. They are as follows:

- **Self-Awareness:** Recognizing one's emotions and their effect on behavior
- **Self-Management:** Regulating emotions, thoughts, and behaviors to achieve goals
- **Responsible Decision-Making:** Making good choices and evaluating consequences
- **Relationship Skills:** Developing positive relationships; resolving conflicts constructively
- **Social Awareness:** Empathizing with others and understanding their perspectives, including those from diverse backgrounds

Students in grades 3-8 take an online survey twice annually to reflect on their own SEL mindset. Individual student responses provide the school and family with insight into what skills the child self-identifies as strengths and others they would like to develop. The overall data helps educators identify priorities and provide targeted learning opportunities to address the SEL needs in District 109 classrooms.

Core Instructional Resource: Second Step

School Libraries in District 109

The mission of the Deerfield District 109 school library media program is to engage with other members of the school and global communities, empower students with the essential skills for using ideas and information effectively, and inspire them to become ethical users of information and lifelong learners. The library program emphasizes four domains:

- Love of Reading
- Digital Citizenship
- Information Literacy
- Technology

Flexible scheduling allows for collaboration with staff and students. Our libraries are student-centered active learning spaces with collections that reflect equity, diversity, and inclusion and support social-emotional learning.

School libraries support classroom curriculum continually throughout the year.

Innovation in District 109

As we strive to prepare our students to thrive in a constantly evolving technological landscape, Deerfield District 109 focuses on the ISTE Student Standards which are designed to empower student voice and ensure that learning is a student-driven process.

The ISTE Student Standards help our students become an:

1. Empowered Learner
2. Digital Citizen
3. Knowledge Constructor
4. Innovative Designer
5. Computational Thinker
6. Creative Communicator
7. Global Communicator

Throughout the district our students have opportunities to experience learning which focus on the ISTE Student Standards. Empowering learners through setting goals, gathering feedback, choosing their learning product, and transferring their learning. Learning digital citizenship lessons using resources such as Commonsense Media and Google Be Internet Awesome throughout the year recognizing the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world. By learning to act and model in ways that are safe, legal and ethical by exploring and learning how to use informational databases, by learning research and media literacy our students become knowledge constructors. Students learn computational thinking through opportunities such as learning to code robots and various coding languages and creating their own virtual and augmented reality using CoSpaces Edu and Merge Cubes.

1:1 Technology in District 109

District 109 is a 1:1 teaching and learning environment. Students in grades K-1 are issued an iPad for educational purposes. Students in grade 2-8 are issued a touchscreen 2-in-1 Chromebook. As a 1:1 school district, classrooms utilize online tools to promote collaboration, communication, critical thinking, creativity, and digital citizenship. The primary focus of the digital tools is to enhance learning so that students can grow academically at their own place, pace, and path. Digital tools, particularly the learning management systems, can also be used to enhance communication with parents/guardians, providing a window into their child's learning.

Teachers further their ability to use technology to enhance their teaching through various professional development opportunities provided by technology partners and at the district. DIstrict 109 is a Google for Education learning environment with many staff having gone through training to become Google Certified Educators and/or Google Certified Trainers.

The Chief Technology Officer, along with Net 56 technicians, manages technology infrastructure and provides support to staff and students.

Encores & Specials in District 109

Physical Education/Health in District 109

All Kindergarten through 5th grade students experience Physical Education for 30 minutes, 3 days per week. Students participate in a variety of developmentally appropriate games and sports throughout the year with a focus on skill development, teamwork, and physical fitness. Elementary P.E. teachers also incorporate learning experiences to develop students' understanding of social & emotional health, nutrition, safety, alcohol/tobacco & other drugs, and personal health & wellness.

Middle school students attend Physical Education classes every day in order to further develop their movement skills, teamwork, and physical fitness. Each quarter, middle school students participate in a Health unit that has a larger focus on social & emotional health, nutrition, safety, alcohol/tobacco & other drugs, and personal health & wellness.

Art in District 109

Student artists explore the visual world by making creative choices and reflecting upon personal interests through the creation of both 2- D and 3-D artwork. Using the elements of art and the principles of design, students are challenged to experiment with concepts, media, and techniques. The visual art curriculum is structured around the National Core Art Standards of creating, connecting, presenting, and responding to visual artwork. Students explore drawing, painting, printing, ceramics, and sculpture. The artists collaborate and learn the creative process by planning and developing their projects from start to finish.

Curriculum under review 2025-2026.

General Music in District 109

In Music, students are empowered to discover their musical strengths and potential. Music encompasses a high level of learning engagement, student choice, and creativity. Students create, perform, respond, and connect through singing, listening, composition, instrumental performance, and collaborative, choice based projects. Students develop creativity and performance confidence, while building a strong foundation of fundamental music theory concepts.

Curriculum under review 2025-2026.

World Language in District 109 (6-8 only)

The world languages program is supported by providing students an introduction to the customs, arts, literature, history, and geography associated with the world languages offered in District 109 (Spanish, French, Hebrew, and Mandarin). Understanding culture is integral to learning and understanding a language. Therefore, courses focus on the countries and cultures of Spanish, French, Mandarin, and Hebrew speaking people. Students gain a richer understanding of both culture and language in order to make an informed decision about the language they choose to pursue starting in 6th grade. World language students acquire skills, cultural knowledge, and understanding necessary to interact in authentic situations in the target language. Throughout the three-year middle school program, students develop their listening, speaking, reading and writing skills to effectively communicate.

STEAM (K-5) and STEM/CMA (6-8) in District 109

STEM education is an interdisciplinary approach to learning relevant academic concepts coupled with real world lessons. Students apply Science, Technology, Engineering, and Mathematics in a context that makes connections between school, community, work, and the global enterprise. STEM integrates students into a cohesive learning paradigm based on real-world applications. Activities include robotics, computer science, architecture, game design, and simulations. Each activity is designed to emphasize collaborative learning, critical and analytical thinking, creative thinking, and problem solving.

Communication Media Arts (CMA) offers students a way to tell stories. Students engage in creative, innovative and collaborative opportunities; utilizing a variety of digital platforms.Each student is given choices as they design their own experience. Students build upon information each year as they continue to problem solve and share their knowledge with others. Activities include computer graphics, digital communications, coding, and software engineering. Each activity is designed to emphasize collaborative learning, critical and analytical thinking, creative thinking, and problem solving. Through participation in CMA activities, students practice many of the critical skills needed for the world they live in now and for their future.

Instrumental Music in District 109 (Optional 4-8)

Participation in the band program is optional and includes grade-level ensembles and attendance at one small group lesson per week, which offers instrument-specific skill instruction. Class content nurtures individual and group skill development on all wind and percussion instruments. The band program provides a wide array of opportunities for students to learn and grow. Emphasis is placed on development of proper technique on one's instrument, ensemble performance skills, musical expression, and knowledge of music theory and history—all while having fun in a nurturing, collaborative atmosphere.

The orchestra program is optional and provides a wide array of opportunities for students to learn and grow musically. A variety of orchestral literature is studied, and students have multiple performance opportunities. The curriculum places a strong emphasis on posture and fundamental techniques. Ensemble skills, expressive techniques, and music theory and history are also at the core of study. Students will learn skills in a fun, nurturing, and collaborative environment. In addition to large-group rehearsals, students receive small group lessons during the school day.

Assessment in District 109

Standardized Assessments/Universal Screeners

Benchmark assessments are designed to measure critical skills shown to be strong indicators of student learning, growth and performance. Screening results provide a measurement against local and national criteria, and are one source of information to gauge a child's level of proficiency. Students in grades K-8 will be universally screened two to three times per year, depending on grade and assessment type.

Academic:

- Kindergarten Individual Development Survey (KIDS)
- Illinois Assessment of Readiness (IAR) - English Language Arts & Mathematics (3-8)
- Illinois Science Assessment (ISA) (5 & 8)
- Measure of Academic Progress (MAP) - Reading and Mathematics (K-8)
- Fountas and Pinnell Benchmark Assessment System (K-5)

Social-Emotional Learning:

- Panorama SEL Screener (3-8)

Formative/Classroom Assessments

Formative assessments are designed and used to inform instruction and track student learning during a lesson, unit, or course. These assessments help teachers to identify how students are progressing as learners in regard to mastering concepts or standards, pinpoint specific areas or skills that require reinforcement, and determine when students are ready to move forward with specific learning progressions. These are day-to-day forms of assessment that include completed student work, interactions between the teacher and students and teacher observations of students.

Examples of Formative Assessments		
Artifacts	Interactions	Observations
Student Notebooks Rubrics Exit Slips Quizzes Unit Assessments Pre/Post Tests Projects	Running Records Conferring (teacher notes) Class Discussions Small Group Instruction	Independent Practice Partner Work Group Work Presentations

Grading and Reporting in District 109

Grades are determined by measuring student proficiency as compared to the Illinois State Learning Standards. Progress is communicated to parents on a regular basis, with formal progress reports being published two times per school year, in January and June. Parent-teacher conferences are held in the fall and spring as additional opportunities for updates on student progress. This allows for a dialogue between home and school mid-semester; providing multiple checkpoints across the year. Assessments (demonstrations of learning) should most heavily impact the overall grade. Practice (i.e. homework or in-class activities) should have less impact on the overall grade a student receives.

District 109 supports a balance between positive study habits and mastery for learning. As a result, we believe in multiple attempts at mastery. This means that students may require additional opportunities on summative assessments to develop and show mastery of standards. Students are expected to make a "good faith effort" on the first assessment and to employ study habits (completion of formative assessments and engagement in classroom activities) in order to prepare for summative assessments.

Reporting Descriptors for Academic Subjects - Elementary

Mastery of Grade-Level Standard

The student independently demonstrates a thorough understanding of the standard and consistently applies the knowledge and skills learned.

Progressing Towards Mastery of Grade-Level Standard

The student demonstrates a partial understanding of the standard and/or inconsistently applies the knowledge and skills.

Not Yet working at Grade-Level Standard

The student is continuing to develop prerequisite knowledge and skills.

Reporting Descriptors for Habits of Success - Elementary

Meeting age-appropriate expectations

The student independently and consistently demonstrates the skill.

Progressing towards age-appropriate expectations

The student requires occasional prompting and/or inconsistently demonstrates the skill.

Needs Improvement

The student requires regular prompting and/or rarely demonstrates the skill.

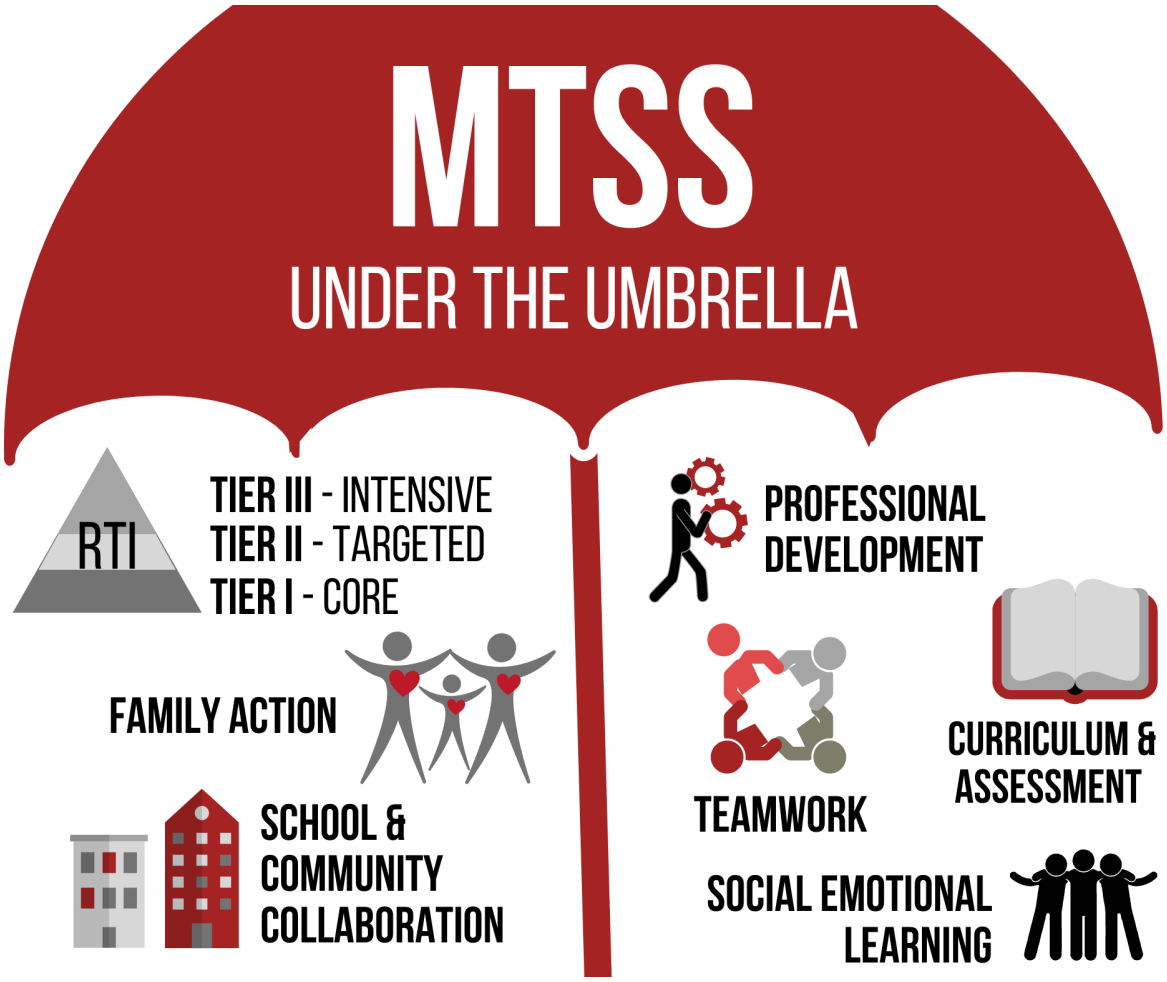
Grading Scale - Middle School

(Aligned with Deerfield High School Grading Scale)

Grade	Percentage
A	100-93
A-	92-90
B+	89-87
B	86-83
B-	82-80
C+	79-77
C	76-73
C-	72-70
D+	69-67
D	66-63
D-	62-60
F	59 & below

Multi-Tiered System of Support (MTSS) in District 109

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 prevention, represent a continuum of supports.



Public Act 105 of the Illinois Compiled Statutes defines Multi-Tiered Systems of Support (MTSS) as "a tiered process of school support that utilizes differentiated instructional strategies for students, provides students with scientific, research-based interventions, continuously monitors student performance using scientifically, research-based progress monitoring instruments, and makes educational decisions based on a student's response to the intervention."

MTSS at a Glance

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

- Assessment data is utilized to inform instruction/support and differentiation at this level, providing additional layers of support to individual students.

- Tier II represents targeted instruction/support using supplementary programs and/or strategies for students in addition to Tier 1 (core instruction and differentiation).

- Tier III represents intensive instruction/support for a few students in addition to Tier 1 (core instruction and differentiation).

- Tiers are not people, places, or programs, but represent types of instruction/support.

- Students continuously receive high-quality and differentiated Tier 1 instruction with natural differentiation.

- Interventions or strategies are based on research and data.

- Students with or without Individualized Education Plans can receive tiered intervention. Students that have an IEP can receive intervention in a content area not served by the IEP.

- An instructional cycle typically occurs every 8 weeks; however, instructional levels of support can be adjusted as a student's needs change, based on data collected.

- School and district staff will regularly collaborate around data to include classroom assessments, universal screening, progress monitoring, and teacher/staff observation.

- School sites implement school-wide and classroom level measures to support important social-emotional and learning outcomes.

Problem-Solving Model

A problem-solving model is used for MTSS. At a universal level, it is used to determine curriculum, instructional approach, and resources aligned to students' needs. At the student level, it is used to determine discrepancies, as well as to plan, implement, and analyze any needed intervention. The process outlined below is used by the problem-solving team.

Problem Identification: Is there a problem? If so, what is it?

- Define area(s) of concern and prioritize.
- Review/collect baseline data on primary area of concern.
- Note discrepancy between what is expected and what is occurring.

Problem Analysis: Why is it happening?

- Review data to generalize plausible hypotheses.
- Collect additional data as needed to refute or validate hypotheses.
- Select most validated and alterable hypotheses, and use this plan

Plan Development: What shall we do about it?

- Identify intervention strategies and procedures.
- Identify implementation logistics to ensure the plan is implemented with integrity.
- Identify Progress Monitoring logistics (e.g. who, what, when, where, how often).
- Write a standards-based measurable goal.
- Decide on decision-making rules (timeline for review, criteria for entry/exit, etc.) for plan evaluation.

Plan Evaluation: Did our plan work?

- Is progress being made toward the goal?
- Is the discrepancy decreasing between what is expected and what is occurring?
- Should the plan be maintained, can it be removed, or are changes needed?

Problem-Solving Team (PST) Norms

- Problem-solving teams are encouraged to meet in the AM (an 8:20 start in elementary buildings and a 7:45 start in the middle schools). This will allow general education teachers to provide input for students in their classrooms.
- An agenda will be created in advance of each meeting.
- Triangulation of student data, documented in Panorama, will guide the discussion.

Problem Solving Team (PST) Roles

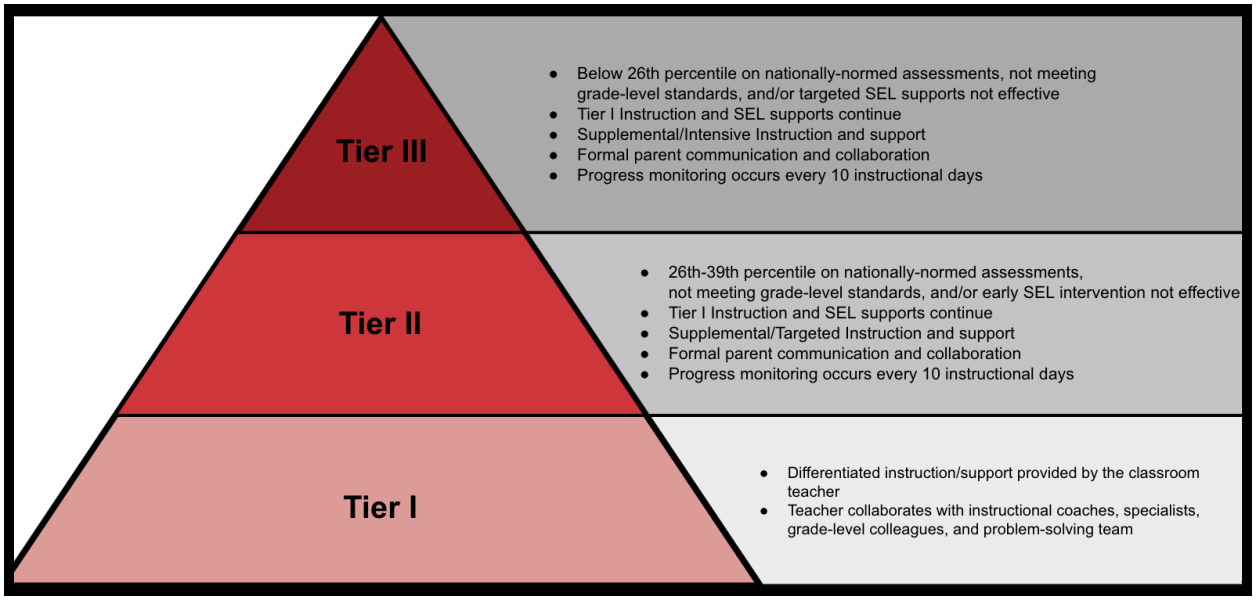
Roles	Tier 1	Tier 2/3
Classroom Teacher (Elementary)	• Delivers core instruction/support • Administers universal assessments • Collects formative classroom data as part of daily practices • Defines area(s) of need, specifically noting how a child is performing as compared to grade level expectations • Consults with instructional coach and/or grade level team as part of core instruction, as needed • Communicates any concerns to parent/guardian • Documents area(s) of need and layers of support, for identified student(s), in Panorama • Presents approximately 6 weeks of data to the Problem Solving Team • Contributes knowledge of grade, group, instruction, data, and planning • Provides direction to Intervention Assistant when pushing into the classroom to provide instruction/support	• Contributes knowledge of student, family, instruction, intervention, data, hypothesis, and planning • Continues to deliver core instruction/support with fidelity • Continues additional layers of support as part of core instruction • Consults with Tier 2/3 provider for alignment, as needed • Carries out or assists in intervention plan and/or progress monitoring, as needed
Classroom Teacher (Middle School)	• Delivers core instruction/support • Administers universal assessments • Collects formative classroom data as part of daily practices • Consults with Interventionist as part of core instruction; for goal setting; in order to define the area(s) of need, specifically noting how a child is performing as compared to grade/course level expectations • Communicates any concerns to parent/guardian • Documents area(s) of need and layers of support, for identified student(s), in Panorama • Adds student to PST agenda, once goal is developed • Presents approximately 6 weeks of data to the PST when determining next steps • Contributes knowledge of grade, group, instruction, data, and planning	• Contributes knowledge of student, family, instruction, intervention, data, hypothesis, and planning • Continues to deliver core instruction/support with fidelity • Continues additional layers of support as part of core instruction • Consults with Tier 2/3 provider for alignment, as needed • Carries out or assists in intervention plan and/or progress monitoring, as needed
Psychologist	• Coordinates with instructional coaches, curriculum specialists, and grade-level teams to remain knowledgeable about universal instruction • Organizes and analyzes benchmark data	• Attends all PST meetings and meetings for individual students. • Informs individual intervention design, data review, and decision making • Provides individualized intervention for any student(s) • Organizes and analyzes social, emotional, and behavioral data for groups and interventions

School Counselor or Social Worker	● Coordinates with instructional coaches and grade-level teams to remain knowledgeable about universal instruction ● Improves core SEL instructional fidelity through modeling and coaching ● Organizes and analyzes SEL Universal Screener and core SEL data	● Attends all PST meetings and meetings for individual students that are SEL focused ● Provides Social and Emotional Skill Groups ● Provides behavioral and social emotional intervention and support ● Organizes and analyzes social-emotional and behavioral data for groups and interventions ● Provides SEL coaching for in-class support ● Informs individual behavioral intervention design, data review, and decision making ● Organizes and documents behavioral progress monitoring ● Provides individualized intervention for any student(s). Progress monitors, at a minimum, every 10 instructional days: Tier 2 - biweekly, Tier 3 - weekly
Building Administrator (Principal, Assistant Principal, and/or Student Services Coordinator)	● Facilitates Problem-Solving Team meetings ● Establishes adequate space for meetings ● Maintains group norms ● Communicates dates for universal screener and/or benchmark assessments ● Monitors for fidelity of core instruction ● Coordinates schedule of Intervention Assistant with input from Library Information Specialist and Interventionist	● Checks for fidelity of core instruction and Tier 2/3 interventions ● Establishes adequate time and space for meetings with families ● Invites appropriate people to meetings ● Ensures parent/guardian are informed ● Ensures necessary supports for parent/guardian are scheduled, if needed (i.e. interpreter, translations) ● Maintains group norms in meetings ● Manages team roles in meetings ● Monitors the coordination and documentation of SMART goals with PST ● Coordinates schedule of Intervention Assistant with input from Library Information Specialist and Interventionist
Interventionist (Elementary)	● Coordinates with curriculum specialists, instructional coaches and/or grade-level teams to remain knowledgeable about core instruction ● Brainstorms with teachers; ideas for differentiation and supports to supplement core instruction	● Attends all Tier 2/3 meetings ● Gains permission from parent/guardian to begin intervention ● Communicates progress to parent/guardian at the end of each intervention cycle; additional communication as needed ● Provides targeted support in area of academic need ● Progress monitors, at a minimum, every 10 instructional days: Tier 2 - biweekly, Tier 3 - weekly ● Administers benchmark screenings in the fall, winter, and spring ● Informs and employs modifications, accommodations, and differentiation resulting in a targeted/intensive intervention ● Initiates problem solving meeting when student is not making expected growth at Tier 2 ● Coordinates and documents SMART goals and related data/data collection tools in Panorama; updates as appropriate ● Records purpose for change in intervention in Panorama (anecdotal notes) ● Plans intervention(s) for Intervention Assistant

Interventionist (Middle School)	● Coordinates with curriculum specialists, teachers and/or grade-level teams to remain knowledgeable about core instruction ● Brainstorms with teachers; ideas for differentiation and supports to supplement core instruction ● Attends all departmental meetings as a member of the team	● Attends all Tier 2/3 meetings ● Gains permission from parent/guardian to begin intervention ● Communicates progress to parent/guardian at the end of each intervention cycle; additional communication as needed ● Provides targeted support in area of academic need ● Progress monitors, at a minimum, every 10 instructional days: Tier 2 - biweekly, Tier 3 - weekly ● Administers benchmark screenings in the fall, winter, and spring ● Informs and employs modifications, accommodations, and differentiation resulting in a targeted intervention ● Initiates problem solving meeting when student is not making expected growth at Tier 2 ● Coordinates and documents SMART goals and related data/data collection tools in Panorama; updates as appropriate ● Records purpose for change in intervention in Panorama (anecdotal notes) ● Plans intervention(s) for Intervention Assistant
Part-Time Intervention Assistant	● Assists the general education classroom teacher in supporting students who have been identified as needing additional layers of support ● Consults with Instructional Coach and/or Curriculum Specialist with questions about core instruction/support and/or materials	● Works under the supervision of the building administration, teacher(s), and/or interventionists to deliver intervention(s) to specific students ● Consults PST with questions about intervention programs and/or strategies ● Supports individual students or small groups ● Assists with administration of progress monitoring assessments ● Keeps notes and/or records data after meeting with assigned student(s) ● Keeps PST informed of the work being completed and the support required
Curriculum Specialist/ Instructional Coach	● Facilitates grade-level meetings to support teachers in strong core instruction/support ● Assists the classroom teacher to define the area of need and design additional support for student(s) who may need it ● Organizes and analyzes any core academic data for use by the grade-level and/or problem-solving teams ● Assists with on-site PD	● Continues to support fidelity of implementation of core instruction/support ● Provides input to the PST for Tier 2/3 strategies and/or programming ● Assists classroom teacher(s) in aligning Tier 2/3 intervention/support strategies and/or program with core instruction
Parent or Guardian	● Partners with classroom teacher(s) to access information about core instruction, area(s) of need, and additional layers of support	● Provides consent for Tier 2/3 intervention ● Receives progress updates at end of instructional cycle, or more frequently, as needed ● Receives support(s) to reinforce concepts at home ● Invited to plan with the PST, if student is moving to Tier 3
Related Staff	Staff members with content knowledge expertise related to the area of focus may be helpful at any level (i.e. EL for language acquisition, speech and language pathologist, occupational therapist, physical therapist, etc.)	

Response to Intervention

Response to Intervention (RtI) processes focus on students who are experiencing a discrepancy between what is expected and what is occurring, and provides a vehicle for data-based decision making to strengthen their performance before problems increase in intensity. RtI refers to the practice of providing effective core instruction and SEL support to all students and intervention, aligned to core instruction/support, for students that demonstrate a need. Assessment (district and classroom), progress monitoring, and data-driven decision making are components of successful RtI implementation.



Tier 1 is core instruction/support in the regular classroom and generally supports 85% of the student population. All students' receive effective, differentiated instruction and common SEL support provided by a classroom teacher using evidence-based core curriculum and positive behavioral management strategies. During Tier I, the teacher identifies students who may need additional support using key indicators (difficulty mastering content, absenteeism, behavioral problems, signs of disengagement, etc.). Students with at-risk factors may be provided with additional targeted instruction/support, in-class boosters, or differentiated opportunities for practice, along with core instruction, based on collected data. If these supports are unsuccessful, the teacher asks the RtI team to review what additional support might support the student in reaching levels of proficiency.

Tier 2 is a short-term support for students identified as not responding to Tier I and generally meets the needs of 10-15% of the student population. This targeted intervention may involve academic push-in and/or pull-out support, one-on-one counseling, a behavioral contract, etc. Parents will be included when a child is referred for Tier 2 and progress monitoring occurs regularly. Students who respond well to Tier 2 support are returned to Tier 1. Students who do

not respond to the Tier 2 supports are reviewed for changes in Tier 2 and/or movement to Tier 3.

Tier 3 involves the application of intensive, 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. A student demonstrating desired growth after Tier 3 support results in the student being returned to Tier 1 or Tier 2. A student demonstrating slow growth results in the student continuing in Tier 3. No or minimal growth over time may result in the student being referred for special education evaluation.

RtI Processes and Procedures in District 109

Tier I/Core Instruction/Support

The following criteria should be met prior to a referral to the problem-solving (RtI) team:

- ❏ The student has received Tier 1 instruction/support with fidelity.
  *With fidelity means that the instruction was given as intended by the developer (time allotted, frequency, instructional method, correct materials, etc).
- ❏ The student has received differentiated and/or small group instruction/support in the classroom.
- ❏ Data has been collected by the classroom teacher on an ongoing basis.
- ❏ The student's parent/guardian has been regularly informed of the child's progress.

*The teacher can use this form to request assistance from a PST member to brainstorm ideas.

The problem-solving team will meet regularly to review data from universal screeners. The following data may prompt a closer examination of whether a child may benefit from support:

- ❏ Students who are not meeting grade-level standards on normed assessments
- ❏ Students who are receiving 2's (K-5) or D's or F's (6-8) on progress reports
- ❏ Students who who have more than 8 absences or frequent tardiness
- ❏ Students who self-identify concerns on the SEL screener
- ❏ Students who have 3 or more office referrals for behavior

PST Team Referral/Consideration of Tier II

To submit a referral to the PST Team, this form (or one developed by the individual building) will be used by the teacher. The teacher will present at least 6 weeks of progress monitoring data and documentation of communication with the child's parent/guardian.

The team will respond by doing the following:

- ❏ Review the students' data, including progress monitoring data collected by the teacher.
- ❏ Brainstorm ideas for support based on the concern that has been presented.
- ❏ If recommendation is for the child to continue in Tier I with a revised support, the team will assign someone to communicate with/assist the classroom teacher.
- ❏ If recommendation is for the child to bump to a Tier II support, the team will determine recommended logistics (who, when, where, how often, monitoring protocols, and goals).
- ❏ Appoint a member of the team to contact the family to discuss the plan and gain permission for Tier II support to commence.
- ❏ Collect parent consent or decline of services in writing.

*In rare cases, a student may be brought directly to the RtI team. Examples include:

- ❏ A student moved into the district and is displaying significant needs.
- ❏ A student is in frequent or constant emotional, mental health, or behavioral crisis.

- ❏ The student is being considered for an evaluation that would not lead to eligibility for a specific learning disability (e.g. considering other health impairment).

RtI Team Recommends 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. In these few cases, the team will:

- ❏ Invite the parents to a meeting to collaborate around next steps.
- ❏ The team will document the individualized intervention plan.
- ❏ Follow-up meetings should occur every 6-8 weeks.

Student is Receiving Tier II or Tier III Intervention

As previously stated, intervention is designed to be short-term and specifically targets an identified area of need. The following happens in Tier II/III:

- ❏ The intervention plan is documented in Panorama.
- ❏ The student receives targeted instruction using an evidenced-based intervention.
- ❏ Progress monitoring data is collected every 10 days, at minimum, by the person providing the intervention.
- ❏ Goals established by the MTSS team upon entrance are reviewed regularly to determine when changes in support should occur (discontinuation or increased intensity).
- ❏ Parents are provided with formal updates at reporting periods (trimester/quarter).
- ❏ All Tier I practices continue.

Tier II and Tier III Intervention Resources

Literacy Intervention Resources:

- Read Naturally
- Corrective Reading
- Wilson Reading System
- Fundations
- Leveled Literacy Intervention
- Heggerty Phonemic Awareness

Math Intervention Resources:

- Bridges Intervention
- Number Worlds
- Big Ideas RtI Tools

Social-Emotional Intervention Resources:

- Zones of Regulation
- Social Thinking
- Executive Functioning Curriculum
- Panorama Playbook

Occupational Therapy Intervention Resources:

- Occupational Therapy Strategies
- OT Performance Checklist

RtI Progress Monitoring Protocols

FastBridge Learning

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

1. Collect *at grade level* baseline data **three times per year** (fall, winter, and spring).
2. Progress monitor students *at their instructional level* **bi-weekly**. Most of our students will be able to access the grade-level assessment. For those students who are more discrepant, use another standardized measure (MAP, F&P, etc.) to find the child's instructional level. Then, progress monitor at one year above the instructional level. This ensures that we are setting ambitious, yet attainable goals. For example, a 5th-grade student who is reading at a 2nd-grade instructional level may be progress monitored bi-weekly using the 3rd-grade assessment. If/when a child graduates a level, adjust instruction and progress monitoring levels accordingly.

FastBridge Assessments for Progress Monitoring

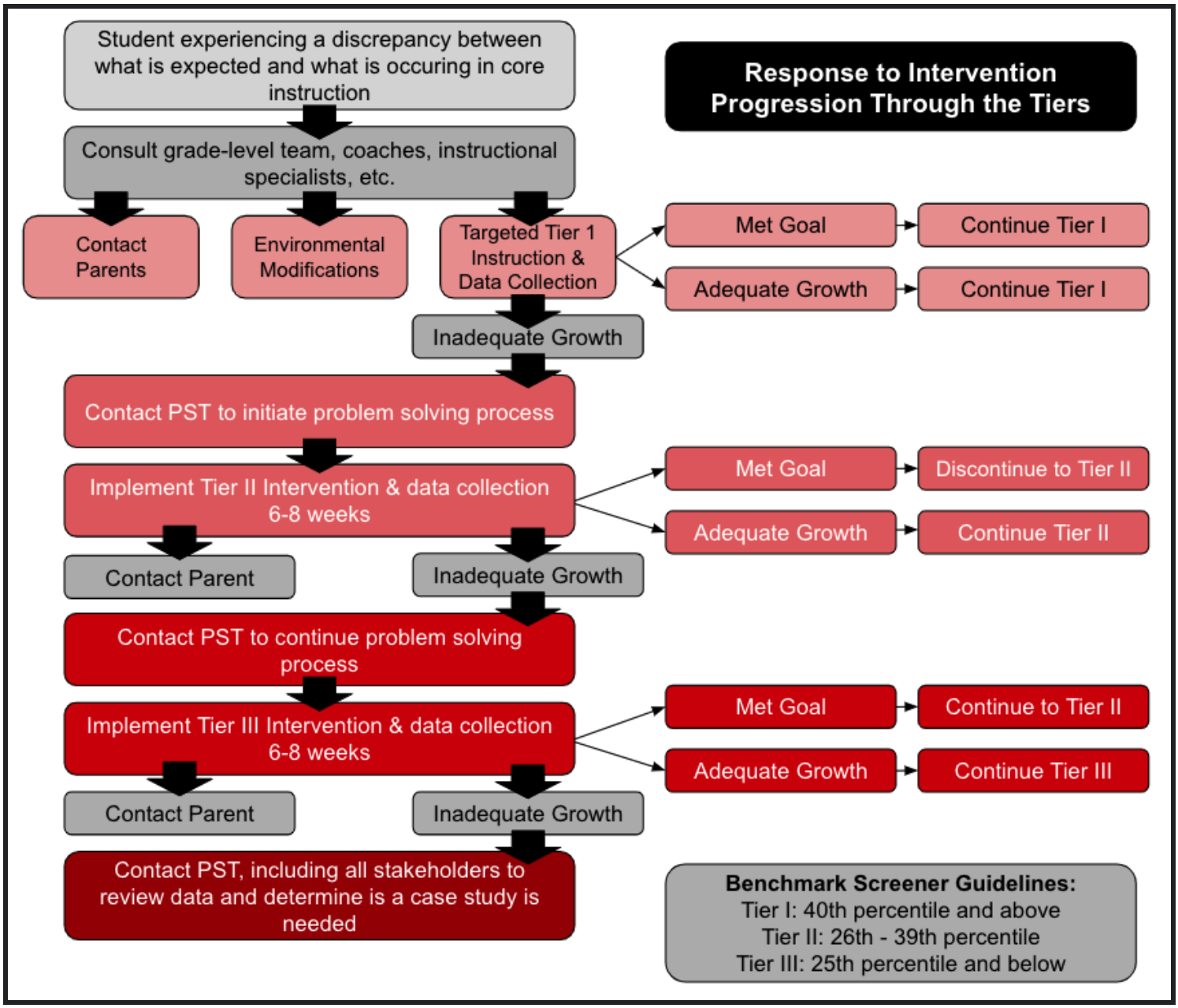
ELA	Math
Early Reading (K)	Numeral Identification (K)
CBM Reading (1-8)	Early Math (K-1)
AutoReading (2-5)	Automaticity (1-3)
Optional - Comp Efficiency (2-8)	MCAP (1-8)

Accommodations

FastBridge does not provide accommodations, but does allow certain ones for students on Individual Education Plans. Note that the tests were normed without accommodations; therefore, the student's score will be compared to norms and benchmarks that do not take the accommodation into account. The allowable accommodations, if written into an IEP, are as follows:

- Text Magnification
- Sound Amplification
- Extra Breaks
- Preferential Seating and Use of Quiet Space
- Proxy Responses
- Extended Time (for aReading, aMath, and the untimed portions of CBMMath, earlyReading and earlyMath only)
- Students with different needs or abilities may take the computer-based assessments on a tablet-type device to facilitate screen optimization.
- Calculators are not generally allowed on any assessment unless the student is on an IEP with this accommodation. They should not use a calculator for any reason on the CBM Math- Automaticity.
- Pencil and Paper can be used to help work out the math problems except for on the CBM Math-Automaticity assessment.

The RtI Process
Flow Chart



Advanced Learning in District 109

Philosophy for Advanced Learning in Deerfield District 109

Deerfield Public School District 109 believes that all children deserve access to the highest levels of academic achievement. It is our goal to support students in reaching and expanding their potential through differentiated curriculum and rigorous classroom experiences. The development of critical thinking and analytical skills helps students become engaged and productive citizens. Advanced learners often require additional enrichment and/or accelerated opportunities to meet their individual needs.

The Accelerated Placement Act (Public Act 100-0421) was signed into law on August 25, 2017 and took effect July 1, 2018. This Accelerated Placement Act requires Illinois public school districts to adopt and implement policies on acceleration that, at minimum, provide opportunities for early entrance to kindergarten and first grade, opportunities for accelerating a student in a single subject area, and opportunities for "whole grade" acceleration (sometimes referred to as "grade skipping").

The law requires that district acceleration policies include:

- A provision that states that participation in accelerated placement is not limited to those children who have been identified as gifted and talented, but rather is open to all children who demonstrate high ability and who may benefit from acceleration;
- A fair and equitable decision-making process that involves multiple persons and includes a student's parents or guardians;
- Procedures for notifying parents or guardians of a child of a decision affecting that child's participation in an accelerated placement program; and
- An assessment process that includes multiple valid, reliable indicators.

Other components mentioned in the law include:

- Procedures for annually informing the community at-large, including parents or guardians, about accelerated placement opportunities and the methods used for the identification of children eligible for accelerated placement;
- A process for referral that allows for multiple referrers, including a child's parents or guardians, licensed educational professionals, the child (with written consent of a parent or guardian), or in case of possible early entrance, a preschool educator, pediatrician, or psychologist who knows the child; and
- A provision that provides that children participating in an accelerated placement program and their parents or guardians will be provided a written plan specifying the type of acceleration the child will receive and strategies to support the child.

Full text of the Accelerated Placement Act is available on the Illinois General Assembly website.

Policy 6:135 Accelerated Placement Program

The District provides an Accelerated Placement Program (APP). The APP advances the District's goal of providing educational programs with opportunities for each student to develop to his or her maximum potential. The APP provides an educational setting with curriculum options usually reserved for students who are older or in higher grades than the student participating in the APP. APP options include, but may not be limited to: (a) accelerating a student in a single subject; (b) other grade-level acceleration; and (c) early entrance to kindergarten or first grade. Participation in the APP is open to all students who demonstrate high ability and who may benefit from accelerated placement. It is not limited to students who have been identified as gifted and talented. Eligibility to participate in the District's APP shall not be conditioned upon the protected classifications identified in School Board policy 7:10, *Equal Educational Opportunities*, or any factor other than the student's identification as an accelerated learner.

The Superintendent or designee shall implement an APP that includes:

1. Decision-making processes that are fair, equitable, and involve multiple individuals, e.g. District administrators, teachers, and school support personnel, and a student's parent(s)/guardian(s);
2. Notification processes that notify a student's parent(s)/guardian(s) of a decision affecting a student's participation in the APP; and
3. Assessment processes that include multiple valid, reliable indicators.

The Superintendent or designee shall annually notify the community, parent(s)/guardian(s), students, and school personnel about the APP, the process for referring a student for possible evaluation for accelerated placement, and the methods used to determine whether a student is eligible for accelerated placement. Notification may: (a) include varied communication methods, such as student handbooks and District or school websites; and (b) be provided in multiple languages, as appropriate.

LEGAL REF.: 105 ILCS 5/14A.

CROSS REF.: 6:10 (Educational Philosophy and Objectives), 6:130 (Program for the Gifted), 7:10 (Equal Educational Opportunities), 7:50 (School Admissions and Student Transfers To and From Non-District Schools)

ADOPTED: August 20, 2018

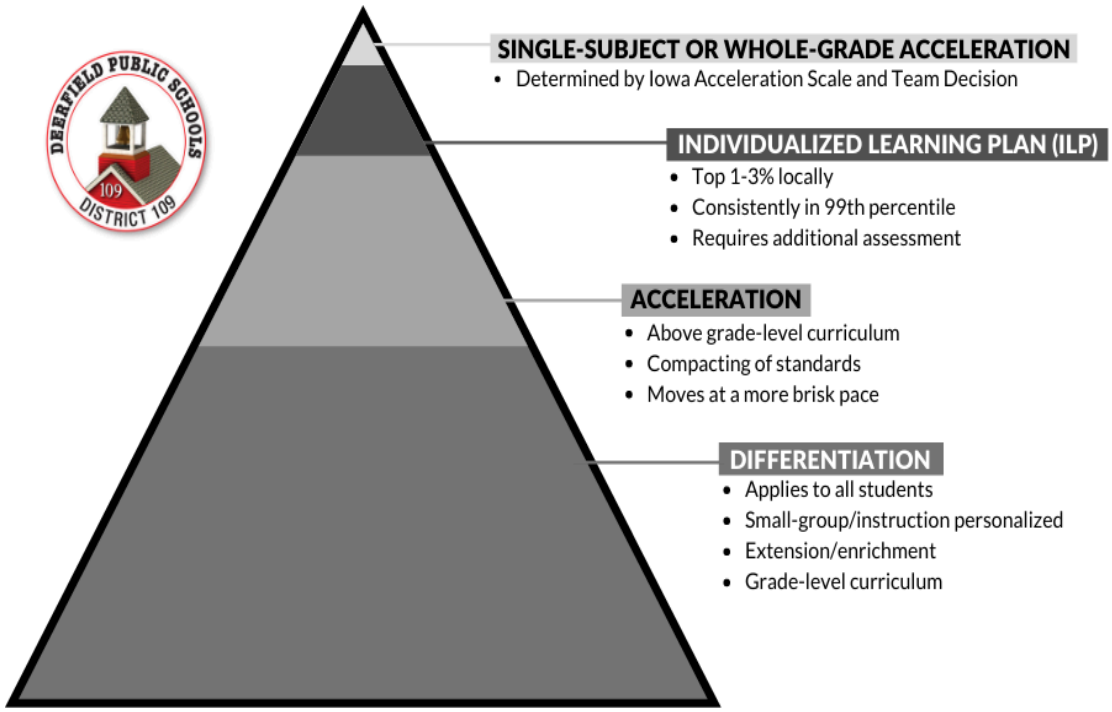
Components of District 109's Advanced Learning Model

Differentiated Instruction may mean teaching the same material to all students using a variety of instructional strategies, OR it may mean delivering lessons at varying levels of difficulty based on the ability of each student.

Acceleration provides extension experiences for those students whose academic needs require beyond grade-level curriculum. Classroom teachers and Advanced Learning Specialists use formal and informal assessments, as well as classroom observations, to determine appropriate learning activities.

Individualized Learning Plans may be developed for students who consistently score in the 98-99th percentile on NWEA MAP assessment, are performing in the top 1-3% locally, AND classroom acceleration/enrichment is not meeting the child's needs. If requested, a team will review the child's classroom assessments, standardized test scores, and other supporting data to determine if the child is eligible. Additional assessments may be warranted.

Single-Subject or Whole Grade Acceleration is an option to serve students whose needs exceed differentiation, enrichment, and an Individualized Learning Plan. These students exhibit high levels of ability, creativity, and task commitment in school activities based on multiple assessment data points. If a child is being considered for single-subject or whole-grade acceleration, the district facilitator will use the Iowa Acceleration Scale (IAS) to guide the team in making important decisions about whether the student is a candidate.



Advanced Learning by Grade Band

In **grades K-3**, differentiation in all core content takes place within the classroom. Each elementary school has two instructional coaches that provide support to the classroom teachers in differentiating curriculum and instruction to meet the needs of high-potential students. Instructional Coaches meet weekly with K-2 teachers. The Advanced Learning Specialist is also available for the following consultation and support, as needed:

- Weekly meetings
- Small group and/or individualized instruction
- Data analysis
- Planning and implementing units/standards (often above grade level)
- Model teaching
- Parent communication
- Student feedback

In **grade 4**, the same differentiation and support outlined above continues. In addition, the Advanced Learning Specialist works flexibly with groups in mathematics using both a push-in and pull-out model. All students take a pre-assessment prior to each unit. Students who are demonstrating mastery of the content within a unit will work on subsequent mathematics content, which is usually a progression of the learning and/or above-grade grade level content.

In **grades 5-6**, differentiation and support in all content continues, and two pathways are started in math. Students who qualify for the Geometry Pathway (an advanced math placement) will attend a daily replacement math class, which provides direct instruction in above grade-level math. The curriculum is designed to encourage higher-level thinking skills and problem-solving, and involves an accelerated pace of instruction.

In **Grades 7 & 8**, differentiation and support in all content continues. In addition, students have access to three pathways in mathematics. They are as follows:

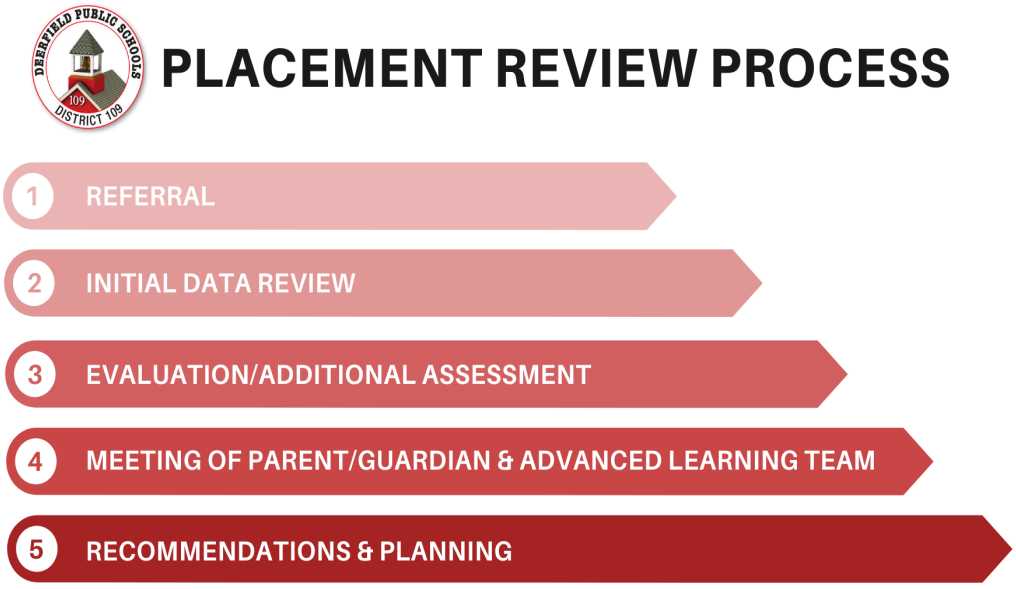
- Pre-Algebra Pathway: Students continue to receive grade-level standards. This pathway prepares students for transition to an Algebra I course when entering high school.
- Algebra Pathway: Students will receive a compacted curriculum in 7th grade, which is a combination of 7th and 8th grade Common Core Standards. In 8th grade, students will receive Algebra I. This accelerated pathway prepares students for transition to a Geometry course when entering high school.
- Geometry Pathway: Students enrolled in this pathway complete Algebra I in 7th grade and Geometry in 8th grade. This advanced pathway, which is double-accelerated, prepares students to enroll in Algebra 2 Advanced or Algebra 2 Honors when entering high school.

How is placement determined for the Geometry Pathway? Students who have historically performed at or above the 95th percentile on the NWEA MAP (Northwest Evaluation Association Measures of Academic Progress) and who meet or exceed standards on the IAR (Illinois Assessment of Readiness) will be invited to take an additional assessment for placement.

Advanced Learning Review Process

Acceleration is a complex decision; therefore, the team must review multiple pieces of evidence suggesting that a student's profile requires an experience beyond what a differentiated classroom can provide. The process is outlined below.

- The parent should first consult with the classroom teacher and building principal about opportunities for differentiation, extension, or acceleration for the child.
- If requesting a formal review, this Referral Form may be submitted by the teacher, staff member, or parent/legal guardian.
- The initial data review will be conducted by the Director for Learning and shared with the parent and principal within ten school days.
- If the initial data review suggests that additional evaluation is needed, written consent will be obtained from the parent/guardian to administer additional assessments.
- Within thirty (30) school days, the person who referred the child will be contacted to discuss the data collection.
- The school's Advanced Learning Team will then meet with the parent(s) and/or legal guardian(s) to discuss the overall evaluation and determine appropriate next steps.
- If desired, a written appeal of the decision should be submitted to the Assistant Superintendent of Curriculum and Instruction within 5 calendar days. After receiving the appeal, the case will be reviewed within ten calendar days and the parent and/or guardian will be contacted with a final decision.



Advanced Learning Roles and Responsibilities

Roles	Responsibilities
Parent or Guardian	• Partners with the teacher to learn about how differentiation is being delivered in the classroom to meet the needs of their child. • Advocates for the child if more differentiation or support is needed.
Classroom Teacher	• Delivers core instruction and administers universal assessments. • Provides tiered differentiation to appropriately challenge the child. • Advocates for the child with the school team when additional support is needed.
Instructional Coach	• Facilitate grade-level meetings to support teachers in effective instructional practices, including differentiation. • Help support teachers in designing classroom extensions.
Advanced Learning Specialist	• Consults with teachers to develop enrichment opportunities. • Works with intermediate classroom teachers to deliver lessons that extend, compact, and/or accelerate the learning. • Teaches an accelerated math class at the 5th grade level. • Coordinates with instructional coaches.
Director for Learning	• Works with classroom teachers, instructional coaches, and advanced learning specialists to coordinate consistent district protocols. • Serves as a point of contact for families and school teams when the referral process is initiated. • Administers additional assessment, when needed. • Organizes and analyzes data. • Coordinates meeting between the Advanced learning Team and parent/guardian.
Principal	• Oversees curricular and instructional practices at the building level. • Supports teachers in professional learning that promotes meeting the needs of all students, including advanced learners. • Facilitates meetings that include members of the Advanced Learning Team (listed above).
Assistant Superintendent of Curriculum and Instruction	• Coordinate with the Advanced Learning Teams to ensure that district protocols are followed. • Organizes and analyzes benchmark data for the district. • Serves as the point of contact if a family wishes to appeal the decision of the Advanced Learning Team.