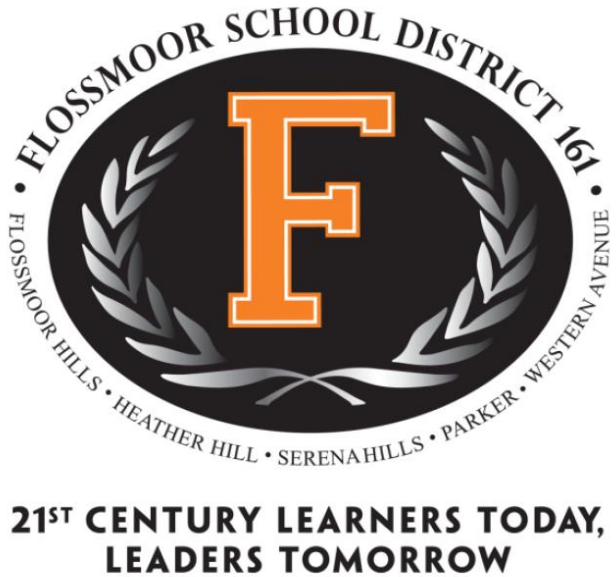
Flossmoor School District 161

Instructional Framework



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Introduction

Strategic Plan
Home School Connection
Committee Information

Introduction:

The purpose of this document is to provide an overview of the instructional framework utilized in Flossmoor School District 161. This document is intended for use by all district staff including administrators, teachers, coaches, support staff, and/or paraprofessionals.

Flossmoor School District 161 Strategic Plan 2010-2015:

A strategic plan is used for creating an organization's preferred future, producing a results-based, action-oriented plan for continued and sustained improvement. The Strategic Plan can be located at*:* www.sd161.org / Resources / Strategic Plan. The main components of our strategic plan include:

Mission Statement

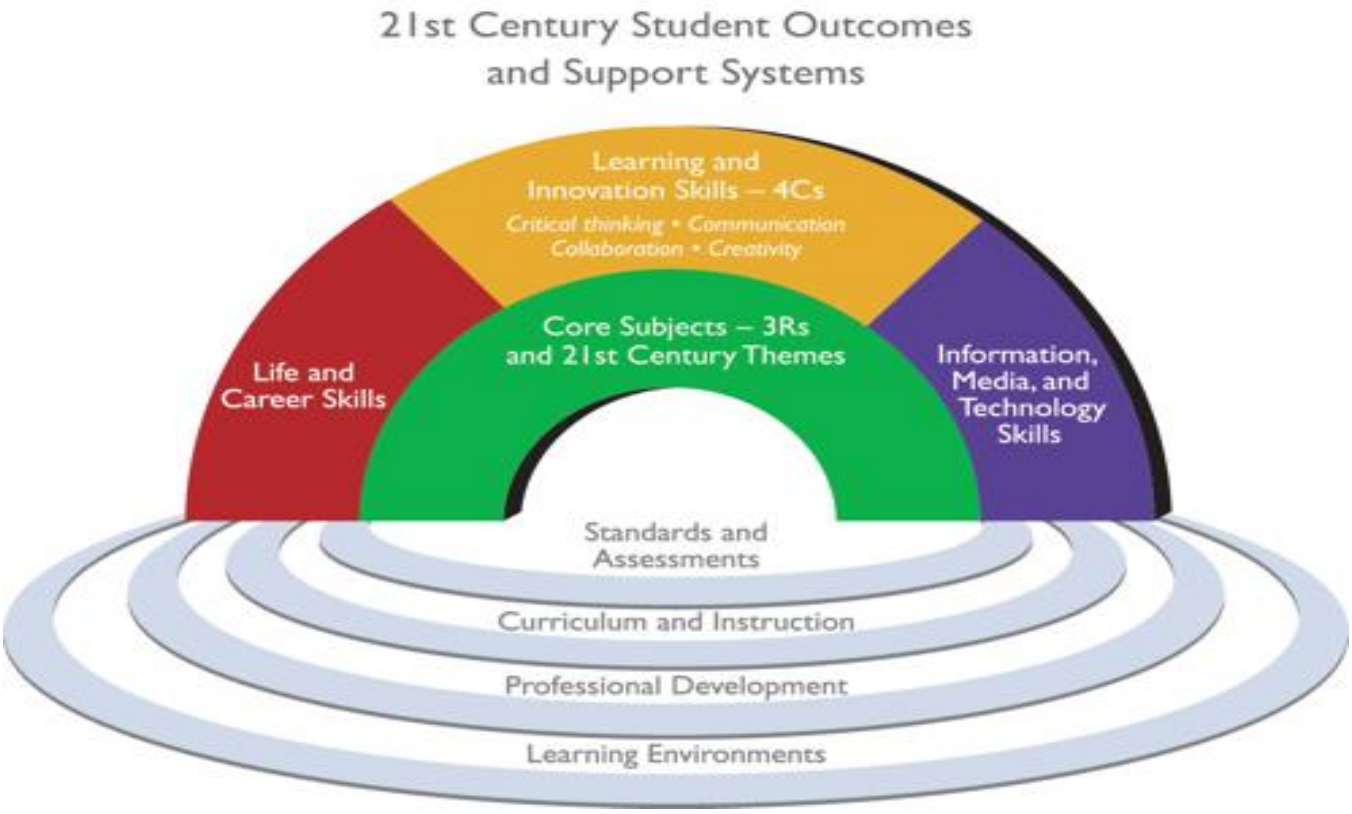
The mission of School District 161 is to challenge every student, without exemption, to acquire a core of academic knowledge, and master basic skills. The District will provide a rigorous learning environment where our students will acquire a broad based education and develop critical thinking skills, all in accordance with the District's Philosophy of Instruction*. Our goal is for our students to gain the knowledge and self-confidence they will need to ensure their future success.

Vision Statement

Flossmoor School District 161 provides a World Class education that inspires and promotes excellence as a foundation for higher learning.

Goals

- Student Learning and Achievement
- Parental Involvement/Communication
- Finance and Facilities
- School Structure and Organization
- Professional Development



Home and School Connection:

Partnering with Parents - Partnering with parents and establishing a positive, collaborative relationship with parents and guardians is key to the success of any student. Early contact with families guarantees a conversation free from any stress and focuses on simply introductions. How a teacher contacts a parent varies dependent on the grade level, however, it is critical no matter what grade level one is teaching. We encourage parents to be active participants in meetings, support their children at home with any instruction and interventions that have a home component, and ask questions, express concerns, and offer suggestions. It is important to provide parents/guardians with clear expectations about the support you will need throughout the year. Additionally, sharing with parents the expectations about classroom behavior, homework and communication is necessary in order for parents to support the home and school connection.

Examples of first contact with students and parents:

- An introductory letter welcoming students and parents to the school year
- A post-card stating you are looking forward to the first day of school
- A phone call to introduce yourself
- A letter with a link to your website where parents can find pertinent information about the class

eChalk is one tool we use to promote a home school connection. All SD 161 educators have an active webpage using eChalk. Minimal contents for the webpage are:

- Class Schedule
- Classroom Expectations
- Contact Information
- Assignments (which are to be posted by Monday for the upcoming week)

Committees:

Flossmoor School District currently has several committees/teams in place. Members of the committees include teachers, building staff, district office staff, administrators, parents, students, and community members, as appropriate. Committee focus is detailed below:

- **Executive Curriculum Committee (ECC) -** The Executive Curriculum Committee (ECC) works on building capacity around an understanding of the components of the Big 6 for our district. Discussions include curriculum, instructional best practices, common core, curriculum mapping, formative assessment, grading practices, data-driven instruction and technology. Members are selected to 2 or 3-year terms and represent all subjects/grades/buildings across the district. All principals are members of this committee.
- **Wellness Committee -** The Wellness Committee was developed to assist faculty and staff with determining actions and conditions that affect employee health and also influence students' health and learning by protecting the physical and mental health of school employees. We believe this is integral to protecting the health of students and ensuring their academic success. We want employees to become healthy role models for students by promoting health and reduce health risk behaviors. The intent is to identify and correct conditions in the workplace that compromise the health of school employees. Membership on this committee is voluntary and open to any District employee.
- **MTSS Mega Team –** This team consists of teachers, parents, administrators, and coaches from each of the school buildings and is responsible for maintaining appropriate MTSS practices regarding academics and behavior in their individual buildings. This team currently meets 3x/year.

- **PBIS Coaching Team –** This team consists of a building tier 1 coach and a building tier 2/3 coach from each of the elementary buildings. This team is responsible for providing PBIS information back to their individual buildings and monitoring PBIS related surveys and data collection. This team currently meets 3x/year.
- **Required Reading/Novels Committee -** Required Reading/Novel committee has the task to determine the purpose and structure for required reading and set a system for reviewing and leveling novels across the district. Membership on this committee is based upon teacher interest. Select administrators and principals are also members however all principals are invited to participate.
- **Homework/Grading Practices -** The Homework and Grading Practices Committee engages in discussions around assessment, grading in a differentiated classroom, standards-based grading, homework, and report cards. The committee will determine the reporting system for grades as well as guidelines and beliefs around homework. Membership on this committee is based upon teacher interest. Select administrators and principals are also members however all principals are invited to participate.
- **District Leadership Council (DLC) -** The District Leadership Council (DLC) is a representative group of district personnel and a board member that advise the Board of Education, through the superintendent, in matters relating to the five imperatives directed by the District's Strategic Plan which are Student Learning and Achievement, Parental Involvement/Communication, Finance and Facilities, School Structure and Organization, and Professional Development. The imperatives relate to District-wide school improvement efforts. The DLC does not make managerial decisions related to buildings, personnel, budgets, or other items reserved for administrative consideration. Membership on this committee is comprised of two teachers from each building and an administrative assistant, custodian, and case manager across the District. All district administrators and principals are members of this committee.
- **Community Connections Committee (CCC) -** The Flossmoor School District Community Connections Committee is a Board of Education committee comprised of community members, parents, school administration, staff members, and representatives of various governmental, community and business organizations. This committee has been created to foster communication between the school community and the community at large, promote community involvement, and improve the quality of education and the community environment. Membership on this committee is decided by the DLC committee and includes administrators and teachers. Additional members will be selected based upon interest and need (governmental, community and business organizations).
- **Professional Learning Committee -** The Professional Learning Committee is a sub committee of the DLC. The intent of the committee is to provide feedback about professional learning experiences that occur throughout the school year and give input into the direction of professional learning within the district. Membership on this committee is decided by the DLC committee and the association.
- **Teacher Evaluation Committee -** This committee developed the Flossmoor Teacher Evaluation Plan (FTEP). The committee members continue to meet regularly to revise and update the FTEP.
- **Teacher Evaluation – Growth Model -** The Growth Model Committee is a sub committee of the teacher evaluation committee. This committee will be developing the growth model component to the teacher evaluation plan per PERA. Membership on this committee is comprised of five teachers and five administrators decided upon by the Teacher Evaluation Committee.
- **Gifted Ad Hoc Committee** – This committee comprised of district administrators, school administrators, teachers, school board members, parents and community members developed District 161's ACE program. The committee convenes on a yearly basis to make adjustments to the program as needed.

- **Green Team –** This group of individuals from across the district meets to discuss the implementation of activities aimed at helping district schools become environmentally green. The team meets several times per year.
- **Character Counts –** This group of individuals meets to discuss ways to promote and teach the Six Pillars of Character.
- **Crisis –** The crisis committee meets throughout the school year to review the Crisis Plan for each school. The committee may also be assigned tasks throughout the school year to insure the safety of the district.
- **Building Leadership Teams (BLT) –** This team consists of grade level teacher representatives, the building principal, and building MTSS coach and responsibilities include support school staff in the development and management of a school improvement plan. This team is also involved in communicating strengths and needs of the school improvement plan to the district administrative team.
- **School Improvement Team (SIP) –** This team works with the building principal to create the annual School Improvement Plan for the school. Throughout the year, the team works with the principal to monitor implementation as well as make any adjustments necessary to the plan. The team reports out with the principal three times per year to the district office.
- **Literacy –** Members of the Literacy Teams in each school serve as the "go to" people to assist teachers and answer questions about the Independent Reading Program and the use of the District's Approved Novels list.
- **Social Committee –** This team works with the building principal to create fun staff activities to improve school spirit and climate.

Section 1 – Assessment

Assessment Beliefs
Assessment Terms
Matrix of Commonly Used Assessments
Teacher Guiding Questions

Assessment

Assessment of student progress and growth is paramount to effective instruction and monitoring for success. Currently in Flossmoor School District 161, a variety of assessments are being used to help drive classroom instruction, determine student growth, mastery of content, and proficiency of standards. Through implementation of common assessments, we can assess the consistency of our guaranteed core curriculum and as scoring. Additionally, we can better assure student strengths and challenges in the academic areas and adjust instruction as needed. In order to ensure students are meeting standards and learning effectively, we will use a variety of assessments.

Assessment Beliefs:

- Assessment contributes to student growth, improved performance, and understanding of content.
- Assessment is aligned to curriculum and standards.
- Assessment is focused on student growth.
- Assessments are valid and reliable, as well as, evaluated for cultural bias and remedied if bias is found. Assessments are of high quality and value.
- Assessment practice utilizes a variety of methods, including; standardized, formative, summative, and teacher created.
- Data from assessments will be used to monitor student progress and mastery, teacher effectiveness, program evaluation, and curriculum.
- Data will be communicated to all stakeholders in a meaningful and useful way.
- Data will be collected using multiple sources in order to effectively triangulate and use for decision making.
- Assessment practice will be monitored and changed as needed for effectiveness.

Assessment Dates:

Please refer to the Assessment Window document created yearly. To locate this document, please go to: www.sd161.org / log in to eChalk / Resources / Curriculum INTRANET/ Assessment.

Assessment Terms:

Classroom Level Assessments/Individual Teacher Assessment - All standards will be assessed in the classroom using teacher-developed or publisher created assessments. Teachers will use both formative and summative assessments to determine mastery of standards. Daily classroom assessments will vary from class to class; however they will consistently focus on student mastery of the academic standards. Samples of classroom level assessments will include, but are not limited to: exit slip, exam, quiz, project.

Common Assessments - Each teacher in a given grade/subject/course uses the exact same assessment to measure student learning. It can be formative or summative but the data is used for common discussion among the team of teachers for education decision-making regarding student growth.

Common Benchmark Assessments - Grade level assessments given three times during the school year. Teachers will use same testing window, guidelines, formats, and scoring guides. The purpose of these assessments is to guide instruction and measure growth throughout the year.

Diagnostic assessments are used to identify individual strengths and weaknesses to better plan for instruction.

Formative Assessments - A method of monitoring students' progress towards meeting objectives within a lesson. These are used to drive instruction and can be used to provide ongoing feedback to teachers and students to improve student learning.

Individual Teacher Assessments can be teacher created or publisher created but not used by all teachers in a given grade/subject/course. They can be formative or summative and the data is used by the individual teacher but not necessarily shared with all teachers.

Program evaluation assessments are used to evaluate student performance after the provision of core and/or supplemental instruction.

Progress monitoring assessments are used to monitor success in regards to the supplemental instruction that is being provided. AIMSweb probes are commonly used to progress monitor a student in reading and/or math. A teacher can also progress monitor using other tools already in their curriculum. Progress monitoring frequency and goal setting will vary based on student performance.

General progress monitoring guidelines are as follows:

Student Performance	Time Frame	Goal Material	Outcome	PM Frequency
Tier 1- 3 IEP's (Individualized Approach)	IEP Annual Review Date	Individualized	A year's growth based on the nature of the disability	1-2 Times Per Week
Tier 3/IEP (Standard Protocol)	End-of-School-Year	Instructional Level	A year and a half's growth in one year's time	1 Time Per Week
Tier 2 (Standard Protocol)	End-of-School-Year or sooner	Grade Level	Performing at the 50th percentile or above for expected grade level	Benchmark Assessment Monthly or Bi-Weekly or Weekly
Tier 1 (Standard Protocol)	End-of-School-Year	Grade Level	Adequate Yearly Progress	Benchmark Assessment

Screening Assessments are used to identify how students are performing in regards to benchmark standards. These assessments are also used to identify students in need of assistance beyond core instruction.

Standardized Assessments - Standardized assessments are classified, for the purpose of this assessment plan, as assessments not created by Flossmoor School District 161. The standardized assessments provide information on the level of proficiency each student has mastered. Assessments such as NWEA – Measure of Academic Progress, provide data on each individual student as well as cohort data, which can be used to identify trends. The standardized assessments of AIMSweb and Read 180 help monitor progress in the areas of reading and math on a regular basis.

Summative Assessments - Summative assessments are used to make a final determination of how well a student has mastered objectives. They are used to monitor student growth and reflect on the instruction provided.

Unit Assessments - Unit assessments are common assessments given by multiple teachers across a grade level or subject area with the intention of being used to collaboratively analyze results to help guide instruction. These assessments can be formative and/or summative.

- Writing samples
- Demonstrations, performances, product and projects

- Diagnostic assessments such as story retelling
- Portfolios of student work
- Tests and quizzes developed to assess specific standards
- Oral reports
- Scientific experiments
- Logs and journals
- Observations
- Computer and/or iPad demonstrations
- Running Records

A list of the most commonly used assessments in District 161 is provided in the Assessment Matrix below.

Flossmoor School District 161 Assessment Matrix

Essential Components	Screening (Problem Identification)	Diagnostic (Problem Analysis)	Progress Monitoring (Plan Development and Implementation)	Program Evaluation (Outcomes)
Subject				
Reading	AIMSWeb CBM, TEL, Maze MAP/MPG Running Records DIAL – 4 Pre-Kids SSIS SRI – Read 180 SPI – Read 180/System 44 Running Records WADE Wilson	Quick Phonics Screener (QPS) MAP/MPG CORE Assessments Diagnostic Assessment of Reading (DAR) KTEA, WIAT, KSEALS Woodcock Johnson, Running Record Wright Group Assessment R-Skills SPR – Read180	AIMSWeb CBM AIMSWeb Maze AIMSWeb TEL MAP/MPG Running Records SRI/SPI WADE Wilson	MAP AIMS SPI/SRI
Mathematics	AIMSWeb CAP AIMSWeb COMP MAP/MPG DIAL – 4 SSIS Common Assessments Unit Assessments	Key Math MAP/MPG KTEA, Woodcock Johnson, WIAT, KSEALS	AIMSWeb MAP/MPG Fastt Math Reports Common Assessments Unit Assessments	MAP AIMS Common Assessments Unit Assessments
Behavior	SSIS ODR Monitoring Attendance DIAL - 4	BASC, CONNERS, VINELAND, Piers-Harris PBIS tools	SWIS – CICO DPR SIMEO Data BIP Data Page	Tracking Tool Phases of Implementation SWIS Reports SIMEO Data Systems Response Tool

Teachers and data teams analyze data on a continual basis. The chart below includes guiding questions regarding the most commonly used assessments in the district.

Assessment	Subject Areas	Questions for Analysis	How the Data Is Used
NWEA Measures of Academic Progress (MAP)	K–8 Reading K–8 Math	• What strengths and needs were identified? • What is the percentage of students performing at grade level target? • What is the percentage of students meeting their mid–year and end of the year growth targets • Did students meet mid-year and yearly growth target? • Did students meet objective? • Will students need intervention/enrichment support based on the data? • Are the students meeting the grade level RiT score expectations for Fall, Winter and Spring?	• Inform Instruction • Develop growth targets • Teacher Evaluation
AIMSWEB	K–1 Early Literacy 1–8 Reading Fluency 1-8 Math Computation 2–8 Math Concepts and Applications	• Are the students performing within the average range for the grade level? • What student's needs are identified using the baseline data? • Will students need intervention/enrichment support based on the data? • Will intervention continue or change based on Progress Monitoring data and Benchmarking data?	• Inform Instruction • Develop growth targets • Teacher Evaluation
Unit Assessments	K–8 Math	• How did students perform on the pre-assessment? • What student's needs are identified using the baseline data? • Did students meet objectives post assessment? • How will you differentiate and scaffold instruction based on the pre-assessment data? • How will you meet the student's needs based on post-assessment data? • What was the GAN (Greatest Area of Need) based on the pre-assessment • What was the area of strength based on the assessment data?	• Inform Instruction • Teacher Evaluation
Common Assessments	K–8 Math	• What student's needs are identified using the baseline data? • How did the students perform on the common assessment? • What was the GAN (Greatest Area of Need) based on the common assessment data? • What was the area of strength assessment data?	• Inform Instruction • Teacher Evaluation

Section 2 – Core Instruction

Core Standards
Rigor and Relevance Model
Core Instructional Resource
Core Instructional Guidelines
Inventory of Instructional Practices

Core Instruction

Core Standards:

The core curriculum of Flossmoor School District 161 is aligned to the Common Core State Standards. Standards are a broad set of academic skills for learning (what students should know and be able to do in a particular content area at each grade level). For further details on Common Core State Standards please visit http://www.corestandards.org

Anchor Standards for Reading

- ***Key Ideas and Details***
- ***Craft and Structure***
- ***Integration of Knowledge and Ideas***
- ***Range of Reading and Level of Text Complexity***

Note on range and content of student reading:

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

Anchor Standards for Writing

- ***Text Types and Purposes***
- ***Production and Distribution of Writing***
- ***Research to Build and Present Knowledge***
- ***Range of Writing***

Note on range and content of student writing:

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career- ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing—for example, to use narrative strategies within argument and explanation within narrative—to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.

Anchor Standards for Speaking and Listening

- ***Comprehension and Collaboration***
- ***Presentation of Knowledge and Ideas***

Note on range and content of student speaking and listening:
To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains. New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Anchor Standards for Language

- ***Conventions of Standard English***
- ***Knowledge of Language***
- ***Vocabulary Acquisition and Use***

Note on range and content of student language use:
To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

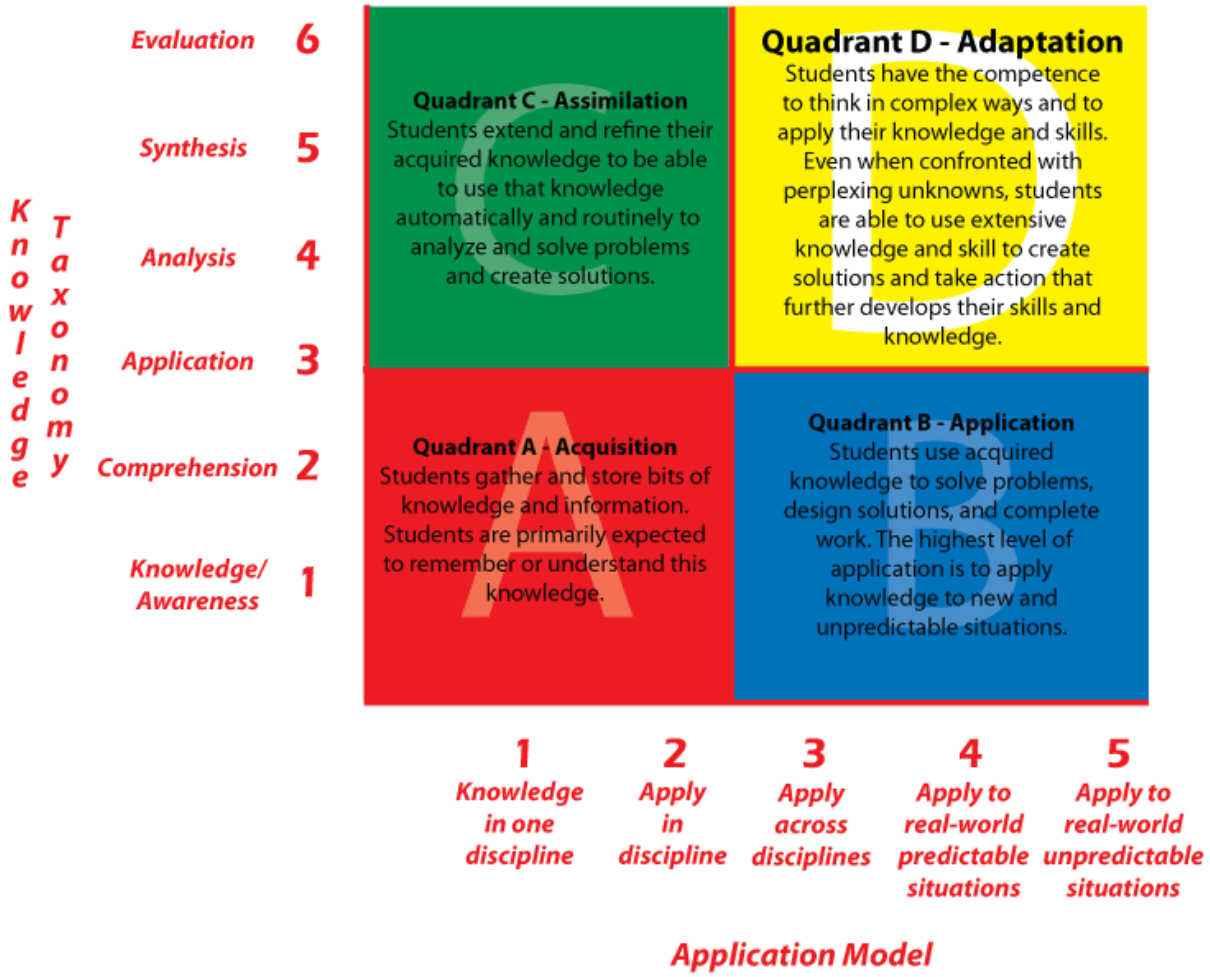
Math – Standards for Mathematical Practices
The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council's report Adding It Up: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy).
For more information: http://www.corestandards.org/Math/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.

Applying Rigor and Relevance to Instruction:

Educating students today must consist of readiness for a global society. Ensuring students are educated in content is equally as important as ensuring they are problem solvers, collaborators and thinkers. In order to foster these 21st century skills, students need multiple opportunities to apply learned skills into real-world, unpredictable settings with peers.

Rigor and Relevance Application Model



Core Instructional Resources:

CHAMPS: *Champs* is a universal behavioral support for all students that assists classroom teachers in designing a proactive and positive classroom management plan that will overtly teach students how to behave responsibly. CHAMPS strategies help reduce classroom disruptions and office referrals, improve classroom climate, increase student on-task behavior, and help establish respectful and civil interactions. Within this system, teachers develop methods for clearly communicating their expectations on every classroom activity and transition. Expectations to clarify include:

- Conversation: Can students talk to each other during this activity?
- Help: How do students get the teacher's attention and their questions answered?
- Activity: What is the task/objective? What is the end product?
- Movement: Can students move about during this activity?

Handwriting Without Tears: This program used in Pre-K and Kindergarten incorporates hands-on activities and multisensory teaching strategies that build good handwriting habits. Program components include music, movement, fine motor activities, and child friendly language.
Google Docs: Grade- and subject-level maps can be found on Google Docs
The Learning Odyssey: Odyssey is used to assess student strengths and needs, prescribe personalized learning paths, instruction with rigorous and engaging content, and simplify the measurement of progress and reporting.
Second Step: A Violence Prevention Curriculum: Second Step is a research-based curriculum that teaches social and emotional skills for violence prevention. It aims to reduce impulsive and aggressive behaviors and increase protective factors and social competence in children from preschool through junior high. Children learn how to respond empathically to others and practice skill steps for calming down, reducing anger, and solving problems. Lessons are organized into three skill-building units that focus on: (1) empathy, (2) impulse control and problem solving, and (3) anger management.

Instructional Guidelines for Content Areas:

Elementary Guidelines - The minutes reflected below are the weekly minutes.

- Language Arts
    - Reading 600 minutes
    - English 150 minutes
    - Writing 120 minutes
    - Spelling 120 minutes
    - Handwriting 30 minutes
- Mathematics 450 minutes
- Science/Health 150 minutes
- Social Science 150 minutes
- Physical Education 60 minutes
- Art 60 minutes
- Music 60 minutes
- Library Skills 30 minutes
- Computer Skills 30 minutes
- Opening Activities 75 minutes
- Intervention Time 150 minutes
- Social Emotional 30 minutes

Flossmoor School District 161
Literacy Block Components
Grades K-5

Guided Reading ***60 Minutes***	**Shared Reading** ***20 Minutes***	**K-3 Phonics** **4-5 Word Study** ***15-20 Minutes***
3-4 Groups Daily • Lowest groups meet daily • All students receive guided reading from their classroom teacher • Begin to implement Barnhouse strategies using text dependent questions requiring evidence (after being introduced in shared*)	**Focus on:** **<u>Comprehension</u>** *Barnhouse Techniques* • Textual evidence • Find/Connect Patterns • Determine Theme/Main Idea *Skills (examples)* • Cause and Effect • Sequencing • Fact and Opinion	**K-3 (20 Minutes)** *Whole Group Instruction* • Wright Skills Phonics Program • *Excluding spelling component***
Differentiated Independent Work Options • Daily 5 • DDI • Readers Response/Notebook • Fluency • Vocabulary • Word Work • Comprehension Practice • Writing	**<u>Vocabulary</u>** *Rich Vocabulary* • Isabel Beck *Academic Vocabulary* • Marzano *High Frequency Words* • Word Wall **<u>Fluency</u>** *Phrasing* *Rate* *Accuracy* *Expression*	**4-5 (15 Minutes)** *Whole Group Instruction* • Prefixes • Suffixes • Root Words • Multi-Syllabic Words • *Month by Month Phonics* (Cunningham) • *Making Big Words* (Cunningham)

Junior High School Guidelines - The minutes reflected below are the weekly minutes.

- English/Language Arts 430 minutes (for 6 & 7) 215 (for 8)
- Mathematics 215 minutes
- Science 215 minutes
- Social Studies 215 minutes
- Physical Education 215 minutes
- Encore 215 minutes (in 9 week blocks)
    - Music
    - Art
    - Health Education
    - Industrial Technology/Computers
- Foreign Language 215 Minutes (8th Grade Only)
- Enrichment/Intervention 215 Minutes
- Social Emotional 30 minutes

Inventory of Instructional Practices:

The following list of instructional practices is expected to be used as appropriate to support student learning.

Differentiated Instruction:

The information presented is adapted from NCAC Effective Classroom Practices & Three Village Central School District *Differentiated Instruction* Created by Marianne Tillman.

To differentiate instruction is to recognize students varying background knowledge, readiness, language, preferences in learning, interests, and to react responsively. Differentiated instruction is a process to approach teaching and learning for students of differing abilities in the same class. The intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is, and assisting in the learning process.

Differentiating instruction includes providing more small group activities and these groups are flexible from activity to activity based on a variety of pre-assessment strategies. There will also be an increase in individual alternatives such as centers, contracts, independent study, and even homework assignments.

Identifying Components/Features

According to the authors, several key elements guide differentiation in the education environment. Tomlinson (2001) identifies three elements of the curriculum that can be differentiated: Content, Process, and Products. Additionally, several guidelines are noted to help educators form an understanding and develop ideas around differentiating instruction.

Content

- *Several elements and materials are used to support instructional content*. These include acts, concepts, generalizations or principles, attitudes, and skills. The variation seen in a differentiated classroom is most frequently the manner in which students gain access to important learning. Access to the content is seen as key.
- *Align tasks and objectives to learning goals.* Designers of differentiated instruction determine as essential the alignment of tasks with instructional goals and objectives. Goals are most frequently assessed by many high-stakes tests at the state level and frequently administered standardized measures. Objectives are frequently written in incremental steps resulting in a continuum of skills-building tasks. An objectives-driven menu makes it easier to find the next instructional step for learners entering at varying levels.
- *Instruction is concept-focused and principle-driven.* The instructional concepts should be broad based and not focused on minute details or unlimited facts. Teachers must focus on the concepts, principles and skills that students should learn. The content of instruction should address the same concepts with all students but be adjusted by degree of complexity for the diversity of learners in the classroom.

Process

- *Flexible grouping is consistently used.* Strategies for flexible grouping are essential. Learners are expected to interact and work together as they develop knowledge of new content. Teachers may conduct whole-class introductory discussions of content big ideas followed by small group or pair work. Student groups may be coached from within or by the teacher to complete assigned tasks. Grouping of students is not fixed. Based on the content, project, and on-going evaluations, grouping and regrouping must be a dynamic process as one of the foundations of differentiated instruction.
- *Classroom management benefits students and teachers*. Teachers must consider organization and instructional delivery strategies to effectively operate a classroom using differentiated instruction. Carol Tomlinson (2001) identifies 17 key strategies for teachers to successfully meet the challenge of designing and managing differentiated instruction in her text.

Products:

- *Initial and on-going assessment of student readiness and growth are essential.* Meaningful pre-assessment naturally leads to functional and successful differentiation. Assessments may be formal or informal, including interviews, surveys, performance assessments, and more formal evaluation procedures. Incorporating pre and on-going assessment informs teachers to better

provide a menu of approaches, choices, and scaffolds for the varying needs, interests and abilities that exist in classrooms of diverse students.

- *Students are active and responsible explorers.* Teacher's respect that each task put before the learner will be interesting, engaging, and accessible to essential understanding and skills. Each child should feel challenged most of the time.
- *Vary expectations and requirements for student responses.* Items to which students respond may be differentiated for students to demonstrate or express their knowledge and understanding. A well-designed student product allows varied means of expression, alternative procedures, and provides varying degrees of difficulty, types of evaluation, and scoring.

***Guidelines* that make differentiation possible for teachers to attain:**

- *Clarify key concepts and generalizations* to ensure that all learners gain powerful understandings that serve as the foundation for future learning. Teachers are encouraged to identify essential concepts and instructional foci to ensure all learners comprehend.
- *Use assessment as a teaching tool to extend versus merely measure instruction*. Assessment should occur before, during, and following the instructional episode.
- *Emphasize critical and creative thinking* as a goal in lesson design. The tasks, activities, and procedures for students should require that students understand and apply meaning.
- *Engaging all learners is essential.* Teachers are encouraged to strive for development of lessons that are engaging and motivating for a diverse class of students.
- *Provide a balance between teacher-assigned and student-selected tasks.* A balanced working structure is optimal in a differentiated classroom. Based on pre-assessment information, the balance varies from class-to-class as well as lesson-to-lesson and include student driven choices.

Adjusting Questions:

By asking questions appropriate to a student's readiness or ability level, questions can be adjusted to the level of complexity or abstractness that fits that child.

Anchoring Activity:

An anchoring activity is a meaningful activity that is meant to be done by students independently in order to allow the teacher to work with individual students or small groups of students.
Examples of anchoring activities may include the following:

- Reading
- Journal Writing
- Keeping a Process Log
- Working on a Portfolio
- Working on a Learning Packet or Task Card
- Working at a Learning or Interest Center
- Practicing skills related to content that students learned in their small group lessons
- Working on an Extension Menu or Cubing activity, or Task Cards

Choice Activities:

Students can be given options based on learning style or interest. They may also be given **content** choices as to what will be learned (ideas, concepts, facts, rules, principles) or how what they will learn will be enriched (depth, complexity, novelty, or acceleration). The **process**es for how content will be learned may include the learning activities, questions, thinking skills, and methods such as problem-based learning, Socratic method, simulations, independent study, centers, videos, texts, expert mentors, or small groups. The outcome of learning can provide opportunities for **product**s that show the content or skill that has been learned. Options for showing learning in a preferred learning style or talent area or with a partner/group may improve motivation for many students.

Centers:
Centers contain materials and activities meant to reinforce or enrich content and skills. They can also be based on interest and serve to motivate students exploration of new topics through choice. Centers allow students to work at their own pace. Centers should be clearly organized (directions), focus on learning goals and essential questions, provide for learning preferences, and allow for keeping track of student work through the use of Learning Logs, Journals, or some type of end-product.

Comprehensive Literacy:
Comprehensive Literacy includes the following instructional approaches: modeled, shared, guided and independent reading & writing. A comprehensive literacy program includes a range of literacy activities, carefully selected materials for each activity, and a responsive teacher who knows how to structure literacy interactions that move children to higher levels of understanding.

1. Reading Aloud:
The teacher reads aloud to the whole class or small groups. Carefully selected children's literature is used, and the collection contains a variety of genres that represents our diverse society. The teacher incorporates content area text that is appropriate for each grade level. Favorite texts, selected for special purposes, are reread many times.

2. Shared Reading:
Using enlarged text that all students can see, the teacher involves the students in reading together. The process includes an introduction of text; an initial reading with explicit teaching and discussion; and rereading opportunities. Reading/rereading opportunities include big books, poems, songs, retellings, alternative texts and student work.

3. Guided Reading:
The goal of guided reading is to foster student growth towards independence. The teacher works with a small group of students who have similar reading needs. The teacher selects and introduces new books and supports students reading the complete text, making teaching points before, during and after reading.

4. Independent Reading:
Students read on their own or with partners. They select from a wide range of materials provided by the teacher, or self-selected based on interest or peer recommendations.

5. Shared/Interactive Writing:
Shared writing is students and teacher working together to compose messages and stories; teacher supports process as scribe. Interactive writing, as in shared writing, when the teacher and students compose messages and stories that are written using a "shared pen" technique. The writing is based upon the students' experiences, interests, strengths, and needs.

6. Modeled Writing:
Teacher models the writing process for the whole class or small group through the use of mini-lessons. The teacher selects writing strategies or skills to be explicitly taught based on students' needs.

7. Guided Writing:
Students engage in writing a variety of texts. Teacher guides individual students or small groups who have similar needs. Instruction is provided through mini-lessons and conferences.

8. Independent Writing:
Students produce their own writing including labeling, lists, stories, informational pieces, personal narratives, expositions, essays and poetry.

9. Vocabulary, Word study and Spelling:
Students engage in active, developmentally appropriate exploration to increase their specific knowledge of words and American-English spelling. The teacher links instruction of phonics, spelling, and vocabulary to classroom materials in use.

10. Oral Language:

The teacher utilizes and creates opportunities throughout the day for oral language skill development. Students use their listening and speaking vocabularies to participate in oral language activities. Daily listening and speaking opportunities, both formal and informal, should be embedded throughout the curriculum.

Resources are chosen for literacy instruction based on consideration of reader and task. The chart below correlates common core lexile stretch band ranges with Fountas and Pinnell Guided Reading and Reading A-Z levels.

Quantitative Text Complexity / College & Career Readiness
Revised 10/9/13

Grade	Lexile	Fountas and Pinnell	Reading a-z	"Stretch" Lexile		Grade	Lexile	Fountas and Pinnell	Reading a-z	"Stretch" Lexile
K	25	A	aa-A			**3**	650	O	S	Gr. 2 ends 650L
K	50	B	B			**3**	675	P	T	
K	75	C	C			**3**	700	Q	U	
K	100	D	D			**3**	725	Q	V	Gr. 4 begins 740L
1	125	E	E			**3**	750	R	W	
1	150	E	E			**3**	775	S	X	
1	175	F	F			**4**	770	S	X	
1	200	F	F	Gr.1 begins 190L		**4**	775	S	X	
1	225	F	F			**4**	800	T	Y	Gr. 3 ends 820L
1	250	G	G			**4**	825	U	Z	Gr. 5 begins 830L
1	275	G	G			**4**	850	U	Z	
1	300	H	H			**4**	875	V	Z	
1	325	I	I			**5**	900	W	Z	Gr.6 begins 925L
1	350	I	I			**5**	925	X		Gr. 4 ends 940L
1	375	I	I			**5**	950	Y		
1	400	J	J			**5**	975	Y		Gr. 7 begins 970L
1	425	J	K	Gr. 2 begins 420L		**6**	975	Y		Gr. 5 ends 1010L
2	450	K	L			**6**	1000	Z		Gr. 8 begins 1010L
2	475	K	L			**6**	1025			
2	500	L	M			**6**	1050			Gr. 6 ends 1070L
2	525	L	M	Gr. 3 begins 520L		**7**	1075			
2	550	M	N	Gr. 1 ends 530L		**7**	1100			Gr 7 ends 1120L
2	575	M	O-P			**8**	1125			
2	600	N	Q-R			**8**	1150			Gr. 8 ends1185L
2	625	O	S							

Cooperative Learning:

Cooperative learning can be summarized as the instructional use of small groups so that the students work together to maximize their own and each other's learning. Cooperative learning groups can be utilized in every educational setting, regardless of the age or educational level of the students present. Cooperative learning situations should encourage positive interdependence, individual accountability, equal participation and simultaneous interaction through the use of structured activities.

Curriculum Compacting:

Compacting means that the teacher uses formative assessments to guide instruction:

1. Pre-assess students for pre-existing knowledge and understanding of the selected learning objectives. "The most difficult first" strategy is another method for allowing students to prove mastery. (The classroom teacher will have to decide who to test and what constitutes mastery).
2. Provide extension activities and lessons for more in-depth learning of the topic or, in some cases, accelerate the student through the material.

Cubing and Extension Menus:
Cubing and Extension menus provide alternate activities to students who have finished their work or are doing alternative work while you are meeting with small groups. A "menu of possibilities" can be organized around a current topic of study or provide extension activities related to a topic. Students must know the rules for working independently. The following is an example of a menu of alternative activities, covering many different subject areas, created by our own teachers at a Differentiation workshop.

Flexible Grouping:
Flexible grouping is frequently used, but not limited to guided reading and math instruction. The key to grouping in a differentiated classroom is flexibility. Groups will vary with topic (based on formative assessments), interest, learning style, readiness, ability, etc. Groups can vary from pairs, triads, groups of four, or even larger groups for instructional purposes.

Independent Study/Research:
An independent study is correctly defined as "an opportunity to choose and investigate a topic of your own interest for the purpose of creating something new with the gathered information". Prior to beginning an independent study the classroom teacher needs to be sure that his/her students are proficient in a number of skills required to complete such a project. Practice and instruction at using these skills is important. Note taking, outlining, interview skills, letter writing skills, research skills to locate, record and organize information are essential to a successful independent study. Before beginning such a study you might want to conduct an interest inventory to help students select a topic for study. Keeping a Process Log, developing a timeline to help students stay on track, providing product options for presenting the learned information, and developing an evaluation with students so that expectations are clear, are all valuable ways to help students complete a productive independent study.

Learning Contracts:
A learning contract is used to extend learning at a higher level or to integrate thinking skills into assignments for those students whose work may be being compacted. Contracts vary in length to match a student's readiness and may be interdisciplinary, problem-based, or require research. An Extension Menu can also be used as a contract.

Literature Circles:
Literature Circles are an excellent strategy for getting students together to talk about a book they are reading. This strategy can help students build comprehension and verbal expression. Once a book group is formed students read at a set pace and come together for discussions. At each meeting children are assigned a different role. Roles can have many titles but students must come prepared to share with their group.

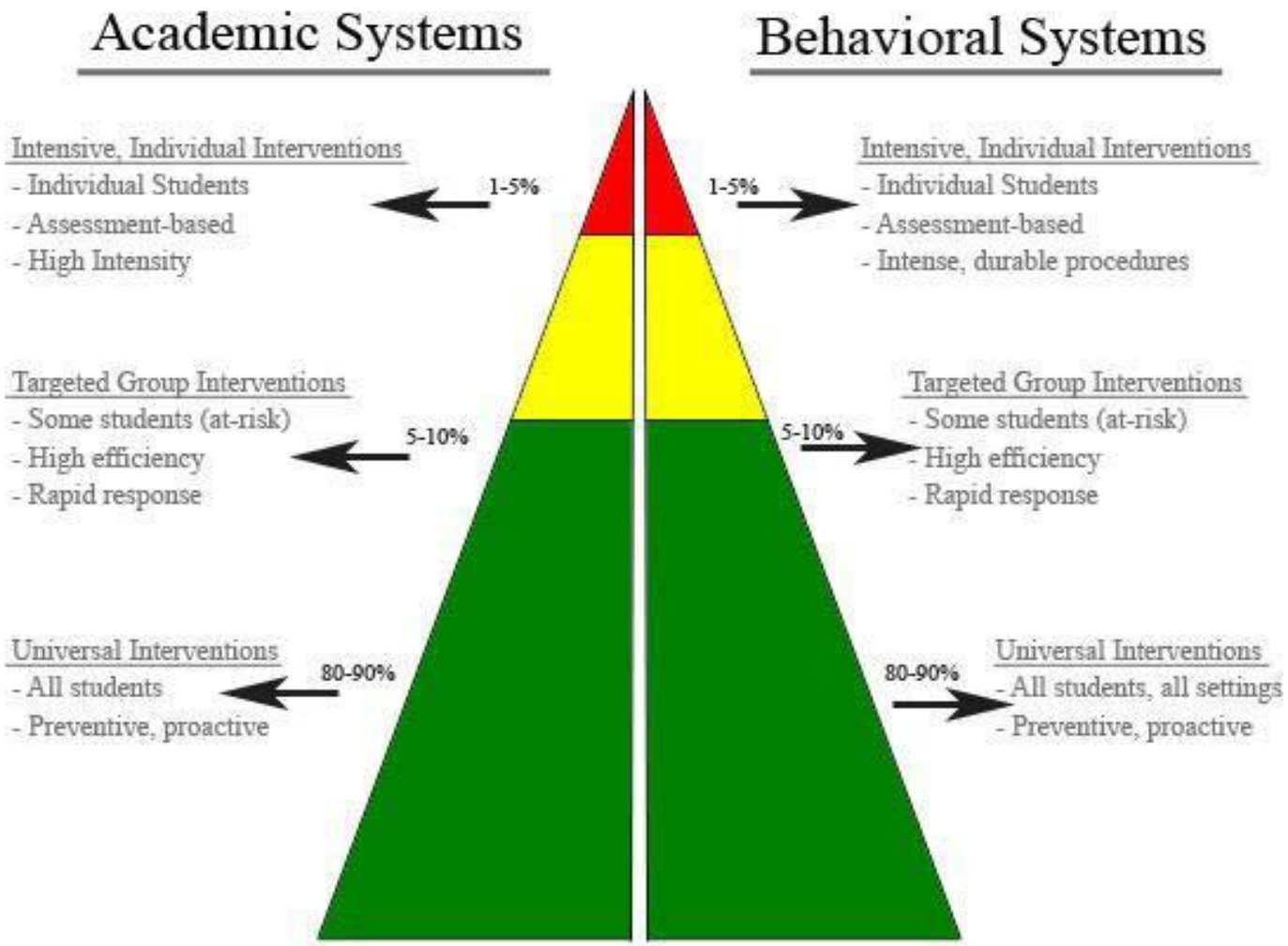
Socratic Seminar:
Socratic seminars are conversations that are stimulated by open-ended questions related to a selected reading. Closure may never be attained but independent thinking may be stimulated.

Section 3 Multi-Tiered Systems of Support

Problem Solving Model
MTSS Flowcharts
Tier 2/3 Instructional Resources and Interventions

Multi – Tiered System of Support (MTSS)

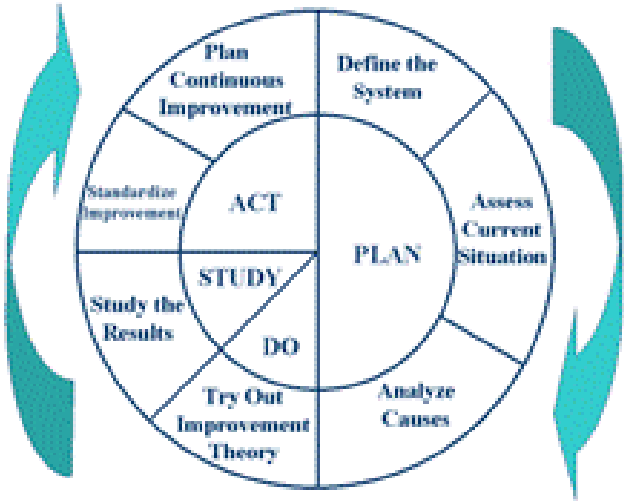
A Multi-Tiered System of Support (MTSS) integrates universal screening, progress monitoring, assessment, data, and interventions within a three-tiered system (see below) to maximize student achievement and to reduce behavior problems. Within this system, schools use a problem solving approach and identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust those interventions based on a student's responsiveness. This process has also been referred to as **Response to Intervention or Response to Instruction (RtI)**. Flossmoor School District also utilizes a multi-tiered system for behavior and social-emotional needs through the **Positive Behavior Intervention Support (PBIS)** framework to establish clear expectations for behavior that are taught, modeled and reinforced across all settings and by all staff. This framework is a proactive approach to establishing behavioral supports and social culture needed for all students in school to achieve social, emotional, and academic success. Our school wide expectations include BEING SAFE, BEING RESPECTFUL, and BEING RESPONSIBLE.



Problem Solving Model

In order to meet the learning and behavioral needs of each student, decisions regarding differentiation of instruction and implementation of intervention most commonly occur and start with the classroom teacher. Support in planning, implementation and evaluation of instructional and behavioral interventions is provided through **Professional Learning Community (PLC)** collaboration using the Plan Do Study Act Model. Teacher conversations and collaboration during PLC are focused around the following questions:

1. What should students know and be able to do?
2. How will we know if they are learning?
3. What will we do when they have not learned?
4. What will we do when they have learned?



SMART Process

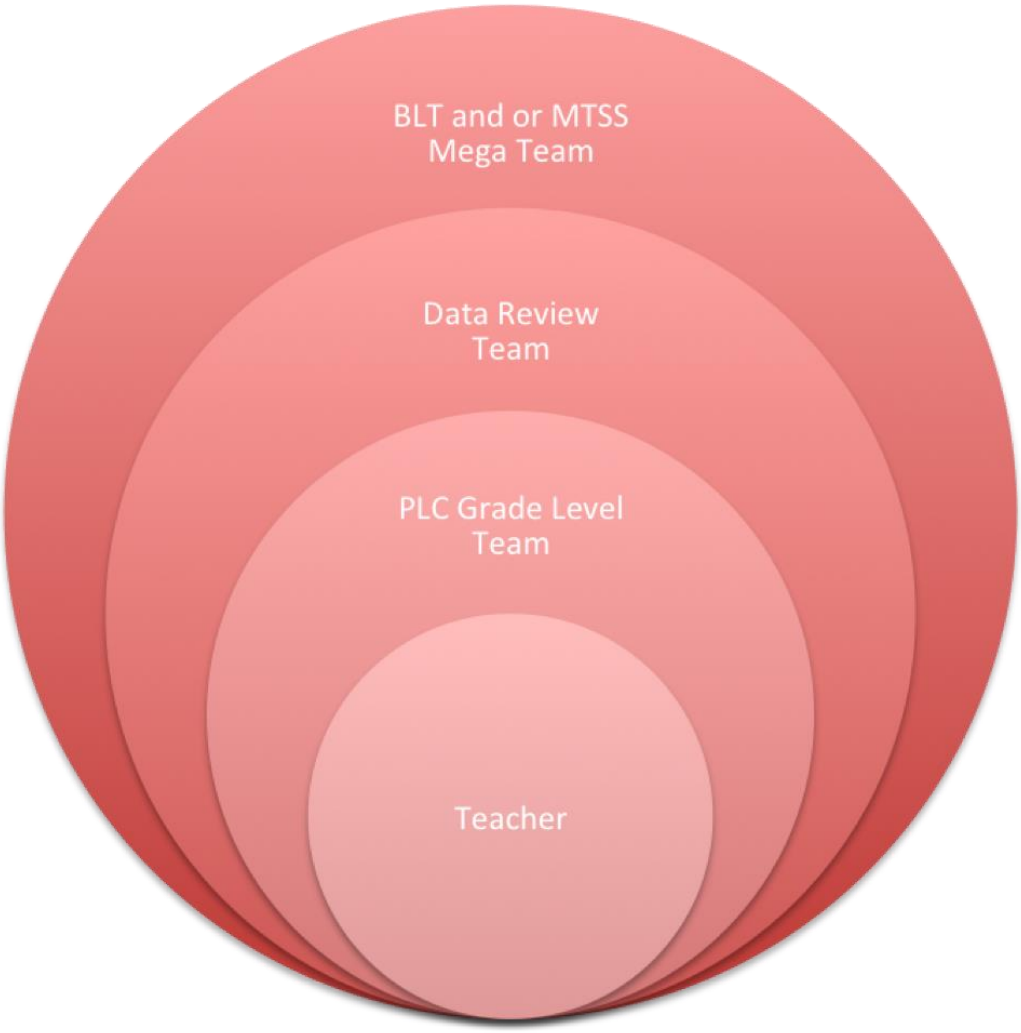
PLC collaboration utilizing the Plan Do Study Act model and SMART process is also used by teams to support student growth. The S.M.A.R.T. Process is a way to look at data and set goals. Goals developed using this process meet the following criteria:

- Specific and Strategic
- Measureable
- Attainable
- Results-Oriented
- Time-Bound

PLC Grade Level Team: Using the SMART process reviews student performance data, develops a measurable goal and an intervention/evaluation plan. Team reviews progress data/evaluation plan. Decisions are based on student performance data and the fidelity of the implementation of the plan. At any point the team could decide to revise the intervention plan especially if the initial plan proves impractical to implement consistently or addition data suggests a better approach.

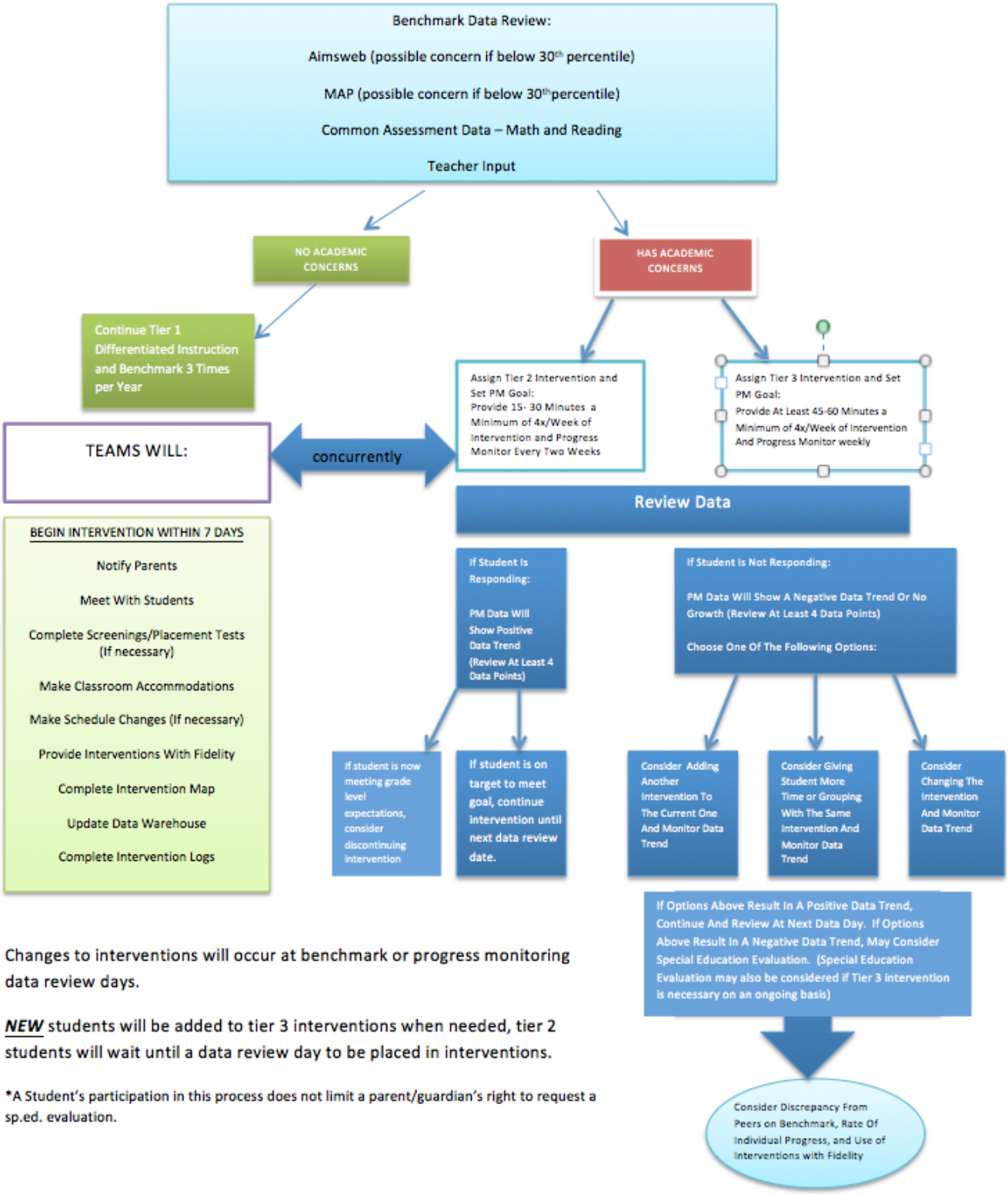
Data Review Team: This team facilitated by the building MTSS coach reviews school data and develops goals and intervention plans for individual students not responding to core instruction. Meetings with the Data Review team occur 6 times per year and follow a set agenda and problem solving process.

Building Level Team (BLT) and/or MTSS Building Team: These teams review school wide data and develop/monitor school improvement plans. They are actively involved in the problem solving process at the building level. The MTSS Building Team is responsible for creating, implementing, and monitoring the school SAPSI (Self-Assessment of Problem Solving Implementation) Plan and the BLT is responsible for creating, monitoring, and implementing the school improvement plan (SIP).



MTSS Data Review Process

MTSS ACADEMIC FLOWCHART



Changes to interventions will occur at benchmark or progress monitoring data review days.

NEW students will be added to tier 3 interventions when needed, tier 2 students will wait until a data review day to be placed in interventions.

*A Student's participation in this process does not limit a parent/guardian's right to request a sp.ed. evaluation.

MTSS Behavior Flowchart

Student Identification
- Parent request
- Teacher request
- Student request
- Suspension
- Nurse referral
- Office discipline referrals
- Excessive absences
- Universal Screening
- Homelessness
- Student Hospitalization

Students at-risk for change of placement or displaying significant behavior will move immediately to WRAP or BIP

Must begin within 3 days

CICO – Key Features
- 10-15% of students
- Same intervention for all
- Same CICO time
- School-wide goals
- Same daily progress report (DPR)

SAIG Key Features
- Continuously available
- Use DPR to track group goals

CICO – Check In Check Out

If CICO is not successful after 20 days…

SAIG or ICICO or Both must begin within 3 days

Individualized CICO – Key Features
- *School-wide goals*
- Same daily progress report
- Possible features
  - Mentoring
  - Extra period
  - Change location
  - Change Adult
  - Parent signoff

SAIG – Social Academic Instructional Group
Groups
- Problem-Solving
- Pro-social Skills
- Academic Behaviors

Individualized CICO
No individual goals

If ICICO is not successful after 2-4 weeks…

If SAIG is not successful after 6 weeks at 30mpw or more…

FBA completed and BIP implemented within 5 days

Brief FBA/BIP Key Features
- Address only one behavior that is operationally defined (observable and countable)
- Interventions chosen based on function
- Direct instruction of behavior is provided
- 1+ strategy for prevention
- 1+ strategy for minimizing reinforcement of problem behavior
- 1+ strategy for reinforcing the use of desired behaviors
- Data for plans reviewed bi-weekly

Brief FBA/BIP

Complex FBA/BIP Key Features
- Interventions designed based on function
- Direct instruction of behavior is provided
- Address multiple settings and behaviors
- Must use SIMEO data tools

If Brief FBA/BIP is not successful after a maximum of 4 weeks…

Process begins immediately with first meeting held within 1 week

Process begins within 3 days

Wraparound Key Features
- Highly individualized interventions
- Must use SIMEO data tools
- Team includes family/school/community/natural supports
- Frequent team meetings

Complex FBA/BIP
Consider SpEd Eval

Wraparound
Consider SpEd Eval

*A Student's participation in this process does not limit a parent/guardian's right to request a sp.ed. evaluation

Tier 2 & Tier 3 Instructional Resources/Interventions:

Tier 2/3 instructional resources and interventions are used with students not meeting grade level standards in reading, math, writing, and/or behavior. Interventions are provided in addition to core instruction and may occur during intervention time and/or independent reading or math time. Interventions will not occur during core reading and/or math direct instruction. Typically tier 2 academic interventions are 15-30 minutes in length 4 – 5 days/week and tier 3 academic interventions are 60 – 90 minutes in length 4-5 days/week. The Decision Making Matrix is used to help guide decisions regarding the provision of intervention support.

MTSS – Decision Making Matrix

Measure	Tier 1	Tier 2	Tier 2/3	Tier 3
NWEA Scores	35%tile and above	20-34%tile	10-19%tile	Below 10%tile
Reading Level (Lexile, Reading A-Z, Fountas & Pinnell)	At grade level for time of year	Within grade level	1 year below grade level	1.5 or more years below grade level
Aimsweb Benchmark Performance Level	At/above benchmark 35%tile	Approaching benchmark 20-34%tile	Below benchmark 10-19%tile	Well below benchmark <10%tile
Aimsweb Progress Monitoring Data Rate of Progress	Strong progress at or above aim line	Moderate progress, close to aim line	Some progress but diverging from aim line	Little or no progress, flat or downward slope of aim line
Achievement Tests from previous districts (new students where applicable)	At grade level for time of year	Within grade level	1 year below grade level	1.5 or more years below grade level
Behavior (SWIS & ODRs) Refer to PBIS Flowchart	Less than 3 major Office Referrals	3 major Office Referrals or Teacher Referral	DPR Percentage (Below 80% for 2-4 weeks)	Individualized BPR Percentage below 80%or Limited Response to Behavioral Plan for maximum of 4 weeks
Intervention Support Needed to Attain Progress	Tier 1 Core instruction	Tier 2 (refer to District Reading and Math Frameworks) 30 minutes	Tier 3 (45+ additional minutes with resource teacher, reading specialist, or other provider)	

Below is a list of resources used throughout Flossmoor School District 161. Each building should have the materials listed in the intervention framework.

Reading Interventions:

Building Vocabulary Skills (Grades K – 2)

- Building Vocabulary Skills teaches vocabulary skills and strategies to help meet standards while providing exposure to multiple "Tier Two" words in a variety of contexts. This supplemental program boosts vocabulary by teaching:
    - Context clues strategies and word part analysis to improve reading comprehension
    - Dictionary and thesaurus skills to clarify word meanings and usage
    - Word games to promote word consciousness

Target Areas = Vocabulary

Collaborative Strategic Reading (Grades 3-8)

- CSR is a set of four strategies struggling readers can use to aid decoding and comprehending content area text. The strategies integrate word identification, reciprocal reading, and cooperative learning.
  Target Areas = Comprehension

Discover Intensive Phonics (Grades K-3)

- Discover Intensive Phonics is a comprehensive, multi-sensory, direct instruction program designed to teach students decoding and word attack strategies. The program makes extensive use of multi-sensory activities.
  Target Areas = Phonemic Awareness, Phonics

Edmark Reading Program Grades (K-2)

- The Edmark Reading Program focuses on developing a sight word vocabulary and includes aspects of fluency and comprehension. The instruction within the program is explicit and systematic.
  Target Areas = Fluency

Fountas and Pinnell Leveled Literacy Intervention System

- LLI (Grades K-5) LLI is a small-group, supplemental literacy intervention designed to help teachers provide daily small group instruction for students at their grade level. LLI supports learning in both reading and writing, helps students expand their knowledge of language and words and how they work.

Guided Reading – Double Dose (Grades K – 5)

- An additional 30 minutes of instruction by creating a "double dose" of reading time for struggling readers. Rather than more of the same, a double dose of instruction means a teacher might introduce skills during the first session and then re-teach with added practice during the second session.
  Target Areas = Vocabulary & Comprehension

Guided Reading Plus (Grades K-8)

- Guided Reading Plus is an intervention for readers not reading at, or above, grade level. Guided Reading Plus provides additional exposure to explicit reading instruction beyond the classroom guided reading groups and the other components of balanced literacy instruction. Its purpose is to teach students how to use strategies to figure out challenging words, clear up sentence structure confusions and understand new concepts or ideas, which will accelerate struggling readers to read at grade level. Like in regular guided reading, the book selecting is thoughtful and matches group/individual's needs**.**
  Target Areas = Vocabulary & Comprehension

Jamestown (Grades 6-8)

- Reading Drills-Help students build their reading stamina by practicing to read longer passages in a timed setting. Students also improve their literal and critical-thinking skills. All these skills may help students be more proficient when taking standardized tests. (i.e. Skills such as paraphrasing, generalizing, main idea, cause and effect, drawing conclusions, author's purpose, predicting, compare and contrast and fact and opinion are taught.)
- Vocabulary Drills-Helps students contextualize with both narrative and expository passages. Additional structural analysis skills help students figure out the meanings of unfamiliar words in their own reading. (i.e. Latin and Greek roots and new vocabulary words that are connected to synonyms, antonyms and analogies to words they may already know.
- Skimming & Scanning-Provides passages that mimic real-life situations to help students find information quickly and to be fast, flexible readers and vary their reading rate according to their

purpose (i.e. Alphabetical lists, telephone directories, tv listings, reference material, guide words, indexes, magazine articles, sports tables and documents used for real world application of skills.

The Learning Odyssey (Grades K – 8)

- The Learning Odyssey is a web-based curriculum used to enhance the educational experience of all students. Odyssey is designed to address each child's strengths and weaknesses, in reading and math, while providing engaging instructional activities at their level. Each child's Learning Path is designed specifically for him or her. Providing additional time, in comparison to tier 1 peers, within a child's learning path could be considered an intervention.
  Target Areas = Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension

Michael Heggerty Phonemic Awareness (Grades K-2)

- Michael Heggerty's Phonemic Awareness Program helps students build the necessary skills to support successful reading development. Activities are centered on letter sounds, segmentation, rhyming and the manipulation of sounds.
  Target Areas = Phonemic Awareness

Peer Assisted Learning Strategies for Reading – PALs (Grades K-2)

- Peer Assisted Learning Strategies (PALS) is a peer tutoring intervention that is used to improve reading skills. Teachers pair students together, and the partners work on different activities that address the skills that are causing problems. Different versions of PALS reading have been developed for different age levels. Kindergarten PALS focuses on letter names and sounds, letter-sound correspondence, phonological awareness, and decoding. First grade PALS stresses decoding and reading fluently. In grade 2, PALS begins to promote reading fluency and comprehension.
  Target Areas = Phonemic Awareness, Phonics

Phonics for Reading (Grades 3-5)

- Phonics for Reading support students who struggle with reading comprehension from weak phonemic awareness and decoding skills. This program builds phonemic awareness, decoding, and fluency skills to strengthen reading comprehension and uses systematic, explicit instruction to build confidence and motivation
  Target Area = Phonics

Rave-O (Grades K-2)

- Rave-O is designed for small group instruction, provides hands-on activities using many kinds of materials, which allow students to play with language by breaking apart words, learn common letter patterns, examine morphological roots and affixes, and identify grammatical uses and multiple meanings.
  Target Area = Phonics

Read Naturally (Grades 2-8)

- Read Naturally develops fluency, supports vocabulary development, and promotes comprehension. Students read along to a recording of the story and then practice reading the story on their own, timing themselves until they can read it at a predetermined goal rate (repeated reading). They graph their initial and final scores. Students work in Read Naturally up to 30 minutes a day.
  Target Areas = Fluency

Read 180 (Grades 4-8)

- READ 180 is an intensive reading intervention program designed to meet the needs of students who are reading below grade level. The program directly addresses individual needs through adaptive instructional software, high-interest fiction and nonfiction, and direct instruction in reading and writing skills.
  Target Areas = Vocabulary, Comprehension, Fluency

REWARDS (Grades 3-5)

- **REWARDS** is a specialized reading and writing program designed to teach intermediate and secondary students a flexible strategy for decoding long words and to increase their oral and silent reading fluency. Prefixes and suffixes are key components. Students build automaticity in their decoding and reading.
  Target Areas = Phonics

REWARDS Plus (Grades 3-8)

- REWARDS Plus is a specialized reading program designed for middle school struggling readers. REWARDS Plus expands on the strategies introduced in the REWARDS program. This program is designed to "cement reading skills and increase transfer to content area reading.
  Target Areas = Vocabulary, Comprehension

Six Minute Solution (Grades K-8)

- Six Minute Solution is a reading fluency program that may be used as a supplement to a school's core reading program or as an intervention. The goal of the program is to help teachers provide students with concentrated practice on phonetic elements, sight word vocabulary, and expository passage reading in order to build overall reading fluency and boost achievement. Six Minute Solution is based on the research of repeated readings and peer-assisted learning strategies, and partner reading is the primary activity of the program.
  Target Areas = Fluency

Sound Partners (Grades K-3)

- Sound Partners is a phonics-based program that provides supplemental reading instruction to students with below average reading skills. Instruction emphasizes letter-sound correspondences, phoneme blending, decoding and encoding phonetically regular words, and reading irregular high-frequency words.
  Target Areas = Phonemic Awareness, Phonics

SRA Corrective Reading (Grades 3-8)

- Corrective Reading provides intensive direct instruction-based reading intervention for students who are reading below grade level. This Direct Instruction reading intervention program delivers tightly sequenced, carefully planned lessons that give struggling students the structure and practice necessary to become skilled, fluent readers and better learners. The decoding strand is for students who do not read accurately or whose oral reading is choppy, as well as for less fluent readers who lack comprehension when they read. The comprehension strand is for students who need to develop vocabulary, background information, and reasoning skills that are the foundation of comprehension.
  Target Areas = Phonics, Comprehension, Fluency

System 44 (Grades 3-8)

- System 44 is a foundational reading and phonics program designed for our most struggling readers. The program includes research-based phonics instruction and age-appropriate adaptive technology.
  Target Areas = Phonics, Fluency

Systematic Sight Word Instruction (Grades K-2)

- Systematic Sight Word Instruction is a supplementary program to support students in the acquisition of 220 Dolch words.
  Target Areas = Fluency

Take Aim Vocabulary (Grades 3-8)

- Take Aim! Vocabulary develops students' vocabulary and vocabulary skills by teaching students high-quality words and raising their word consciousness, an interest in words and in the ability to determine word meanings. Students work through unit textbooks of related, high-interest, non-fiction stories. Each story provides context, clear definitions, and research-based activities for high-quality words.

Target Areas = Vocabulary

Vocabulary Through Morphemes (Grades 3-8)

- This program focuses on vocabulary and fluency development. Students learn to decode words through morphemes (suffixes, prefixes, and roots) and to understand common prefixes and roots. Students also study analogies, related word families, and synonyms and antonyms. Detailed lesson plans provide structured, systematic instruction that helps students grasp new words and their meanings with ease.
  Target Area = Vocabulary

Wilson (Grades 3-8)

- The Wilson Reading System is designed for students who struggle with decoding and spelling. It teaches total word construction in addition to phonics. Each level is systematically presented and decoding as well as encoding skills are taught to mastery. Segmentation and blending are key components. Students build automaticity in their decoding and reading. It is an interactive and multi-sensory program for all ages.
  Target Areas = Phonics, Vocabulary, Comprehension

Wright Group Early Reading Intervention (Grades K-2)

- Wright Group Early Reading Intervention is a systematic, strategic, and intensive system of support for students' not meeting reading expectations in their classroom. The goal of the program is to accelerate student achievement for identified students to read at grade level.
  Target Areas = Phonemic Awareness, Phonics, Comprehension

Fountas and Pinnell Leveled Literacy Intervention (k-8)

- The *Fountas & Pinnell Leveled Literacy Intervention System* (*LLI*) is a small-group, supplementary literacy intervention designed to help teachers provide powerful, daily, small-group instruction for the lowest achieving students at their grade level. Through systematically designed lessons and original, engaging leveled books,*LLI* supports learning in both reading and writing, helps students expand their knowledge of language and words and how they work.
  Target Areas = Comprehension

Flossmoor School District 161 Reading Intervention Framework

Area of Reading		Tier 2 Interventions	Tier 3 Interventions	
Phonemic Awareness	*Primary*	Wright Group (P) Michael Heggerty Pals	Wright Group K (P) Sound Partners KPals	**The Learning Odyssey can be used as a reading intervention for phonemic awareness, phonics, fluency, vocabulary, and/or comprehension if time in addition to core requirements is provided.**
	Intermediate	NA	Wilso n	
	Jr. High	NA	Wilson	
Phonics	*Primary*	Wright Group (P) PALS Sound Partners	Discover Intensive Phonics KPals Wright Group K (P) Rave-O	
	Intermediate	Rewards Phonics for Reading	Corrective Reading Wilson System 44 (T)	
	Jr. High	Phonics needs in Jr. High are Tier 3	Corrective Reading Wilson System 44 (T)	
Fluency	*Primary*	6 Minute Solutions Systematic Sight Word Instructi Read Naturally (T) Edmark (T)	NA	
	Intermediate	6 Minute Solutions Read Naturally (T)	Read 180/System 44 (T) Corrective Reading Edmark (T)	
	Jr. High	6 Minute Solutions Read Naturally (T)	Read 180/System 44 (T) Corrective Reading Edmark (T)	
Vocabulary	*Primary*	Guided Reading – Double Dose Building Vocabulary Skills	Guided Reading Plus	
	Intermediate	Guided Reading – Double Dose Vocabulary Through Morpheme Rewards Plus Take Aim Vocabulary	Wilson Read 180 (T)	
	Jr. High	Guided Reading Vocabulary Through Morpheme Rewards Plus Take Aim Vocabulary	Wilson Read 180 (T)	
Comprehension	*Primary*	Guided Reading – Double Dose Wright Group (P)	Guided Reading Plus	
	Intermediate	Guided Reading – Double Dose Collaborative Strategic Reading Rewards Plus	Read 180 (T) Corrective Reading Comprehension Guided Reading Plus	
	Jr. High	Guided Reading Jamestown Collaborative Strategic Reading Rewards Plus	Read 180 (T) Corrective Reading Comprehension	

T = Program contains technology components P = Paraprofessional delivery

Math Interventions:

Do the Math (1-8)

- Do the Math teaches students the basics of math-computation, number sense, and problem solving. The 1-6 grade set focuses on rebuilding fluency with whole numbers and fractions. The Grade 6 & up set is designed to rebuild numerical foundations and prepare struggling learners for algebra. This program includes teacher resource materials, read-alouds (grades 1-6), manipulatives interactive whiteboard tools, games and assessments.
  Target Areas = Computation, Number Sense, Algebraic Thinking, Measurement & Data, Geometry

Guided Math Double Dose (Grades K – 8)

- An additional 30 minutes of instruction by creating a "double dose" of math time for struggling students. Rather than more of the same, a double dose of instruction means a teacher might introduce skills during the first session and then re-teach with added practice during the second. Alternately, teacher data teams may focus the first dose of instruction on current math unit plans and the second dose of instruction on student-targeted needs (including prior math unit plans and prerequisite skills, as needed.)
  Target Areas = Computation, Number Sense, Algebraic Thinking, Measurement & Data, Geometry

Key Math *(*Grades K – 6*)*

- The Key Math 3 program is a comprehensive math intervention utilized as a supplement to regular classroom instruction. Lessons can be selected on particular topics to provide targeted intervention for small groups or individual students. Topics include: Numeration, Algebra, Geometry, Measurement, Data Analysis and Probability, Mental Computation and Estimation, Addition and Subtraction, Multiplication and Division, Foundations of Problem Solving and Applied Problem Solving.
  Target Areas = Computation, Number Sense, Algebraic Thinking, Measurement & Data, Geometry

The Learning Odyssey (Grades K – 8)

- The Learning Odyssey is a web-based curriculum used to enhance the educational experience of all students. Odyssey is designed to address each child's strengths and weaknesses, in reading and math, while providing engaging instructional activities at their level. Each child's Learning Path is designed specifically for him or her. Providing additional time, in comparison to tier 1 peers, within a child's learning path could be considered an intervention.
  Target Areas = Computation, Number Sense, Algebraic Thinking, Measurement & Data, Geometry

Math Elevations (Grades 3-8)

- Math Elevations is a comprehensive math intervention that utilizes a three step method: concrete, semi-concrete/representational phase (drawing pictures, circles, dots), and abstract (symbolic) form of mathematics. This program includes manipulatives, student reproducibles and unit assessments.
  Target Areas = Computation, Number Sense, Algebraic Thinking, Measurement & Data, Geometry

MobyMax (K-8)

- Moby Max is an on-line intervention program that utilizes an adaptive placement test to assign skill-deficit targeted lessons on Common Core standards. These include short animated videos, student practice components, classroom tools and virtual motivational rewards. It includes review cycles for concept retention. Progress monitoring reports are available for teachers and parents.
  Target Areas = Computation, Number Sense, Algebraic Thinking, Measurement & Data, Geometry

Reflex Math (2-8)

- Reflex Math is an on-line program designed to help students in grades 2 and above develop fluency with their basic facts in addition, subtraction, multiplication and division. It is adaptive,

individualized, includes strategy use and is game-based. Program includes comprehensive group and individual progress reports.
Target Areas = Computation

SRA Connecting Math Concepts (K-8)

- SRA Connecting Math Concepts combines facts, procedures, conceptual understanding, applications, and the development of problem solving to provide a comprehensive curriculum for students who struggle with mathematics. It uses explicit instructional strategies that incorporate oral and written responses. It teaches students to connect skills and "big idea" concepts. Includes teacher manual and student practice materials, as well as assessments.
  Target Areas = Computation, Number Sense, Algebraic Thinking, Measurement & Data, Geometry

Step Up to Writing in Math (Grades K-8)

- Step Up to Writing in Math provides instructional support in writing explanations on how to arrive at a solution for math problems. The program supports math-related reading and writing.

Touch Math (K-2)

- Touch Math is a multisensory math program that uses TouchPoints, helpful visual cues, and a one-step-at-a-time presentation to focus on moving students from concrete to pictorial to abstract concepts. Working through basic math problems, students "see it, say it, hear it, touch it, and learn it." The focus is on using these strategies to strengthen number sense and build math fluency in computation.
  Target Areas = Computation

Xtra Math (K-8)

- Xtra Math is a web-based math fact fluency program that helps students master addition, subtraction, multiplication and division facts. Activities are timed and adaptive. Comprehensive reports are available for teachers and parents.
  Target Areas = Computation

Flossmoor School District 161 Math Intervention Framework

Tier	Intervention	Grade Range	Area of Math						
			Computation			Number Sense	Algebraic Thinking	Measurement & Data	Geometry
			+/-	X	/				
1 - 3	***The Learning Odyssey (T)*** (Odyssey can be used as an intervention. To be considered an intervention, time in addition to core requirements must be provided.)	**K - 8**	*	*	*	*	*	*	*
2	***Xtra Math (T)***	**K - 8**	*	*	*				
2	***Math Elevations (M)***	**3 - 8**	*	*	*	*	*	*	*
2	***MobyMax (T)***	**K - 8**	*	*	*	*	*	*	*
2	***SRA Connecting Math Concepts***	**K - 8**	*	*	*	*	*	*	*
2/3	***Guided Math – Double Dose***	**K – 8**	*	*	*	*	*	*	*
3	***Touch Math***	**K - 2**	*						
3	***Reflex Math (T)***	**2 – 8**	*	*	*				
3	***Do the Math (M)***	**1 -8**	*	*	*	*	*	*	*
3	***Key Math***	**K - 6**	*	*	*	*	*	*	*

T – Program has a technology component
M – Program has hands on instructional materials to support student learning

Social-Emotional/Behavioral Interventions:

Brief Function-based Behavioral Intervention Plan (FBA/BIP)

- Brief FBA/BIP is a simple behavior support plan developed quickly/easily for one student. The PBIS function based assessment (FBA) is completed by conducting a brief parent interview, a student interview, and a teacher interview. Information obtained during these interviews will be used to create a behavior plan by determining:
  - What is the problem behavior
  - What is the reason he or she is exhibiting this behavior
  - What do we want him/her to do instead
  - How can we help encourage appropriate behavior more frequently
  - How will we know if our plan is working

  Brief tier 2 behavior intervention plans address only one behavior, typically only in one setting. Interventions are chosen or designed based on assessed "function" of the youths' behavior or skills-deficits

Check In/Check Out (CICO)

- CICO is a positive behavioral intervention that includes checking in with students as they arrive and before they leave school each day. Students are selected to be in check in – check out to help support the behavioral choices they make and to build positive relationships with an adult at school. CICO is not a disciplinary or negative response to student behavior. All students participating in CICO get the same intervention using a daily progress report that is tied to the

school wide expectations for all children. Feedback regarding behavior is given at designated time periods.

Complex Behavior Plan (BIP):

- Similar to a Brief FBA/BIP, a complex BIP is created specifically for one individual youth and interventions in the behavior plan are designed based on assessed "function" of the youths' behavior or skills-deficits. However, this plan is developed by a unique team for each student that includes the family and relevant school based adults. The plan provides interventions/strategies to address multiple settings and/or behaviors, and interventions are highly individualized. Additional data tools are often used to support the complex FBA/BIP process and progress is monitored more frequently.

Individualized CICO

- This intervention builds on traditional CICO and provides additional support such as weekly rewards, mentoring, additional check times, changing location of checks, changing CICO staff members, peer buddy, daily communication with parent, signature requirement, etc. Individualizations are fairly generic and designed without lengthy discussion of individual students.

PASS Program

- Recognizing that there are students at Parker Junior High who may require intensive support in the areas of social-emotional learning as well as academics, the PASS Program has been designed. PASS will assist students with a continuum of positive, proactive supports, aimed at teaching the Positive Behaviors Interventions and Supports (PBIS) core values of being responsible, respectful and reliable for school success.
- Pass will provide an environment of structure and positive reinforcement to students identified through behavioral data in School Wide Information System (SWIS). To accomplish this, students will be taught using an Affective Education Curriculum.

Social Academic Instructional Groups (SAIG)

- SAIG is a short-term (6-8 weeks) social academic group that will focus on skill sets that will support our students in our Positive Behavioral and Intervention Supports (PBIS) and Character Counts initiatives. Groups are usually facilitated by a school social worker, resource teacher, or psychologist and students within these groups receive direct instruction of replacement behaviors, structured practice and feedback. Several groups are provided on an ongoing basis and are listed below.
  - Problem-Solving: To learn replacement behaviors for fighting, arguing, etc.
  - Pro-social Skills: To learn replacement behaviors for avoidance, withdrawal, etc.
  - Academic Behaviors: To learn replacement behaviors for getting out of seat, calling out during instruction, poor studying habits, etc.

The following interventions may be utilized in a small group to help support social-emotional learning.

Social Emotional Interventions for SAI Groups

Intervention		Intervention Details
Enhancing Academic Motivation Fluency	**(4 8)**	This intervention is based on research that focuses on the relationship between school failure and the lack of academic motivation. The program employs a structured intervention format divided into 6 sessions. Storytelling role playing and homework assignments are key elements of the program. The goal of this program is that students become more willing to approach learning tasks and to display a higher level of engagement effort and persistence even when experiencing frustration or anxiety.
Getting Organized Without Losing It	**(3 8)**	This program includes tips techniques strategies and examples which help empower kids to conquer clutter prioritize tasks handle homework prepare for tests plan projects stop procrastinating and start enjoying the benefits of being organized.
The Middle School Student's Guide to Ruling the World	**(5 8)**	The Middle School Student's Guide to Ruling the World is an intervention used to teach basic work management and organizational skills for success in middle school. Skills included in the program are using a planner working with a peer following up on matters that affect your grade managing a group project organizing a workspace managing long term projects detecting and correcting wasteful homework habits and goal setting for success.
Passport	**(1 8)**	*Passport* is a prevention curriculum that helps students learn positive mental health concepts by developing self acceptance personal relationship skills problem solving and decision making strategies and skills to deal with troublesome emotions. It is designed to teach students what is normal for their age group and to help them learn effective strategies for dealing with the challenges and problems of growing up. *Passport* contains numerous learning activities for use in classrooms or small group settings.
Ripple Effects	**(K 8)**	Ripple Effects is a research based tool to help children build resilience and handle the non academic issues that get in the way of school success. Engaging interactive independent activities build key social emotional abilities such as self understanding empathy impulse control management of feelings assertiveness decision making and connection to community.
Skill Streaming	**(K 8)**	Skillstreaming employs a four part training approach—modeling role playing performance feedback and generalization—to teach essential prosocial skills to children and adolescents.
Strong Kids/Strong Start	**(K 8)**	The *Strong Kids* programs are social emotional learning curricula that were designed for the purpose of teaching social and emotional skills promoting resilience strengthening assets and increasing coping skills of children and early adolescents. These programs are aimed at both prevention and early intervention and include such lessons as dealing with anger understanding feelings letting go of stress and positive thinking.

Wraparound (WRAP Plans):

- Wraparound consists of an identified team facilitator engaging and developing a unique team for each student and facilitating regular meetings to develop, refine and monitor a variety of interventions and supports that address multiple life domains across settings (i.e. home, school, and community). Wrap teams consist of the family and a balance of school professionals, community representation, and natural supports. This team meets frequently to develop wrap plans which include highly individualized interventions and supports designed based on strengths and big needs. Data Tools that document perceptions of youth/family and other team members are used regularly at meetings to guide planning and assess progress.

REWARDS Writing (Grades 5-7)

- REWARDS Writing teaches essential writing skills that can be applied in all content areas. The program consists of 75 teacher-directed lessons allowing students and teachers to concentrate on three strands: sharpening word choice, polishing sentences, and editing paragraphs.
  Target Areas = Written Language, Vocabulary

Handwriting Without Tears (Grades K-1)

- The Handwriting Without Tears printing program provides developmentally appropriate tools and strategies for the classroom to support writing.

Step Up to Writing (Grades K-8)

- Step Up to Writing is a supplemental writing program that provides writing strategies for informational/explanatory, narrative, and opinion strategies for students in grades K-5 and argument writing strategies for students in grades 6-8.

Section 5 – Supplemental Programs, Supports, and/or Services

EL Program
ACE Program
Pre-K Program
504 Plan
Special Education

English Learner (EL) Programs and Supports

It is the policy of the state that every student who has a home language other than English and who is identified as limited English proficient shall be provided a full opportunity to participate in an English language learning program.

The goal of the ELL program is to enable English language learners to become competent in the listening, speaking, reading, and writing domains of the English language through the development of literacy and academic skills. The program emphasizes the mastery of the English language in 5 academic skills: social/instructional, language arts, math, science, and social studies by using the English Language Development Standards (ELDS).

Home Language Survey-HLS

The Home Language Survey (HLS) is given to all **new students** entering Flossmoor School District 161. Students enrolled on the first day of school must be assessed and parent notification sent home within thirty calendar days. Students enrolled after the first month, must be assessed and parent notification sent home within 14 days of enrollment.

Screening

The following instruments are used during the initial identification of ELL (screening)

- **Pre-IPT** for Pre-K students

SCREENER		DOMAINS ASSESSED				Cut-score for English Language Proficiency
		Listening	Speaking	Reading	Writing	
Pre-IPT Oral®	Preschool-Age 3	X	X			Score at Level D or E on a scale of level A-E)
Pre-IPT Oral®	Preschool - Age 4 and Age 5	X	X			Score at Level E (on a scale of level A-E)

- **MODEL** Test used for Kindergarten and 1st semester 1st grade

SCREENER		DOMAINS ASSESSED				Cut-score for English Language Proficiency
		Listening	Speaking	Reading	Writing	
MODEL™	Kindergarten (1st Semester)	X	X			Oral language proficiency level is 5.0
MODEL™	Kindergarten (2nd Semester)	X	X	X	X	Overall composite proficiency level is 5.0 **and** the composite literacy (reading/ writing) level is 4.2

- **W-APT** Test for second semester of 1st grade through 12th grade.

W-APT stands for the WIDA-ACCESS Placement Test. It is an English language proficiency "screener" test given to incoming students who may be designated as English language learners. It assists educators with programmatic placement decisions such as identification and placement of ELLs. The W-APT is one component of WIDA's comprehensive assessment system. W-APT test items are written from the model performance indicators of WIDA's five English Language Proficiency (ELP) standards: Social and

Instructional language, language of language arts, math, science and social studies. Test forms are divided into 5 grade-level clusters: Kindergarten, 1-2, 3-5, 6-8 and 9-12. The W-APT is designed to be individually administered and adaptive, meaning that parts of the test may be discontinued as soon as the student reaches his or her performance "ceiling."

Annual assessment of English Language Proficiency

School districts must annually assess the English language proficiency, including aural comprehension (listening), speaking, reading, and writing skills, of **ALL children of limited English-speaking ability in kindergarten and any of grades 1 through 12** (Section 14C-3 of the School Code) using the English language proficiency assessment prescribed by the State Superintendent of Education. **ACCESS** for ELLs is a standards-based, criterion referenced English language proficiency test designed to measure English language learners' social and academic proficiency in English. It assesses social and instructional English as well as the language associated with language arts, mathematics, science, and social studies within the school context across the four language domains. The secure full-scale ACCESS for ELLs assessment will be distributed at no cost to public schools.

ELL Program Models

Flossmoor School District operates two types of program models:

1. Transitional Bilingual Education (TBE)- TBE is a program model that is defined by the state of Illinois as required for groups of 20 or more children from the same language group who attend the same school and who have been identified as needing second language services based upon their scores on the state language proficiency test. The goal of this model is to help children acquire the English skills required to succeed in an English-only program. It provides initial instructional support in the students' native language and transitions to the use of all English for instruction.

2. Transitional Program of Instruction (TPI)- TPI is a model that is defined by the state of Illinois that serves students who are in a school attended by 19 or fewer students of the same language group who qualify for the second language program. Native language support may or may not be given.

English Language Proficiency

In order to better align measurements of academic achievement with English language acquisition, the Illinois State Board of Education has adopted a modified definition of English language proficiency for students in Illinois schools. Effective January 1, 2014, a student must obtain an overall **composite proficiency level of 5.0 as well as a reading proficiency level of 4.2 and a writing proficiency level of 4.2** on the ACCESS for ELLs to be considered English language proficient. Any student that does not achieve the minimum composite, reading, and writing criteria is considered an English learner (EL) student and remains eligible for TBE/TPI services. Students who meet or exceed these proficiency levels may be transitioned from the TBE/TPI program as allowed under Part 228 of the Illinois Administrative Code. Transitioning decisions for kindergarten students must only be made using the **accountability scores** provided on the ACCESS for ELL® English Language Proficiency Test Kindergarten Teacher Report. This would be the first set of domain scores provided on the Kindergarten Teacher Report.

ELL Monitoring

Students who have demonstrated English proficiency on the ACCESS test are monitored for two years as they attend mainstream classes. In cases where students are not succeeding, they may receive support services from the ESL teacher.

Process for ELL Identification

Student registers at a Flossmoor District 161 school and indicates on the home language survey questions that he/she either speaks another language, or that another language is spoken at home.

A copy of the registration form is made by the office staff and provided to the ELL Coordinator.

The ELL teacher screens the student for English Language Proficiency using the state identified assessment. Screening must take place within 30 days of enrollment.

•**Exception:** *If the student has been exited from an IL school's ELL program based on ACCESS scores or has screener data recorded in SIS that identifies the student as not qualifying, he/she does not need to be re-screened.*

If the student qualifies for ELL services, parent consent or refusal must be obtained in writing. The ELL teacher should start a green folder to include all ELL documentation.

Students whose parents refuse services must still be monitored, take the ACCESS test, and be provided with instructional supports through the MTSS process.

Students who accept services must begin to receive ELL services through the appropriate service model.

Acceleration, Enrichment, and Challenge (ACE) Program

Flossmoor School District organized and designed its ACE program around the Level of Services (LoS) approach, with the intent of developing talent and appropriately challenging *all* students. Information regarding identification procedures can be found in the ACE Handbook under the resources tab at www.sd161.org.

Statement of Philosophy

The ACE program will support the District 161 Philosophy of Instruction by providing comprehensive services which modify, supplement, and support the core education program in all fundamental areas of learning for those children who excel in either specific intellectual ability or specific aptitude or talent. Flossmoor District 161's ACE program is in alignment with the current IL School Code 14A Part 227 (2007).

Mission Statement

The mission of the District #161 ACE Program, a K - 8 support system, is to provide appropriate Acceleration, Challenge & Enrichment to maximize growth of all students through a Level of Services (LoS) Model.

Program Opportunities

Level 1: ALL Students

Programs offered:

- Cluster grouping and/or Flexible grouping (K-8)
- Differentiated instruction (K-8)
- Critical Thinking Skills (K-5)

Level 2: MANY Students

Programs offered:

- Math Acceleration (K-4)
- Reading Acceleration (K-5)

Level 3: SOME Students

Programs offered:

- Math Enrichment (K-2)
- Math Acceleration (gr. 6-8)
- Visual Arts Pull-Out Classes (gr. 4-5)
- Visual Arts Encore Class (gr. 8)

Level 4: FEW Students

Programs offered:

- Humanities Pull-Out Classes (gr. 3-5)
- Analytical Applications Pull-Out Classes (gr. 3-5)
- Cluster grouping within Adv. Sci/SS Classes (gr. 6-8)

ACE Program Components

The ACE Program consists of a number of programmatic components that are designed to provide acceleration, challenge, and enrichment for all students. In grades K – 5, services are organized around four broad categories: 1) enrichment, 2) critical thinking, 3) pullout classes, and 4) Math and Reading acceleration. In grades 6 – 8, services are organized around the categories of 1) Advanced classes 2) cluster-grouping for enrichment and/or extension within advanced classes and 3) acceleration.

District 161 ACE Program Plan				
Gr. Level	**Enrichment**	**Critical Thinking**	**Pullout Classes** (Identification required)	**Math/Reading Acceleration**
K	Math	PETS		Math & Reading
1	Math	PETS		Math & Reading
2	Math	PETS		Math & Reading
3	Math (on rotational basis)	PETS	Humanities Analytical Applications	Math & Reading
4	Math (on rotational basis)	PETS	Humanities Analytical Applications Visual Arts	Math & Reading
5	Math (on rotational basis)	Building Thinking Skills	Humanities Analytical Applications Visual Arts	Math & Reading
6, 7, 8			Visual Arts	Acceleration: Math & Foreign Language Adv Classes: English, Reading, Science, Social Studies Cluster grouping of ACE students within Adv. Science & Social Studies Classes

- **Mathematics enrichment opportunities** include small group instruction scheduled weekly in math for some students in grades K – 2 and on a rotational basis in grades 3 - 5, in addition to daily math instruction. Groups of students will be flexible, based on individual need.
- **Critical thinking opportunities** for all students in grades K – 5, include higher-order thinking skills in verbal & non-verbal domains.
- **Acceleration opportunities** include guided math/reading instruction within the classroom for all students in grades K-5. Instruction will progress at an above grade level for students as appropriate. In grades 6 – 8, acceleration opportunities are available for qualifying students in Math and Foreign Language.
- **Pullout classes** include the identified top 5% of grades 3 - 5 students District-wide for Humanities and/or Analytical Applications. Humanities classes will include topics in the broad area of Language Arts. Analytical Applications classes will focus on the areas of Science and Mathematics. Identification for these classes is discussed on pages 11 - 12.
- **School-wide cluster grouping** (students grouped within mixed-ability classrooms based upon ability level) is also being implemented throughout the District. Cluster grouping may be provided in elementary school homeroom classes. At Parker Junior High School, cluster grouping includes the top 5% of students in the grade level for Science and Social Studies. Designated gifted students will be clustered together, within advanced Science and Social Studies classes, and enrichment and extension will be provided. Within each classroom at Parker Junior High School, the range of student ability is reduced since gifted students will be placed within advanced level classes. This cluster grouping narrows the spectrum of achievement within each classroom, allowing teachers to be able to challenge high ability students and to better focus their efforts within each classroom (Winebrenner and Brulles, 2008).

PRE-K Program

The PreK program is dedicated to providing an opportunity for students ages 3-5, who have been identified "at-risk" based on the screening process, to grow and develop in a nurturing, educational environment. Curriculum addresses the educational needs of early learners and is designed to focus on skills in the areas of: cognitive, psychical, social and language development while building foundations in literacy and mathematics.

Section 504 Plans

"Section 504" refers to Section 504 of the Rehabilitation Act of 1973, a federal law that requires any person or agency receiving federal money to have policies in place that prohibit discrimination against persons with disabilities. Section 504 deals with a much more general concept of disability than is covered under IDEA/Special Education. A 504 Plan provides accommodations that allow the student to have access to the school and programs. This type of plan covers general access issues, specific diagnosed health concerns, and physical barriers. The plan also describes what the district will do to support the student's disability and ensure that the disability will not preclude the student's access to school programs.

Accommodations provided in a 504 refer to changes in instruction that enable children to demonstrate their abilities in the classroom or assessment setting. They are designed to provide equity, not advantage for children with a disability. Examples of accommodations might include assistive technology, alterations to presentation, response, scheduling, or setting. Accommodations when used appropriately reduce the effects of a child's disability without reducing or lowering the standards and/or expectations for content.

Special Education

Entitlement for special education is considered when it is determined that the student's needs are outside the realm of general education and more specialization is required to bring the student to proficiency. Entitlement for special education requires the evaluation of the effects of current and past instruction and interventions in order to determine whether the student is significantly discrepant from peers or educational expectations. Eligibility for special education can fall under one of the 14 disabilities recognized by Individuals with Disabilities Education Act (IDEA).

Special Education Eligibility Categories:

1. **Autism**- a developmental disability significantly affecting verbal and nonverbal communication and social interaction that adversely affects a child's educational performance. Other characteristics often associated with Autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disability.
2. **Cognitive Disability**- a disability resulting in significantly sub-average general intellectual functioning existing concurrently with deficits in adaptive behavior manifested during the developmental period that adversely affects a child's educational performance.
3. **Deaf-Blindness**- a disability with concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.

4. **Deafness-** a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing; with or without amplification that adversely affects a child's educational performance.
5. **Developmental Delay-** a delay in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development. The eligibility of Developmental Delay may be identified for those children aged three through nine who do not meet the criteria for one of the other thirteen categories of special education.
6. **Emotional Disability**- a disability in which students are exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance: (A) An inability to learn that cannot be explained by intellectual, sensory, or health factors. (B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers. (C) Inappropriate types of behavior or feelings under normal circumstances. (D) A general pervasive mood of unhappiness or depression. (E) A tendency to develop physical symptoms or fears associated with personal or school problems. An emotional disability may include schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disability as defined above.
7. **Hearing Impairment**- impairment in hearing whether permanent or fluctuating, that adversely affects a child's performance but that is not included under the definition of deafness.
8. **Multiple Disabilities-** a concomitant impairment such as (cognitive disability-blindness, cognitive disability-orthopedic impairment), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness.
9. **Other Health Impairment-** a disability which results in having limited strength, vitality or alertness, including heightened sensitivity to environmental stimuli, with respect to the educational environment that is due to chronic or acute health problems such as asthma, attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, or Tourette syndrome, and adversely affects a child's educational performance. **Note:** If the student's health condition results in or contributes to difficulties with educational performance that are more accurately defined by the criteria describe in another disability category, then they shall not meet the criteria for Other Health Impairment.
10. **Orthopedic Impairment**- a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly, impairments caused by amputations, and fractures or burns that cause contractures.
11. **Specific Learning Disability**- a disability in which a child does not achieve adeuqately for the child's age or to meet State-approved grade-level standards in one or more fo the following areas, when provided with learning experiences and instruction appropriate for the child's age or State-approved grade level standards: Oral expression, listening comprehsnion, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematics calculation, and/or mathmatics provlem solving. (IDEA 2004 definition).
    In accordance with 23 Illinois Administrative Code 226.130, beginning with the 2010-2011 school year, Illinois districts are required to use a process that determines how a child responds to scientific, research-based interventions as part of the evaluation procedures to determine special education eligibility under the category of specific learning disability (SLD).
12. **Speech or Language Impairment**- a communication disorder, such as stuttering, impaired articulation, language impairment, or a voice impairment, that adversely affects a child's educational performance.

13. **Traumatic Brain Injury**- an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition, language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; psychosocial functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative or to brain injuries induced by brain trauma.
14. **Visual Impairment**-an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

Special Education Services, Supports, and Programs:
Student educational needs determine the special education supports, programs, and services received. All information regarding services, support, and programs will be documented in a student's **Individualized Education Plan (IEP).**

- **Early Childhood Special Education**-Early Childhood Special Education classes are cross-categorical classes designed to meet the special needs of children, ages 3-5 years. These needs include, but not limited to, a range of impairments such as speech/language delays, autism spectrum disorders and cognitive disabilities.
- **Instructional Program** - Cross categorical classes (classes that are made up of students with a range of special education disabilities) are designed to serve students with moderate to severe learning disabilities, mild cognitive disabilities, or significant learning needs associated with other conditions, requiring a modified curriculum in grades K - 8.
- **Resource Supplemental Instruction** – Resource supplemental instruction can be provided in reading/language arts and/or math. This supplemental instruction is delivered in addition to core instruction from the classroom teacher and usually involves the provision of a tier 2 or tier 3 interventions and/or re-teaching as needed. Minutes typically associated with a supplemental resource reading instruction are 30 – 60 minutes per day. Minutes typically associated with resource math supplemental are 30 minutes per day.
- **Resource Core Instruction** – Resource core instruction can be provided in reading/language arts and/or math. This resource instruction is delivered at an individual student's instructional level and supplants the majority of the core instruction delivered by the classroom teacher. Comprehensive interventions and instructional resources are used to support resource core instruction. Typically students receiving resource core instruction will receive their report card grade from the resource teacher. Furthermore minutes associated with resource core instruction are typically 60 minutes/day or more of reading instruction and/or 60 minutes/day or more of math instruction.
- **Support Services**
    - **Hearing Itinerant Service** is a special education service which addresses educationally relevant needs associated with a significant hearing impairment.
    - **Occupational Therapy** is a special education related service which is usually focused upon the development of a student's fine motor skills, sensory processing and/or the identification of adapted ways of accomplishing activities of daily living when a student's disabilities prevent him/her from doing those tasks in typical ways.
    - **Physical Therapy** is a special education related service which provides instructional support and treatment of physical disabilities. Services is delivered by a trained physical therapist, under a doctor's prescription, to help the student remediate gross motor skills and improve the use of bones, muscles, joints, and nerves.
    - **Psychological Services** are a special education service delivered on an as needed basis in small group sessions, classroom lessons, and individual counseling sessions, which utilize

research-based interventions, social skills curriculums, PBIS interventions, parent support, community collaboration, and classroom consultation.

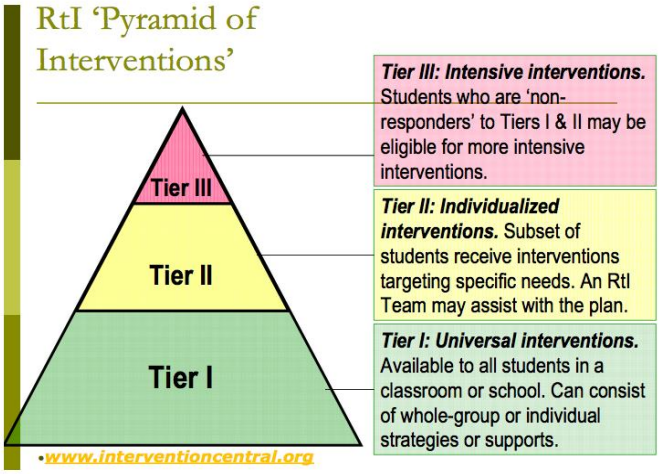
- **Social Work Support** is a special education related service, which includes counseling support for a variety of educationally related social/emotional concerns and opportunities for social-skills training and behavioral support.
- **Speech/Language Therapy** is a special education service, which provides remediation of speech disorders, such as stuttering, mis-articulation, as well as delays/deficits in receptive, expressive and/or pragmatic language development.
- **Vision Itinerant Service** is a special education service which addresses educationally relevant needs associated with a significant vision impairment.

Appendix

FAQ
Forms
Websites/Resources

Frequently Asked Questions

What is the Multi-Tiered System of Supports?
As shown in the illustration below, a multi-tiered system involves increased instruction and interventions across the tiers. The level of intensity of instruction and interventions a student receives is determined by how he or she responds to the instruction and/or intervention. Like the illustration, Illinois' RtI model utilizes three tiers. It is important to note that the percentages of students at each tier discussed below are not absolute and are provided as examples only. The percentages can serve to help schools think about how multi-tiered services are structured and the intended effect of the services



Tier 1: This is the core curriculum and instruction that all students receive. A key question to ask is "Does the core curriculum meet the needs of most (e.g., 80-90%) students?" Whole Group/Core Instruction is differentiated to meet ALL students' needs and is implemented by the general education teacher. For example, many schools have a daily 90-minute Language Arts block for all students with instruction provided by the general education teacher.
Tier 2: This tier involves small group interventions for some students (e.g., 5-15%) needing MORE instruction or supplementary interventions. For example, intervention time may be 30 minutes per day in addition to the Core and can be implemented by the general education teacher or other trained and qualified staff (e.g., ELL teacher, related services staff, paraprofessional). These interventions are usually provided to a small group of students with similar skill needs.
Tier 3: At this tier, intensive interventions are provided for a few students (e.g., 1-5%) needing the MOST. For example, intervention time may be 60 minutes per day in addition to the Core. These interventions are typically implemented by other trained and qualified staff that could include the special education teacher. For some students, this could also be a replacement core curriculum. Some students may need a replacement core when they are significantly discrepant (e.g., more than two years behind) from typically progressing peers and the general core is not explicit enough to meet their intense skill needs. Providing a replacement core should be given careful consideration by the MTSS team and done with a very small percentage (e.g., 1-3%) of the student population. Typically students identified as needing a replacement core have been identified as special education eligible. It is important that the replacement core be evidence-based, aligned with the general core curriculum, and proven to address the specific set of skills being targeted. When students receive a replacement core, there should be weekly progress monitoring and review of the data to ensure a positive response/improved student outcomes. Students should be re-introduced to the general core curriculum as soon as possible so they benefit from this instruction as well.

What is an intervention?
An intervention is an instructional strategy or curricular component used to enhance student learning. Interventions are systematic and targeted in the area of identified need and designed to improve student performance toward a measurable goal.

What is a Data Review Team/Problem Solving Team?
A Data Review Team is a group of teachers and school staff who meet regularly to evaluate student data, plan interventions and monitor student progress. Different staff members may be part of the team depending on the needs of the student. Parents or guardians are also encouraged to participate on the team to create an effective action plan for their child.

How do I know my student is progressing?
We use short, frequent tests (about 1-3 minutes each) to find out whether a student is making progress. The results are often displayed using a graph. The graph will provide valuable information about student progress and how he or she is performing in relation to a standard benchmark.

Does the RtI/MTSS Model have to be used to determine eligibility for students who are identified as having a Specific Learning Disability?
Yes, to align with federal laws, a problem-solving process must be utilized to determine eligibility for a Specific Learning Disability. The expectation is that the majority of data are collected through the process; however, other data may need to be collected for a full and individual evaluation to qualify as having a Specific Learning Disability.

What role does RtI/MTSS play in special education eligibility?
The Individuals with Disabilities Education Improvement Act (IDEIA) of 2004 and the implementing federal regulations issued in 2006 gave permission for school teams to have greater flexibility by eliminating the requirement that students must exhibit a severe discrepancy between their intellectual ability and achievement in order to be found eligible for special education and related services under the SLD category. Further, the federal regulations allow states to adopt criteria to identify students in the category of SLD using a process that determines how a student responds to scientific, research-based interventions (RtI). Beginning with the 2010-2011 school year, the state of Illinois has mandated that an RtI process be used as part of the evaluation procedures for determining eligibility under the SLD category. While the state requirement for use of an RtI process is specific to the SLD category, RtI can be used as a data-driven process that establishes needs/goals and eligibility for special education in any disability category. In an RtI framework, the focus of a special education evaluation is on determining the effective educational goals, instruction, and interventions that will address the student's specific educational needs.

Can parents request an evaluation while their child is involved in an RtI/MTSS process?
The right for parents to request a special education evaluation at any time has not changed, nor have the requirements associated with the district's response to such a request. However, the district must consider the parents request, but does not necessarily have to complete the evaluation.

Are English Language Learners (ELL) eligible to participate in RtI/MTSS?
RtI is intended to benefit all students; therefore, students who are identified, as ELL would participate in RtI just as all other students would participate.

How do students with disabilities already receiving special education services fit into the RtI/MTSS process?

The same problem solving process used in a multi-tiered RtI model to determine student needs, identify appropriate interventions, and frequently monitor student progress is equally applicable to students who receive special education services. All students, including those with IEPs, need to receive instruction in the core general education curriculum, unless a replacement core is warranted For those students who need them, intensive interventions should be targeted to meet each student's identified strengths and weaknesses. Students should receive the recommended amount and intensity of supports determined through a well-defined process that measures growth towards achievement of their individual goals. The main difference for students who receive special education services (i.e., intensive interventions) is that their services are determined by the IEP team.

Can parent refuse intervention services for their child?
No. Our Multi-Tiered System of Support is part of our instructional program.

If I have a concern about a student, how should I go about getting help?
This discussion could start at a PLC meeting. After a collaborative decision with the team, contact your building principal for your next steps.

Is PBIS a federal or state mandate?
Positive Behavior Intervention and Supports (PBIS) is not a mandate. However, districts do need to use a district wide positive behavior intervention system to provide a tiered approach to meeting students' behavioral needs.

What is the timeline for continuing to use an intervention before determining that a special education evaluation is needed and is there a maximum amount of time that a student can remain in interventions?
A special education evaluation may be requested at any time. The team decision should be based on student data. However, eligibility decisions typically occur within Tier III when students do not respond to the most intensive interventions. There is no set timeline or maximum amount of time that interventions can continue prior to special education referral. Factors that should be considered include: Is the student progressing? Are the interventions sufficient to meet the student's needs? Is the student making progress to close the gap? Can the current intervention be maintained?
Please enter your 2-5 Frequently Asked Questions you created for your section below.

Are the common core standards required for all students regardless of instructional level?
Yes, all students including special education students are expected to be taught using the common core standards.

What materials can I use in the classroom to ensure that I am covering the common core standards?
When implementing the District's curriculum, the resources suggested within the units of study meet the demands of the CCSS. If additional resources are needed, please contact your building principal.

What is Self Directed Physical Education (SDPE)?
Self-Directed Physical Education (SDPE) consists of small or large motor movement used before, during, or after a lesson. Well developed SDPE can help students stretch, develop flexibility, improve coordination, gain focus or relax for the next lesson. The idea is to incorporate movement and core academics.

Forms:

The following list contains a description of commonly used forms throughout the district. These forms can all be located on eChalk (Log in, My School/My District, Resources, Curriculum Intranet, MTSS).

1. **Benchmark and Progress Monitoring Agenda**
   This form provides an agenda format to follow at data review meetings throughout the school year.

2. **Data Review Day Notes Form**
   This form is to be used by the note taker during data review meetings to record any information regarding follow-up that will be needed after the meetings and designates who is responsible to complete this follow up.

3. **FACTS Teacher Interview**
   This structured interview is used by the individual completing a function based assessment for an individual student. This interview completed with a teacher is a source of information used to develop a student behavior intervention plan.

4. **FBA/BIP Template**
   This template is used to document a student behavior intervention plan. This template includes a competing behavioral pathway, which is used to document a students behavior, function of behavior, triggers, and a suggested replacement behavior, as well as behavior plan strategies.

5. **Follow Up Needed Form**
   If it is determined during at a data review meeting that a student requires a Parent Problem Solving Meeting, a 504 meeting, and IEP meeting, or a Domain meeting, this form will be completed. Once completed it will be shared with the building case manager.

6. **Instructional Reading Level Form**
   This form is to be used by classroom teachers to record current running record level information for students in order to help develop flexible groupings within their classrooms. This form may also be referenced during data review meetings to develop interventions and groups as needed.

7. **Intervention Log Form**
   This form it to be used by any staff member providing an intervention in order to help ensure intervention fidelity and to provide information to help problem solve at data review meetings if necessary.

8. **Intervention Map Form**
   This form is completed for each grade level at data review meetings, and shared with all relevant staff members. It details the staff member in charge of the intervention, the students in the intervention group, the tier of the intervention, how often the group will meet, and how the students will be progress monitored, as well as who is responsible for the monitoring of the intervention.

9. **Language Screening Tool Form**
   This form is completed as needed by classroom teachers in grades K – 5 if there are concerns related to speech/language issues for students who are not currently receiving speech/language therapy. Once this form is completed, it is shared with the building speech therapist and they will

determine a course of action, which may include provision of RtI services, further screening, teacher interview, and/or further evaluation.

10. MTSS Behavioral Referral Form

If it is determined a student needs more behavioral support than what is currently being provided, this form should be completed. It will be forwarded to the Behavioral Tier 2/Tier 3 Coach in the building. This form can be completed during a data review meeting by the team, or at any point during the year by an individual teacher, when a student may require more behavioral support.

11. New Student Profile Card Form

This form will be completed by the staff member who administers assessments to students who enroll in school after the fall benchmark assessment window. This information will be shared at the next scheduled data review meeting. If student falls into Tier 3 in reading and/or math, a discussion can be scheduled for the next available PLC meeting time to appropriately schedule interventions.

12. Parent Letters

Parents must be contacted using these form letters if their student is enrolled in an intervention, a previous intervention has changed, or if a student's intervention is ending. The appropriate district form letters should be sent the week following any data review meeting.

13. Placement Profile Card Form

This form is completed for individual students by classroom teachers in grades K – 5 during the Spring. This form is used to help determine an individual student's level of service based on MAP data, running record level, and teacher input.

14. Pre-K Screening Eligibility Criteria District Form

This form is completed for students completing a pre-k screening assessment and details eligibility components for the Pre-K program.

15. Small Group Intervention Note Form

This form may be used by any staff member providing interventions or small group instruction. It is to be used to record notes, to help plan future lessons, indicate any further concerns, and share information at data review meetings.

16. SMART Forms

These forms are used to assist teachers with analyzing data for unit tests, PLC meetings, monitoring meetings, action planning or SIP planning.

17. Tier Instructional Planning Form Reading and Math

These forms are to be used at each grade level during Benchmark Data Review Meetings in order to record the Tier of each student, as well as the focus area for Tier 2 and Tier 3 students. Once all students from a grade level are placed on the form, intervention groupings will be determined. This information will be also be used to complete the Intervention Map for the grade level.

Online Resources:

Flossmoor School District 161

District Website http://www.sd161.org/
Intranet http://intranet.sd161.org/

Response to Intervention and MTSS

www.rti4success.org
www.illinoisrti.org
www.interventioncentral.org

State and Federal Board of Education

Illinois State Board of Education www.isbe.net
US Department of Education www.ed.gov

Instruction Resources

Common Core Standards www.commoncore.org
Corepedia www.corepedia.org
21st Century Skills www.p21.org
Rigor and Relevance Framework www.leadered.com/rrr.html
What Works Clearinghouse http://ies.ed.gov/ncee/wwc/
www.accountabilitydata.org
PARCC www.parcconline.org
Reading A-Z http://www.readinga-z.com
Illustrative Math www.illustratedmathematics.org
Sumdog http://www.sumdog.com
Newsela https://www.newsela.com
ReadWorks https://www.readworks.org
Story Works http://storyworks.scholastic.com
Subtext https://web.subtext.com/logon?ReturnUrl=%2f
Brain Pop (and Jr.) http://www.brainpop.com
NatGeo Kids http://kids.nationalgeographic.com
Depth of Knowledge Chart
http://static.pdesas.org/content/documents/M1-Slide_19_DOK_Wheel_Slide.pdf
Formative Assessments
http://store.scholastic.com/content/stores/media/products/samples/21/9780545087421.pdf

Differentiation

http://www.education.com/reference/article/Ref_Teacher_s_Guide/
http://www.caroltomlinson.com/2010SpringASCD/Rex_SAstrategies.pdf
http://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2012/01/response_waysto_differentiate_instruction.html
Marzanos Nine Essential Instructional Strategies http://www.ascd.org/publications/curriculum-update/winter2002/Getting-Acquainted-with-the-Essential-Nine.aspx
http://www.diffcentral.com/resources.html

Social-Emotional Learning and Behavioral Supports

PBIS www.pbisillinois.org
Casel www.casel.org
Second Steps http://www.cfchildren.org/second-step.aspx
Whole Child Education www.wholechildeducation.org