

# Student Learning Programs



**Success For Every Student**

**Updated January 2020**

# Dr. Marla Israel

## Director of Student Learning Programs

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Welcome!

At Stevenson High School our mission is *Success for Every Student*. The Student Learning Programs Division is committed to living this mission by supporting students with responsive interventions in a targeted, directed, timely, data-driven manner. This resource is **revised annually** to communicate our RtI philosophy clearly as it grows up alongside our Evidence-Based Reporting and grading systems. At SHS, we believe that RtI is not a program or a destination. Rather, RtI is a *process* where we create a culture of support for students based on learning targets and growth. At SHS we are committed to creating multiple opportunities for students to learn not only academic skills but also *self-reliance and self-efficacy skills* so that they can access responsive, timely, targeted support wherever and whenever they need it now and in the future. (This emphasis on student self-efficacy has led to an expanded resource list that has informed our thinking, and can be found at the back of this brochure.)

At SHS every student has access to, and engages in, the core curriculum. Tier 1 is our rigorous core curriculum that is differentiated in the classroom and anchored in learning targets that are competency driven. We use common formative assessments to provide meaningful student feedback and data to inform our evidenced-based reporting and grading. Tier 1 tutoring, both self-selected and mandatory, is a daily collaborative endeavor, updated weekly, between teaching teams and subject-specific interventionists providing a temporary scaffold for students focused on the learning targets in the classroom.

Some students need a little more support. This additional, temporary scaffolding can come in multiple forms to support academics and/or executive functioning. This is Tier 2. It is temporary in that students can come in and out of Tier 2 at the 6-week marks.

And some students need a third level of scaffolding. These interventions also come in multiple forms to support both academics and emotional well-being. This is Tier 3. Students are placed in Tier 3 interventions based on universal screeners in Mathematics and Communication Arts, as well as through the student data review process conducted by the SSTs. Tier 3 supports are also temporary, with students entering and exiting these interventions at the semester or yearly terms.

What is **most** important to understand is that every student has access to and receives the core curriculum (Tier 1), and that we ensure that each student's scaffolding is individualized, targeted and responsive to meet each student's needs. In short, we aspire to make our work systemic; directive and relationship driven; targeted and responsive to the changing needs of the adolescent; timely and fluid; research (data) based; and, carried out by highly trained professionals (*Buffum, Mattos and Malone, 2018*). This is what makes SHS's RtI approach so unique.

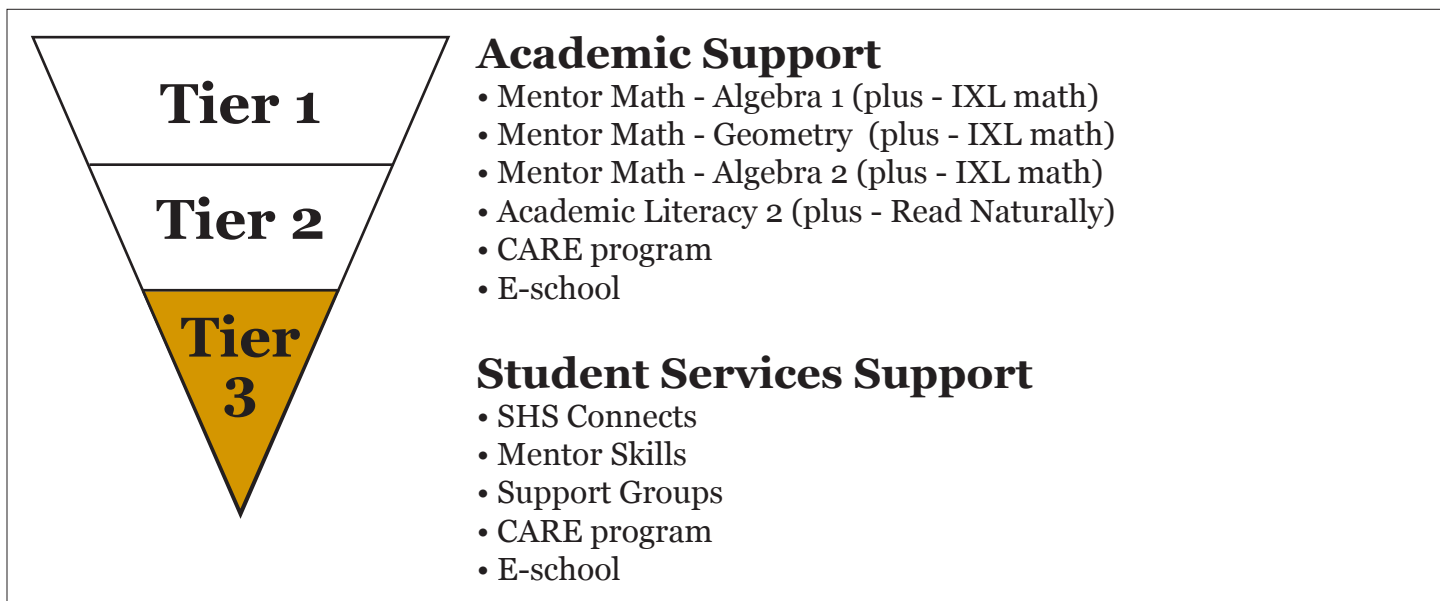
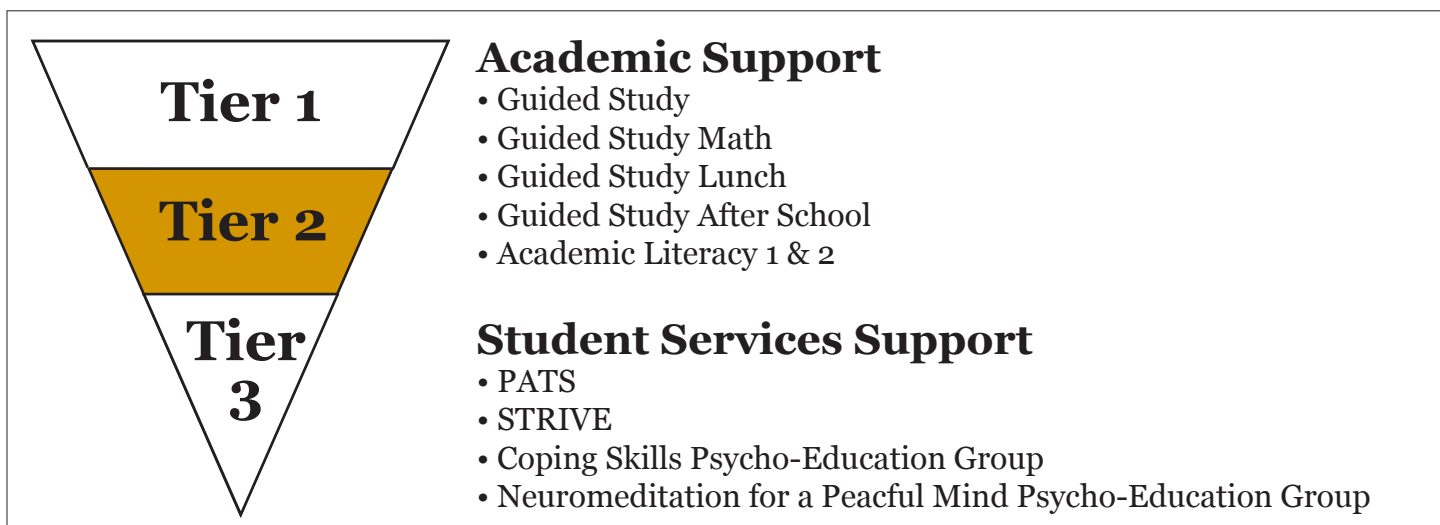
Our responsiveness and individualization occurs through a highly coordinated systematic process that includes: 1) the Student Support Teams' weekly data review; 2) the RtI leadership team's continual division collaboration and individual student monitoring; 3) the sender-school articulation process; and, 4) the responsiveness of our faculty and interventionists who provide students with meaningful feedback around their learning and growth. When coupled with our data-systems, this whole school approach ensures that we craft and monitor our students' growth on a weekly basis and make data-driven adjustments when necessary to ensure that we support students every day to meet their academic growth and emotional well-being needs.

In the pages of this brochure you will meet our interventionists, read the details of each of our interventions, and learn how to access these interventions for our students.

I hope you find this resource valuable, informative and helpful. Please contact me at [misrael@d125.org](mailto:misrael@d125.org) or extension 4506 if you have any questions. Thank you for all you do for our students.

# SHS RtI at a Glance:

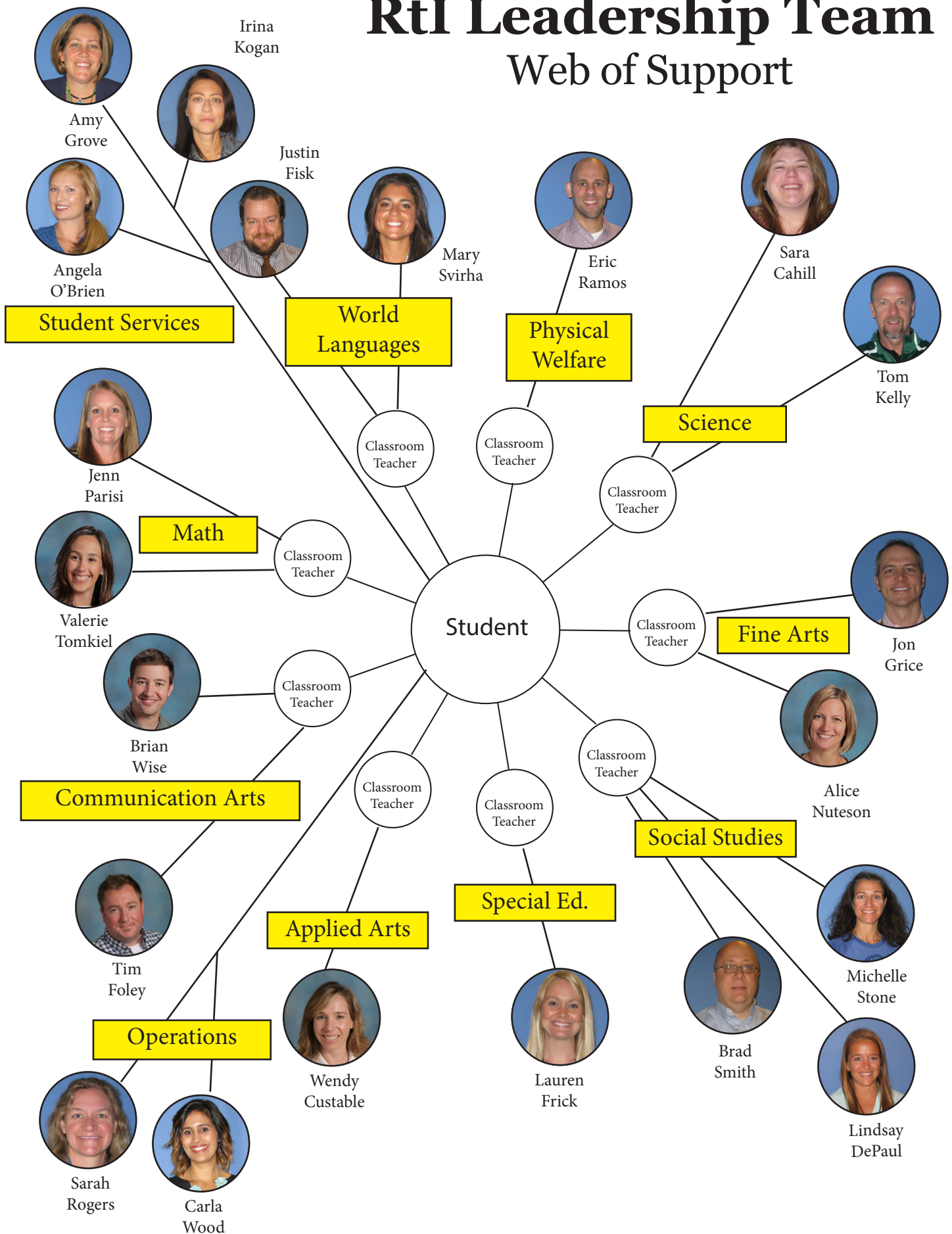
## Scaffolding the Support





# RtI Leadership Team

## Web of Support



# Interventions at a Glance

## Tier 1

### **Mandatory Targeted Tutoring**

**Focus:** Learning targets specified by teacher and course curriculum

**Entrance Criteria:** Teacher referral / D, F, MG/FG grade / 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> graders

**How to Refer:** Teacher placement

**When/Where:** Students meet with tutor/teacher when they are able, and during study hall with a pink pass.

**What Happens:** Student receives help from classroom teacher or tutor in ILC/ELC or Guided Study. Work on LT and practice for reperformance for the teacher. In ILC/ELC-Students swipe for attendance. Work performed is logged in MTT Database by classroom teacher or tutor.

**Length of Time:** The goal is mastery of learning targets with a grade of C/AG or better — as long as it takes.

Credit	Grade	Academic Monitoring?	Additional Curriculum Taught?	How to Exit	Questions? Contact
No	No	Yes	No	Teachers must exit student	Marla Israel and/or RtI Leadership Team

### **9th Hour**

**Focus:** Homework completion

**Entrance Criteria:** Students who are ineligible for competition clubs/theater/sports. Students are ineligible when they are not passing 5 classes. EBR Classes - projected grade is F or FG with a current grade of M, N, I. Run on Tuesday morning. Warned on Monday PM with an email. Students and coach/sponsor are emailed on Tuesday. Students are ineligible for the week Tuesday-Monday. SST referral for homework completion after school.

**How to Refer:** Student Activities/Athletics enter students. SST can assign 9th Hour and put in IC.

**When/Where:** Students report to the ILC (1313) Tuesday through Thursday, 3:30-5:00.

**What Happens:** Attendance is taken. Students work on homework.

**Length of Time:** Until student is passing 5 classes. Run on Tuesday morning or until SST removes them.

Credit	Grade	Academic Monitoring?	Additional Curriculum Taught?	How to Exit	Questions? Contact
No	No	Yes	No	Become eligible or recommendation of SST if in SST section.	Ted Goergen/Trish Betthausen



# Tier 2

## Guided Study Math (GSM)

**Focus:** Math learning targets - current content preview and review.

**Entrance Criteria:** MAP score and teacher recommendation for incoming 9<sup>th</sup> graders. STAR assessment score for 9<sup>th</sup> graders. Teacher recommendation for grades 10-12.

**How to Refer:** Assistant Director of Mathematics contacts counselor with recommendation. School Stream form started by Math Division.

**When/Where:** Every day in student's schedule.

**What Happens:** Relationship building with an adult in the building. Math learning targets but also working on executive functioning, homework and tutoring for other subjects if needed. Math comes first. Communication home as needed.

**Length of Time:** 1 semester to 2 years (individual basis).

Credit	Grade	Academic Monitoring?	Additional Curriculum Taught?	How to Exit	Questions? Contact
No	No	Yes	No	Val Tomkiel approval	Val Tomkiel

## Guided Study

**Focus:** Academics and executive functioning.

**Entrance Criteria:** D/F/MG/FG grades in classes, multiple targeted tutoring assignments, executive functioning challenges that affect academic performance.

**How to Refer:** SST fills out School Stream form, places student after approval from the Director of Student Learning Programs.

**When/Where:** Every day in student's schedule.

**What Happens:** Relationship building with an adult in the building. Progress monitoring in areas of homework completion, organization, self advocacy and time on task as well as academic progress. Communication home as needed.

**Length of Time:** 1 semester to 3 years (individual basis).

Credit	Grade	Academic Monitoring?	Additional Curriculum Taught?	How to Exit	Questions? Contact
No	No	Yes	No	Recommendation of SST and guided tutor	Marla Israel

## Guided Study Lunch

**Focus:** Academics and executive functioning.

**Entrance Criteria:** D/F/MG/FG grades in classes, multiple targeted tutoring assignments, executive functioning challenges that affect academic performance, 10-12th grade students who don't have room for a Guided Study or need more than a Guided Study.

**How to Refer:** SST fills out School Stream form, places student after approval from the Director of Student Learning Programs.

**When/Where:** Every day in student's schedule.

**What Happens:** Relationship building with an adult in the building. Progress monitoring in areas of homework completion, organization, self-advocacy and time on task as well as academic progress. Attendance Taken. Communication home as needed.

**Length of Time:** 2 semesters to indefinite

Credit	Grade	Academic Monitoring?	Additional Curriculum Taught?	How to Exit	Questions? Contact
No	No	Yes	No	SST Recommendation	Marla Israel

# Tier 2

## **Guided Study After School (GSAS)**

**Focus:** Academics and executive functioning

**Entrance Criteria:** D/F/MG/FG grades in classes, multiple targeted tutoring assignments, executive functioning challenges that affect academic performance, students in grade 9 who don't have room for a Guided Study or need more than a Guided Study.

**How to Refer:** SST fills out School Stream form, places student after approval from the Director of Student Learning Programs.

**When/Where:** Tuesday, Wednesday, Thursday - 3:30-4 p.m. in Room 2115A

**What Happens:** Relationship building with an adult in the building. Progress monitoring in areas of homework completion, organization, self-advocacy and time on task as well as academic progress. Attendance taken. Communication home as needed.

**Length of Time:** 2 semesters to indefinite.

Credit	Grade	Academic Monitoring?	Additional Curriculum Taught?	How to Exit	Questions? Contact
No	No	Yes	No	SST Recommendation	Marla Israel

## **Academic Literacy 1 and 2**

**Focus:** Reading

**Entrance Criteria:** Based on 8th grade MAP and teacher recommendations and STAR reading assessments.

**How to Refer:** 9<sup>th</sup> grade - Student identified by 8<sup>th</sup>-grade teacher recommendations and MAP scores. 10<sup>th</sup> - STAR reading assessment.

**When/Where:** Every day in student's schedule.

**What Happens:** Students work with AL teacher to improve their literacy skills across the curriculum. AL curriculum focused on fluency, literacy and comprehension.

**Length of Time:** At least one semester, up to two years.

Credit	Grade	Academic Monitoring?	Additional Curriculum Taught?	How to Exit	Questions? Contact
Yes	Yes	Yes	Yes	AL teachers must exit student	Doug Lillydahl/Brian Wise

## **PATS**

**Focus:** College application process

**Entrance Criteria:** Senior students in need of extra support in applying to post secondary schools.

**How to Refer:** SST gives name to College Career Center.

**When/Where:** Students attend monthly workshops.

**What Happens:** Post secondary and generalist counselors work with students to complete the college application process.

**Length of Time:** First semester of senior year.

Credit	Grade	Academic Monitoring?	Additional Curriculum Taught?	How to Exit	Questions? Contact
No	No	No	No	N/A	Sara English/Dan Miller

# Tier 2

## **STRIVE**

**Focus:** Self-efficacy, empowerment, confidence

**Entrance Criteria:** First-time AP students in AP U.S. History.

**How to Refer:** SST gives name to Dan Puglisi and Irina Kogan.

**When/Where:** Groups meet once a week during the school day on a rotating schedule.

**What Happens:** Weekly SAIG with set curriculum.

**Length of Time:** Full year

Credit	Grade	Academic Monitoring?	Additional Curriculum Taught?	How to Exit	Questions? Contact
No	No	No	Yes	N/A	Dan Puglisi/Irina Kogan

## **Coping Skills Psycho-Education Group**

**Focus:** Coping skills

**Entrance Criteria:** Referrals - self, parent, SST. All group participation is voluntary. Group leaders meet with all referred students.

**How to Refer:** SST gives name to Jorie Walton and Lindsay Perkins.

**When/Where:** Groups meet once a week during the school day on a rotating schedule.

**What Happens:** Weekly SAIG with set curriculum.

**Length of Time:** 6 weeks

Credit	Grade	Academic Monitoring?	Additional Curriculum Taught?	How to Exit	Questions? Contact
No	No	No	Yes	Ends in 6 weeks	Lindsay Perkins/Jorie Walton

## **Neuromeditation for a Peaceful Mind**

**Focus:** Stress management/meditation

**Entrance Criteria:** Referrals - self, parent, SST. All group participation is voluntary. Group leaders meet with all referred students.

**How to Refer:** SST gives name to Amy Grove and Jen Polisky.

**When/Where:** Groups meet once a week during the school day on a rotating schedule.

**What Happens:** Weekly SAIG with set curriculum.

**Length of Time:** 6 weeks

Credit	Grade	Academic Monitoring?	Additional Curriculum Taught?	How to Exit	Questions? Contact
No	No	No	Yes	Ends in 6 weeks	Amy Grove/Jen Polisky



# Tier 3

## Mentor Math

**Focus:** Math skills in Algebra 1, Geometry and Algebra 2 with gap filling of prior math concepts.

**Entrance Criteria:** Previous struggle in math classes and STAR math assessment. Needs small group support to be successful in math. Teacher/department recommendation only. Algebra 1, Geometry and Algebra 2.

**How to Refer:** Assistant Director of Mathematics contacts counselor with recommendation.

**When/Where:** Every day in student's schedule.

**What Happens:** Work on math concepts with math teacher. Learning targets determined on individual basis. In addition, students complete IXL™ computer modules to assist with computation skills.

**Length of Time:** One year.

Credit	Grade	Academic Monitoring?	Additional Curriculum Taught?	How to Exit	Questions? Contact
Yes	P/F	Only for math	Yes	Val Tomkiel approval	Val Tomkiel

## Academic Literacy 2+

**Focus:** Reading

**Entrance Criteria:** Based on teacher recommendations and stagnant growth in STAR reading assessment over a three-semester period in AL1 and AL2.

**How to Refer:** 10<sup>th</sup> and 11<sup>th</sup> grade - STAR reading assessment.

**When/Where:** Every day in student's schedule.

**What Happens:** Students work with AL teacher to improve their literacy skills across the curriculum. Learning targets determined on individual basis. AL curriculum focused on fluency, literacy and comprehension. In addition, students complete Read Naturally™ sequenced computer modules to increase fluency and comprehension.

Credit	Grade	Academic Monitoring?	Additional Curriculum Taught?	How to Exit	Questions? Contact
Yes	P/F	Only for reading	Yes	AL teachers must exit students	Doug Lillydahl/Brian Wise

## Mentor Skills

**Focus:** Pro-social instruction with case management on academics.

**Entrance Criteria:** MS rubric - Students who struggle with SEL and self-management and these issues affect their grades. Appropriate for students coming back from long absences and hospitalization.

**How to Refer:** SST fills out School Stream form, places student after approval from the Director of Student Learning Programs.

**When/Where:** Every day in student's schedule.

**What Happens:** Pro-social lesson for 20 minutes, homework time for the rest. Group session with social worker once a week. Case management. Regular communication home/teachers/SST. Progress monitoring with student and SST. Social emotional growth monitored with SLO.

**Length of Time:** 2 semesters (can audit additional semesters).

Credit	Grade	Academic Monitoring?	Additional Curriculum Taught?	How to Exit	Questions? Contact
Yes	P/F	Yes	Yes	RtI exit form in School Stream	Marla Israel

# Tier 3

## CARE Program

**Focus:** Academics with pro-social support.

**Entrance Criteria:** Students who are returning from a substantial absence due to medical issues, hospitalization or other circumstances, where support is needed to resume academics.

**How to Refer:** Social worker/SST member refers at time of re-entry into school.

**When/Where:** Plan is determined by SST at return from hospitalization or at meeting. Plan is revisited and revised as needed.

**What Happens:** Students will follow a plan set forth with the SST. Student will meet with CARE tutor for organization help utilizing the ELC tutors for academic assistance. Can be used from 1-8 periods a day.

**Length of Time:** Up to individual and SST —should not exceed 3-4 weeks.

Credit	Grade	Academic Monitoring?	Additional Curriculum Taught?	How to Exit	Questions? Contact
No	No	Yes	No	Set criteria in student CARE plan	Marla Israel

## SHS Connects

**Focus:** Connection with an adult.

**Entrance Criteria:** Freshmen referred by 8<sup>th</sup>-grade staff members who believe student would benefit from weekly check-ins with an adult mentor at school.

**How to Refer:** SST refers student to Angela O'Brien.

**When/Where:** 10 minutes, once a week, meeting time determined by student and mentor.

**What Happens:** Students meet with their adult mentor for 10 minutes once a week to build a relationship.

**Length of Time:** Up to one year.

Credit	Grade	Academic Monitoring?	Additional Curriculum Taught?	How to Exit	Questions? Contact
No	No	No	No	N/A	Angela O'Brien

## Support Groups

**Focus:** Social-emotional support

**Entrance Criteria:** Referrals - self, parent, junior high, SST. Each group has its own goals, entrance and exit criteria. Group leaders will meet with all referred students. All group participation is voluntary.

**How to Refer:** Contact SST or the leader of any group.

**When/Where:** Groups meet once a week during the school day on a rotating schedule.

**What Happens:** Students are provided with psychoeducational information or supportive counseling based on the needs of the group.

**Length of Time:** One semester to indefinite.

Credit	Grade	Academic Monitoring?	Additional Curriculum Taught?	How to Exit	Questions? Contact
No	No	No	Depends	Recommendation of group leaders/SST	SST member

## E-School

**Focus:** Academics with social-emotional support.

**Entrance Criteria:** See E-School rubric.

**How to Refer:** SST brings student's name and data to the PST. PST makes a data-driven decision on partial or full E-School enrollment.

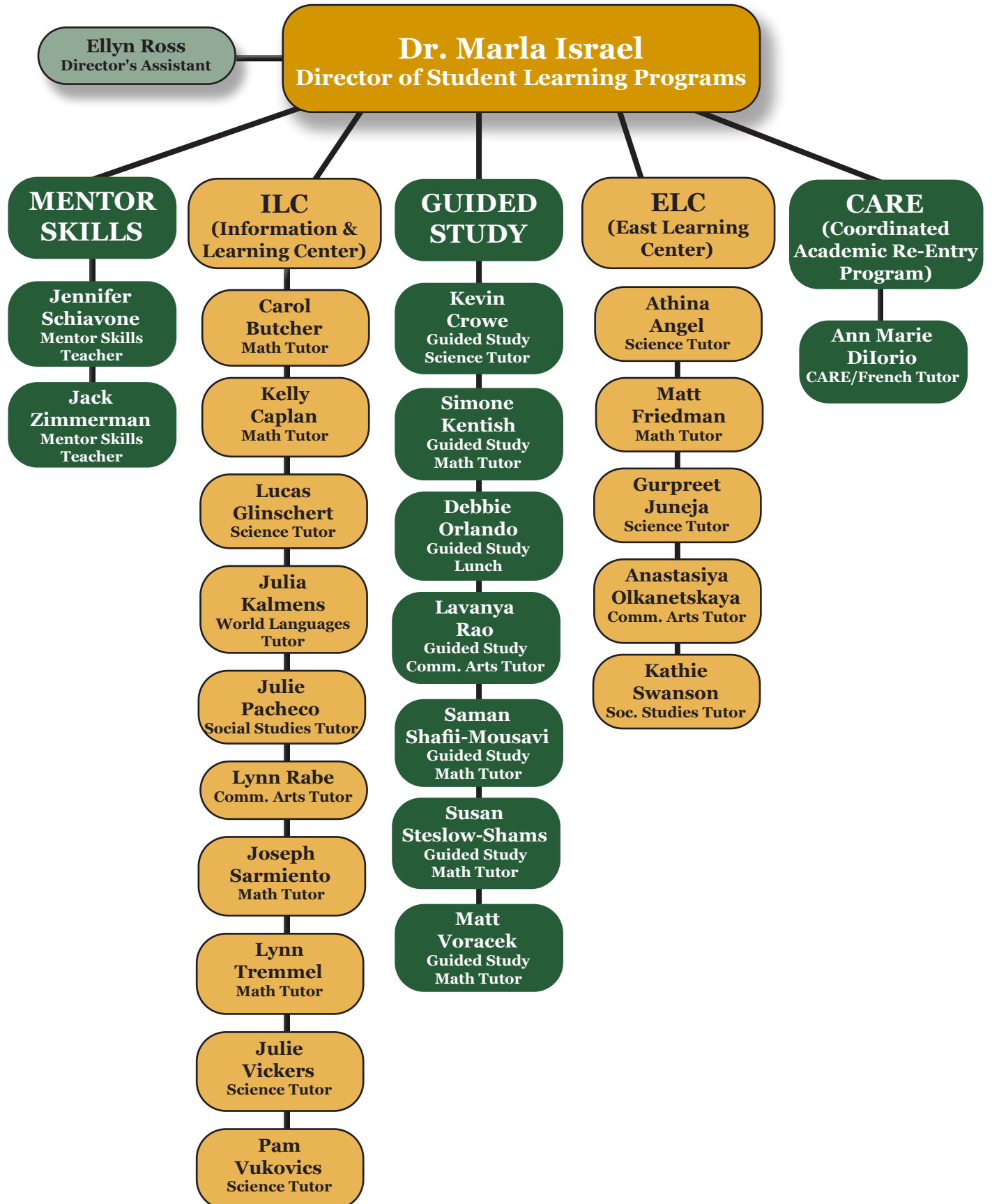
**When/Where:** Every day in student's schedule, based on individual needs.

**What Happens:** Students complete classes online in school using APEX.

**Length of Time:** Up to two years.

Credit	Grade	Academic Monitoring?	Curriculum Taught	How to Exit	Questions? Contact
Yes	Yes	Yes	Online classes	Placement reviewed every semester	Lindsay Perkins

# Student Learning Division



# Meet Our Division

## Director's Assistant - QLC



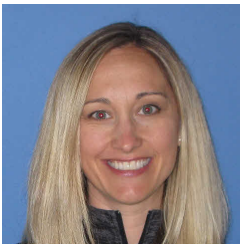
**Ellyn Ross**

elross@d125.org

Hours available: 7:00-3:30  
6 years at Stevenson

**Interesting attribute:** I have served on the Aptakisic-Tripp District 102 Board of Education for 18 years.

## Mentor Skills Teachers Room 7032



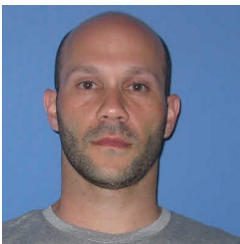
**Jennifer Schiavone**

jschiavone@d125.org

Discipline: Social & Emotional Learning  
Class Periods: 1, 2, 3, 4  
16 years at Stevenson  
16 years as an educator

*I love teaching our Mentor students! SEL skills are life skills that cross all content areas. It's rewarding to watch students grow in their learning over time. My favorite part is building relationships with my students and helping them set and reach goals.*

**Interesting attribute:** I enjoy photography & crafting.



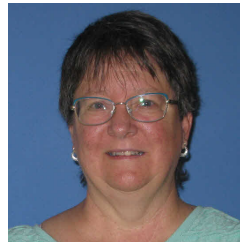
**Jack Zimmerman**

jzimmerman@d125.org

Discipline: Math  
Class Periods: 1, 4-5, 7-8 and after school until 5 p.m.  
1 year at Stevenson  
5 years as an educator

*I wanted to be a high school educator to improve the high school experience for students, especially those struggling, and to help students develop skills that will stay with them beyond the classroom walls.*

## ILC Tutors Room 1300



**Carol Butcher**

cbutcher@d125.org

Discipline: Mathematics  
Hours available: 7:30-4:00  
26 years at Stevenson  
26 years as an educator

*I enjoy seeing the incredible changes in students from freshman through senior year. A lot of growth takes place academically, emotionally, and physically; following a student through these changes is amazing!*

**Interesting attribute:** I used to dance with the Old Town Renaissance Consort, doing courtly dances in costume.



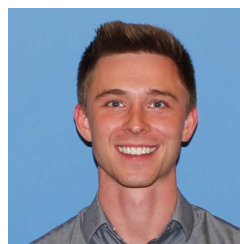
**Kelly Caplan**

kcaplan@d125.org

Discipline: Mathematics  
Hours available: 7:30-4:00  
(ELC 4th & 5th periods)  
1 year at Stevenson  
5 years as an educator

*Teaching is about giving back. My teachers instilled in me a thirst to always learn more, and question how things work. I want to build this same enthusiasm in the students I work with while watching them grow and achieve their goals.*

**Interesting attribute:** I thoroughly enjoy board games and video games, especially intense strategy games and puzzles!



**Lucas Glinschert**

lglinschert@d125.org

Discipline: Science  
Hours available: 7:00-3:30  
1 year at Stevenson  
1 year as an educator

*My favorite part about tutoring is being able to help students feel more confident about their own learning. Students often come in and feel frustrated about a certain topic, but when they leave my desk they leave with a smile and more confidence.*

**Interesting attribute:** I am a trained pastry chef. In 2014, I went to a German pastry school, learning the delicious craft of making European breads and pastries.



## ILC Tutors Room 1300



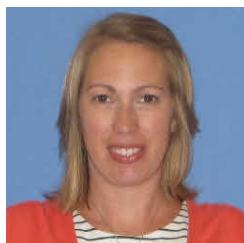
**Julia Kalmens**

[jkalmens@d125.org](mailto:jkalmens@d125.org)

Discipline: Spanish and Russian  
Hours available: 7:30-4:00  
21 years at Stevenson  
27 years as an educator

*I truly enjoy seeing my students understanding and improving. The best moment for me is when students say, "Oh, THAT'S how it works!!!!!"*

**Interesting attribute:** I play an intellectual game (in Russian) called "What Where When."



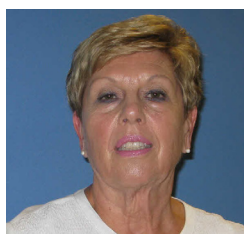
**Julie Pacheco**

[jpacheco@d125.org](mailto:jpacheco@d125.org)

Discipline: Social Studies  
Hours available: 11:00-2:00 daily  
2 years at Stevenson  
13 years as an educator

*My main focus as an educator has always been to inspire students to become lifelong learners. My goal is to incorporate connections to the student's interests and develop strategies that will help each student become successful. If one of my students gets to the point where they can take ownership of their learning and approach me for help, this is immensely gratifying.*

**Interesting attribute:** I lived in Venezuela for three years (I am married to a Venezuelan), and can speak Spanish.



**Lynn Rabe**

[lrabe@d125.org](mailto:lrabe@d125.org)

Discipline: Communication Arts  
Hours available: 7:00-3:30  
21 years at Stevenson  
31 years as an educator

*It is rewarding to watch students mature into critical thinkers not just in English, but on any subject that requires an informed decision.*

**Interesting attribute:** As a die-hard Cubs fan, I know something about perseverance.



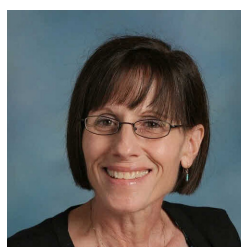
**Joseph Sarmiento**

[jsarmiento@d125.org](mailto:jsarmiento@d125.org)

Discipline: Math  
Hours available: 7:00-3:30  
1 year at Stevenson  
10 years as an educator

*I enjoy learning students' interests and sharing mine, and I like bending math in different ways so students can get a deeper understanding.*

**Interesting attribute:** I like exercising with zumba; I performed a lot in college—singing and dancing. I learned some Japanese while working in Japan. Also, I make some good tie-fighter sound effects.



**Lynne Tremmel**

[ltremmel@d125.org](mailto:ltremmel@d125.org)

Discipline: Mathematics  
Hours available: 9:30-5:30  
12 years at Stevenson  
38 years as an educator

*I do this to assist students in gaining a deeper understanding of mathematical concepts, along with growing as problem solvers. As students grow in those areas, hopefully they will also enjoy mathematics.*

**Interesting attribute:** I enjoy walking outdoors each day (weather permitting). I walk approximately 3-1/4 miles each day at minimum.



**Julie Vickers**

[jvickers@d125.org](mailto:jvickers@d125.org)

Discipline: Science  
Hours available: 7:30-4:00  
14 years at Stevenson  
31 years as an educator

*I really enjoy working with students one on one and helping them try to find connections within and between the sciences. Having struggled with physics as a student, I have first-hand experience with common misconceptions and confusions. I love when I can help a student sort through those. I also truly enjoy talking to kids — they have great energy and give me hope for the future.*

**Interesting attribute:** I love to keep learning. I have taught myself how to make everything from jam to crocheted scarves to slipcovers for my living room chair. My latest obsession is modern quilting.

## ILC Tutors Room 1300



### Pam Vukovics

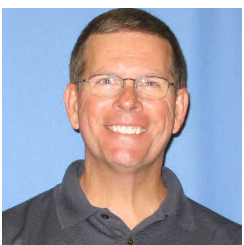
pvukovics@d125.org

Discipline: Science  
Hours available: 8:00-1:30  
11 years at Stevenson  
11 years as an educator

*I enjoy helping students build and apply their knowledge to new concepts, achieving that "aha" moment. It always amazes me and I love seeing how much students grow throughout their four years at Stevenson.*

**Interesting attribute:** I have a bachelors degree in architecture and have designed many local buildings, including several roller coaster ride structures at Six Flags Great America.

## Guided Study QLC - Room 2115



### Kevin Crowe

kcrowe@d125.org

Discipline: Science  
Hours available: 7:30-4:00  
2 years at Stevenson  
8 years as an educator

*I tutor and educate students in science and math for two reasons. First, I find coaching, guiding, mentoring, tutoring and teaching youth personally rewarding. Second, a meaningful education in science and math is essential for students to preserve our environment, and performing a role as an educator in these disciplines is a worthwhile, professionally fulfilling experience for me. I thoroughly enjoy tutoring students because I can impact a student's confidence and commitment to apply academic effort towards their college goals so that they can ultimately become the best possible version of their self.*

**Interesting attribute:** I am adventurous and enjoy accomplishing new challenges. I lead youth groups on camping/backpacking trips and, when not snowing or icy, ride a bike to SHS on Fridays.



### Simone Kentish

skentish@d125.org

Discipline: Mathematics - 2115F  
Hours available: Periods 3, 7  
1 year at Stevenson  
12 years as an educator

*I love it when students no longer think of math as being "hard."*

**Interesting attribute:** I love maps and geography so much that my most treasured childhood "toy" was my *National Geographic Atlas*.



### Debbie Orlando

dorlando@d125.org

Discipline: English  
Hours available: 7:00-3:30  
6 years at Stevenson  
31 years as an educator

*I love teaching because you are able to spend your career cultivating a love for learning in your students. Teachers get to pay it forward by making a difference in the lives of others. Teaching is a rewarding experience because it provides one with a sense of purpose by helping students realize their potential and self-worth.*

**Interesting attribute:** I like to garden.



### Lavanya Rao

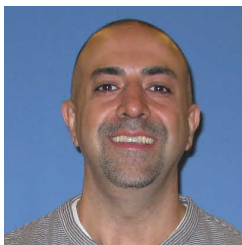
lrao@d125.org

Discipline: Guided Study  
Hours available: 7:30-4:00  
12 years at Stevenson (as sub)  
16 years as an educator

*Hoping that a small difference I make goes a long way in a student's life. Gratification.*

**Interesting attribute:** I sing Indian classical music.

## Guided Study QLC - Room 2115

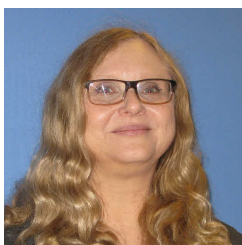


**Saman Safii-Mousavi**  
ssafiimousavi@d125.org

Discipline: Mathematics  
Hours available: 7:00-3:30 - 2115F  
2 years at Stevenson  
6 years as an educator

*I believe that everyone has a talent, and some are hidden. What I want to accomplish is to find those hidden talents that students have and develop what they are most passionate about in life.*

**Interesting attribute:** In first grade, our teacher passed around a jar full of jellybeans. She asked each student to guess the number of jellybeans inside the jar and write the number down for a chance to win it. Instead of guessing, I estimated the number by using the volume of a cylinder. I lifted the jar and counted the bottom, then counted the number of jellybeans to the top. I guessed the EXACT count! That day I went home with one full jar of jellybeans.



**Susan Steslow-Shams**  
sshams@d125.org

Discipline: Mathematics  
Hours available: 7:30-4:00 - 2115D  
5 years at Stevenson  
20 years as an educator

*My goal is to improve students' problem solving abilities both mathematically and generally in life. What I enjoy about tutoring is seeing students become more confident in their abilities.*

**Interesting attribute:** I have a BSEE degree from the University of Illinois. I worked as an electrical engineer designing cell phone systems and developing switch software.



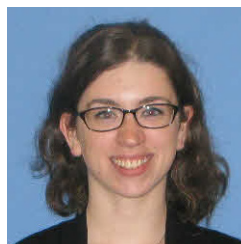
**Matt Voracek**  
mvoracek@d125.org

Discipline: Mathematics  
Hours available: 7:00-3:30 - 2115C  
2 years at Stevenson  
10 years as an educator

*I truly enjoy working with young adults. My goal is to furnish a space where students get support, can focus on their immediate tasks, and plan for the future. Whether students need academic assistance or a kind word, I am happy to provide it.*

**Interesting attribute:** I once worked as a professional DJ.

## ELC Room 7026



**Athina Angel**  
aangel@d125.org

Discipline: Science  
Hours available: 7:30-4:00  
3 years at Stevenson  
3 years as an educator

*I simply love teaching students about scientific ideas and topics because I want them to enjoy it like I do. I want students to fully understand the Earth, the universe, and life because it is fascinating how everything simply exists and functions on a basic level, and I want them to be able to place themselves and their world in a broader context.*

**Interesting attribute:** I love doing genealogical research and have even traced some lines of my ancestors back to the 16<sup>th</sup> century in Spain and England.



**Matt Friedman**  
mfriedman@d125.org

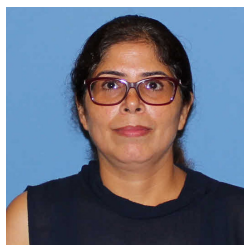
Discipline: Mathematics  
Hours available: 7:30-4:00  
1 year at Stevenson  
1 year as an educator

*I love watching the gears turn in students' minds when they figure out a question they were struggling on. Nothing beats helping a student achieve that "ah hah!" moment!*

**Interesting attribute:** I can solve Rubik's cubes pretty quickly!



## ELC Room 7026

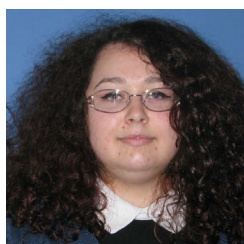


**Gurpreet Juneja**  
gjuneja@d125.org

Discipline: Science  
Hours available: 7:00-3:30  
1 year at Stevenson  
12 years as an educator

*As a student I often struggled with difficult concepts until I came to terms with my learning style. Being a teacher and tutor helps me reiterate the fact that understanding your personal learning style helps achieve wonders. I love to learn and grow each day with my students.*

**Interesting attribute:** I am so resilient that when my middle school science teacher asked me to quit learning science, I instead worked to get my master's in chemistry.



**Anastasiya Olkanetskaya**  
aolkanetskaya@d125.org

Discipline: Communication Arts  
Hours available: 7:30-4:00  
4 years at Stevenson  
4 years as an educator

*I love seeing the light in students' eyes when they discover something new.*

**Interesting attribute:** I played piano for 10 years!



**Kathie Swanson**  
kswanson@d125.org

Discipline: Social Studies  
Hours available: 7:30-4:30  
1 year at Stevenson  
15 years as an educator

*I enjoy working one-on-one with students to help them better understand concepts and improve their critical thinking, analysis, reading, and writing skills. Most importantly, I seek to help them gain a better appreciation for Social Studies and the significant role it plays in their lives. The best part of this job is being able to develop positive relationships with students and seeing them gain confidence in their abilities, which ultimately leads to success.*

**Interesting attribute:** In college, I worked as a television production assistant for a few years.

## CARE Program Room 7034

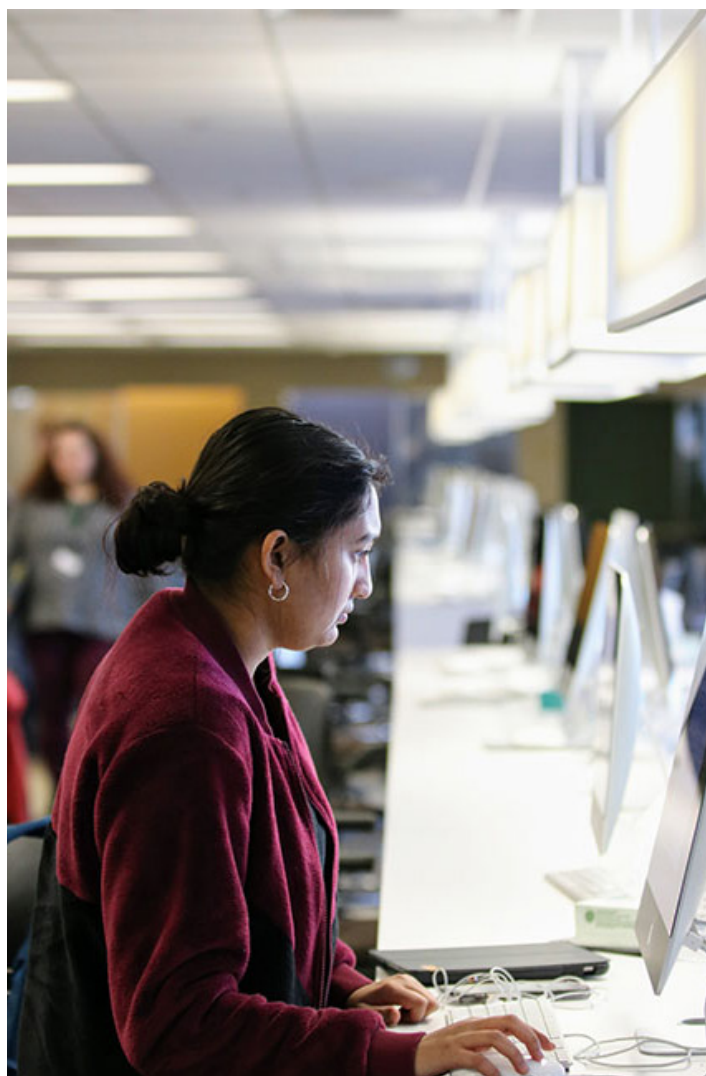


**Ann Marie DiIorio**  
adiiorio@d125.org

Discipline: French  
Hours available: 7:30-4:00  
21 years at Stevenson  
20+ years as an educator

*This is my third year as a tutor in the CARE (Coordinated Academic Re-Entry) program. This has been the most rewarding and enriching experience of my 21 years of service at SHS. Working with students to help them overcome obstacles to achieving academic success due to long absences has been purposeful and meaningful for both the students and myself. Together we work for "Success for Every Student."*

**Interesting attribute:** I wanted to have my own cooking show.





# RtI Resources

- Buehl, D. (2011). *Developing readers in the academic disciplines*. International Reading Association, Newark, DE.
- Buffum, A., Mattos, M., Malone, J. (2018). *Taking action: A handbook for RtI at Work*. Solution Tree, Bloomington, IN.
- Buffum, A., Mattos, M., Weber, C., & Hierchk, T. (2015). *Uniting academic and behavior interventions: Solving the skill or will dilemma*. Solution Tree, Bloomington, IN.
- Buffum, A., Mattos, M., & Weber, C. (2012). *Simplifying response to intervention: Four essential guiding principles*. Solution Tree, Bloomington, IN.
- Buffum, A., Mattos, M., & Weber, C. (2009). *Pyramid Response to intervention: RtI, professional learning communities, and how to respond when kids don't learn*. Solution Tree, Bloomington, IN.
- Center on Response to Intervention. (April 2017). *The 10: Ten steps to make RtI work in your schools*. Retrieved from <https://www.rti4success.org/resource/10-steps-make-rti-work-schools>
- Center on Response to Intervention (2015). *RtI placemat*. Retrieved from [https://rti4success.org/sites/default/files/RTI\\_Placemat\\_2015.pdf](https://rti4success.org/sites/default/files/RTI_Placemat_2015.pdf)
- Center on Response to Intervention. (2014) *Rti Fidelity of implementation rubric and worksheet*. Retrieved from <http://www.rti4success.org/resource/essential-components-rti-integrity-rubric-and-worksheet>.
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- DuFour, R., DuFour, R., Eaker, R., & Karhanek, G. (2004). *Whatever it takes: How professional learning communities respond when kids don't learn*. National Education Service, Bloomington, IN.
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- Dweck, C.S. (2006), *Mindset: The new psychology of success - how we can learn to fulfill our potential*. Ballantine, New York.
- Easker, R. & Keating, J. (2015). *Kid by kid, skill by skill: Teaching in a professional learning community at work*. Solution Tree, Bloomington, IN.
- Fredrickson, B.L. (2009). *Positivity: Discover the upward spiral that will change your life*. Harmony, New York.



Gobble, T., Onuscheck, M., Reibel, A.R. & Twadell, E. (2017). *Pathways to proficiency: Implementing evidence-based grading*. Solution Tree, Bloomington, IN.

Gobble, T., Onuscheck, M., Reibel, A.R. & Twadell, E. (2016). *Proficiency-based assessment: Process, not product*. Solution Tree, Bloomington, IN.

Gregory, G., Kaufeldt, M., & Mattos, M. (2016). *Best practices at Tier 1: Daily differentiation for effective instruction - secondary*. Solution Tree, Bloomington, IN.

Guskey, T.R. (2015). *On your mark: Challenging the conventions of grading and reporting*. Solution Tree, Bloomington, IN.

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# RtI Resources

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- Tileston, D.W. (2011). *Closing the RtI gap: Why poverty and culture count*. Solution Tree, Bloomington, IN.
- Vernables, D. R. (2018). *Facilitating teacher teams and authentic PLCs: The human side of leading people, protocols and practices*. ASCD, Alexandria, VA.
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# Student Learning Programs



**Success For Every Student**

