OAK PARK and RIVER FOREST HIGH SCHOOL
201 N. Scoville Ave., Oak Park, Illinois 60302

BOARD OF EDUCATION
INSTRUCTION COMMITTEE OF THE WHOLE MEETING
Monday February 14, 2011
9:00 A.M.
Board Room

A G E N D A

5 min.	I.	Call to Order	Dr. Ralph H. Lee
3 min.	II.	Approval of Minutes	Dr. Ralph H. Lee
30 min.	III.	Class of 2015 Placement Update	Amy Hill Nate Rouse Jeremiah Wiencek
10 min.	IV.	Update on Behavior Interventionist Initiative	Tom Tarrant Tina Halliman
10 min.	V.	SIP Update	Nate Rouse
30 min.	VI.	Reading Initiative Ideas	Dan Cohen Tina Halliman
2 min.	VII.	Institute Day Review	Phil Prale
0 min.	VIII.	Additional Instructional Matters for Committee Information/Deliberation	Dr. Ralph H. Lee

Copies to: Instruction Committee Members, Dr. Ralph H. Lee, Chair
Board Members
Administrators
Director of Community Relations and Communications

Oak Park and River Forest High School
201 N. Scoville
Oak Park, IL 60302
An Instruction Committee of the Whole Board
January 20, 2011

An Instruction Committee meeting was held on Thursday, January 20, 2011, in the Board Room. Co-chair Finnegan opened the meeting at 7:37 a.m. Committee members present were John Allen (arrived at 8:31 a.m.), Terry Finnegan, Dr. Ralph H. Lee, Amy Leafe McCormack, Dr. Dietra D. Millard, and Sharon Patchak Layman (arrived at 7:42 a.m.). Also present were Dr. Steven T. Isoye, Superintendent; Michael Carioscio, Chief Information Officer; Amy Hill, Director of Assessment and Research; Philip M. Prale, Assistant Superintendent for Curriculum and Instruction; Nathaniel L. Rouse, Lauren M. Smith, Director of Human Resources; Cheryl L. Witham, Chief Financial Officer; and Gail Kalmerton, Executive Assistant/Clerk of Board.

Visitors: Kay Foran, Community Relations and Communications Coordinator; James Paul Hunter, Faculty Senate Executive Committee Chair; Margaret Skiver, John Phelan, and Rance Clouser (departed at 8:54 a.m.), community members.

Approval of December 9 Instruction Committee Minutes
It was the consensus of the Instruction Committee members to accept the December 9, 2010 meeting minutes, as presented.

Review of Changes to Assurances for Special Education
Approval of the Special Education Written Assurances is required of the Board of Education. Ms. Patchak-Layman expressed several concerns:

1) The assurances are really policies and as such the Board of Education has the practice of having first and second readings. She also felt that the Board of Education's Policy 6500, Special Education, and its procedures had not be considered when these assurances were written; and
2) Special Education students who are on suspension should receive more services for the first ten days than regular education students.

Mr. Prale stated that the District is obligated to follow state law and established guidelines. The Board of Education's policies are second to state law, just as contracts are over policies. Any time the District applies for federal or state grants, it must assure the granting agency that it is participating with the state agencies. The Board of Education's policies should follow the law. However, Board Policy 6500 should be reviewed in light of updated assurances approved by the Board of Education.

Relative to some questions asked by Dr. Millard about page 76 relative to child find, Ms. Halliman later explained the following.

Child Find
- Schools are obligated to actively seek out students who may require special education services that attend private schools. Thus, letters are sent to Trinity and Fenwick during each semester inquiring if they have any students who require or may require special education services. Contact information is provided for the parents and staff members that work with those students.
- Either the parents or the school can request special education testing for a student attending a private school.
- These students are treated just as the OPRFHS students requesting testing. They are referred to the screening team that makes a determination to either move forward with testing or not based on the information presented at the screening.
- If the decision is to test the child, then an evaluation is conducted, an eligibility meeting is held, and a determination as to whether the child is eligible for special education or not is made.
- If child is found eligible for Special Education Services, then an Individual Service Plan—ISP (not an Individual Education Plan – IEP) is made. These are only for student attending public schools).
- This is the last step in the Child Find Process

Providing Special Education Services
- Schools are obligated to provide special education services to students attending Private/Parochial schools ONLY if they have been allocated Proportionate Share money from the federal government through the IDEA grant.
- $1,348.00 was allocated for the 2010-2011 school year; at Ms. Holliman's previous district, $17,000 was allocated.
- The amount is determined by several factors including SES of students and reported enrollment from Private Schools to ISBE.
- The services provided are determined by the public school after conducting a "Timely and Meaningful Consultation (TMC)" meeting with the private high schools and the parents who home school their children that live within the boundaries of OPRFHS. The District is required to conduct these meetings before October 15th and to send the information to ISBE. OPRFHS had its meeting October 8 and only one person from Fenwick attended.
- The District used the money for Hearing Itinerant services which was shared as a need by the attendee from Fenwick.
- When the $1,348.00 is spent, OPRFHS has no further obligation to provide services to anyone who has an ISP attending a private/parochial school or who is home schooled.

Mr. Finnegan acknowledged that the current document presented was more detailed than in the past and he appreciated all the Committee members' concerns. Because this approval was needed as soon as possible, it will be forwarded to the Board of Education for approval at its regular January meeting and Policy 6500, Special Education, will be added to the PEG Committee docket for further discussion.

Technology Plan
Mr. Carioscio presented the PowerPoint on a draft of the Technology framework of different sections to be modified as different needs arise. Technology within the building is here to support the School Improvement Plan and Mr. Carioscio works with Mr. Rouse on this issue.

OPRFHS has approximately 1,000 computers for instructional purposes, faculty technology support is provided through the TLC and the Library, 30 interactive boards and 60 computer projectors for classroom use. Computers are kept on a five-year rotation. Technology is still not consistently used in the building and Mr. Carioscio feels that the school has to agree on how technologies will be used in instruction.

Discussion ensued about the possibility of students using their own laptops. While the baseline requirement of this plan would not change, the District would have to determine how to implement student owned equipment. While that is an unknown area at this time, the District is trying to learn more by implementing various pilots, including the use of online textbooks. The cost of textbooks for last year was close to $500 for some students, though the cost for most students was less. This is close to the same cost as some laptop computers. A textbook committee has been convened to review various models and an online materials subcommittee has been convened. However, all publishers are not in agreement on the newest technology and use both CD and web-based books.

Dr. Lee was concerned the some aspects of the timeline were subject to the influence of goals adopted by the Board of Education. He felt this ambitious five-year plan would and he suggested more flexibility in it relative to the Board of Education's goals. He felt there should be an explicit link between this plan and the annually adopted, short-term goals of the Board of Education. Mr. Carioscio responded that this was his interpretation of the current Board of Education goals. A technology budget would be presented in March, dependent on the Board of Education goals; he would continuously solicit feedback on next steps. Dr. Millard felt the Board of Education needed longer-range goals. Ms. Patchak-Layman wanted to know the infrastructure relative to the business and student areas of technology. What was the benefit of the cost for the students in the classroom? As technology changes, are different chairs or tables, needed, etc.? If a white board is used or if all students have a computer, will students learn more? Mr. Carioscio responded that some of these things are foundational and in order to move forward every classroom must have a projector and a commitment from the teacher to use technology. The approach is to get data closer to the classroom and the best way to do that is electronically. Many teachers know what data is available but are restricted because of their lack of technology; they must be liberated by allowing technology to be part of their classrooms.

District 200 personnel will visits associate districts in order to know how technology savvy the students are when they enter the high school. Mr. Finnegan stated that the Board of Education is interested in the return on investments but did not want to micromanage situations. He wanted to hear about the conversations with the teachers/division heads, students, etc. and what will work the best for them.

Ms. Patchak-Layman asked for documentation as to how effective technology has been within Special Education and an analysis of how students performed academically with the technology. Mr. Carioscio stated that Lisa Vincent is the point person for adaptive technology and a technology inventory is being created so that we can determine what technologies are most effective. She has a number of anecdotal stories. Ms. Patchak-Layman stated that because technology is very expensive and it has to be balanced with a limited budget, decisions have to be made as to where the best use of the dollars is. When does the discussion occur about the cost of student/teacher relationships? She wanted enough information to lay the framework and to balance all of the dollars. Dr. Isoye felt that was an important point and the conversation within a strategic plan is where those decisions would be made. However, he felt it would be inappropriate to put this on hold until a strategic plan occurs.

Additional Items
Ms. Patchak-Layman asked for an update on the School Improvement Plan (SIP), Institute Day and the transition of eighth graders.

SIP
Regarding the SIP, it was noted that Division Heads were looking at and assessing the indicators about teaching and learning. An update will be provided at the February Instruction Committee meeting.

Transition
Relative to class placements, Ms. Patchak-Layman was concerned about the District's heavy reliance on the EXPLORE test if the goal is to remove systemic barriers for minority children as the numbers show that African-American students have less success with that test. It appeared as if the kinds of criteria were already in place to determine who will or will not fit into an honors class and that the overall number of who is or is not in an honors class is disproportionate. In some ways, that seemed to be inconsistent with some of the other goals of giving assistance to some students in their classes. She felt the goal was to remove the barriers to having the greatest number of options available when selecting classes for the following year. The College Board recently decided to change the AP test for biology and it was no longer about memorization but rather a more hands-on and problem-solving approach. She hoped that this would trickle down to the rest of the instruction at the high school and the elementary schools. She suggested looking at whether students were good problem-solvers and intellectually curious, giving consideration as to what is happening at the college level, and getting these students into the classes that have these opportunities.

Ms. McCormack asked for specific suggestions or targeted areas of discussion. Mr. Finnegan and Dr. Lee noted that this would be a lead agenda item at a future Instruction Committee meeting.

It was stated that all minority students do not score subpar when they enter the high school and parents have the ability to override the course recommendations.

<u>Institute Day</u>
The January 24 Tri-District Institute Day will include a team from Rolling Meadows High School on RtI and articulation and then Division Heads will lead breakout sessions.

<u>Adjournment</u>
The Instruction Committee meeting adjourned at 9:08 a.m. on Thursday, January 20, 2011.

Table 1. Distribution of EXPLORE Reading Scores, Disaggregated by Race						
Reading Scale Score	All	Black	White	Hispanic	Asian	Multiracial
8	2		2			
9	11	8	3			
10	22	16	4			
11	25	15	5	1		
12	35	16	12	1	1	1
13	58	23	23	4	2	
14	79	28	36	5	3	1
15	69	27	32	5		2
16	39	7	24	2	2	1
17	94	18	60	4	6	1
18	59	5	49	1	1	
19	82	9	62	2	3	3
21	96	6	75	3	2	3
23	84	5	68	3	3	2
25	58	1	47	1	2	1
Grand Total	815	184	503	32	25	15

Table 2. Distribution of EXPLORE Math Scores, Disaggregated by Race						
Math Scale Score	All	Black	White	Hispanic	Asian	Multiracial
4	3	2	1			
5	1	1				
7	1		1			
8	5	1	2			
10	24	18	5			
11	15	10	3	1		1
12	15	7	1	2		
13	17	11	4	1	1	
14	55	25	21	3		
15	109	39	49	6	4	2
16	98	28	49	6	4	4
17	96	17	67	2	3	
18	108	8	80	4	5	4
19	90	10	69	4	1	2
21	40	2	36	1		1
22	30	2	24		2	
23	37	2	31	2	1	
24	30		25		1	1
25	39	1	34		3	
Grand Total	815	184	503	32	25	15

Green shading indicates central tendencies, with the darkest shade showing the modal score(s) and lighter shades showing the next two most often achieved scores within each group.

Table 3 Distribution of 2010 EXPLORE Composite Scores Across Placement Ranges, Disaggregated by Race						
	All	Black	White	Hispanic	Asian	Multracial
# in 85th %ile or higher	426	32	337	12	14	8
% of racial group at/above 85th %ile	52%	17%	67%	38%	56%	53%
% of all students at/above 85th %ile	100%	8%	79%	3%	3%	2%
# between 40th-85th	288	90	141	20	11	6
% of racial group between 40th-85th %ile	35%	49%	28%	63%	44%	40%
% of all students between 40th-85th %ile	100%	31%	62%	7%	4%	3%
# 37th and below	99	62	24	0	0	1
% of racial group at/below 37th %ile	12%	34%	5%			7%
% of all students at/below 37th %ile	100%	63%	24%			1%

Notes:
- Percentiles in the data are derived from the national norming group rather than from a local norming group.
- Green shading indicates central tendencies, with the darkest shade showing the modal placement range for each group.
- School racial demographic data for 2011-2012 indicate the following proportions:
  - White—57%
  - Black—28%
  - Multiethnic—6%
  - Hispanic—6%
  - Asian/Pacific Islander—4%
  - Native American--<1%
- Due to rounding, percents may not add to 100.

TO: Board of Education

FROM: Tom Tarrant, with support from Phil Prale, Dr. Tina Halliman
               and Therese Brennock

DATE: February 14, 2011

RE: Behavior Interventionist Position Update

BACKGROUND

Four years ago a Behavior Interventionist (BI) position was created as a service within the Emotional Development (ED) Program as part of the Special Education program. The BI position occupies 1.0 FTE of staffing in the program. Previous reports to the Board of Education have detailed the activities and preparation of the BI. Currently 124 OPRFHS students are classified as ED, although this year as many as 150 students have received services from this program. The Board of Education last received a report on this program in February 2010.

SUMMARY OF FINDINGS

- Work continues with parents/guardians and OPRFHS staff to maintain open communication between student, parents, and school staff.
- Tardies and unexcused absences remain the primary behavior issues in the program. Use of the PlascoTrak system and a consistent application of the tardy policies have helped reduce the frequency of tardy behavior among the students served by the ED program.
- Quarterly academic rewards have been established for students who earn Honor Roll (3.00 GPA) status, and recognition has been provided for those who pass all classes. This school year at the semester break, X students were on the school Honor Roll and N students were passing all their classes.
- 69 students are passing all classes (42 of these 69 students have at least 1 mainstream class)
- 37 students are on the honor roll (26 of these 37 students have at least 1 mainstream class)
- The continuation of the study table allows parents instant knowledge of a failing child. Parents were thankful for the information and support.
- We increased the number and effectiveness of face-to-face 7:30 AM parent meetings to resolve student conflicts. This strategy has proven particularly effective in our EAC II classroom.
- We continued use of statistics (SWIS Data) to identify program issues and possible PBIS-based interventions.
- To reduce the number of off campus placements, the BI has partnered with administration to help create the EAC II classroom, a pilot transition setting for students who return to OPRF.
- The BI is scheduled for training as a facilitator to work with families from District 97 and OPRFHS whose children are involved with drugs and alcohol. In conjunction with the Township, this new program uses multi-prong, wrap around efforts that involve the school, parents and community.
- The BI attends all hospital discharge staffings to facilitate any needed special education services.

- When available, the BI attends all transition staffings for students transitioning back to OPRF from day placements

NEXT STEPS

- Continue to support and monitor the BI position, tracking discipline and off-campus placement information and maintaining study table and weekly parental contact for failing students.
- Strengthen collaboration with Pupil Support Services on tardy interventions.
- Hold a parent night presentation for ED continuum.
- Meet weekly, or with greater frequency, with Oak Park Youth Services to share information regarding student behavior and to implement interventions to support positive changes in student behavior.

TO: Board of Education
FROM: Tina Halliman, Dan Cohen, and Phil Prale
DATE: February 14, 2011
RE: Reading Comprehension Proposal for Ninth Grade Students

OVERVIEW

Proposal Goals

The goals of the work outlined in this proposal are that all Oak Park and River Forest High School (OPRFHS) students will reach the 12th grade reading level before graduating from the high school and that students who do not reach the 12th grade reading level will accelerate their reading levels at a rate greater than 1.0 grade level equivalency per academic year. The reading level of all 9th grade students will be assessed at the start of the school year. A smaller group of students who do not meet standards on the first exam will be tested at the end of the school year.

These central goals focus the work of the faculty, administration, and staff on what is ***best for students***. Every aspect of this plan must be based on students' instructional needs and focused on improving student reading skills. We must articulate how we expect each part of the proposal to work on behalf of OPRFHS students.

Persistent patterns of standardized test score data in reading achievement over the past 10 or more years reveal that as many as 35% of our students fall short on one or more indicators of postsecondary readiness in reading. When we disaggregate the data by race, income, or for students receiving special education services, the percentages are markedly higher. Given this level of our program's performance on behalf of our students, our current practice must change immediately. As a teaching community, each teacher and administrator needs to improve his or her expertise in teaching all of our students, especially our most at-risk readers, to improve their reading and literacy skills. Teachers must commit to continuing professional growth in the teaching of reading and to collaborating with peers to improve the teaching of reading.

Also, administrators--especially members of Instructional Council--must provide a robust and sustained professional development program that will support the ongoing development of teachers in the teaching of reading, especially for our teachers of at-risk readers. Division Heads must promote classrooms that include the teaching of reading skills and provide an environment that sustains, supports, and requires literacy. Our faculty culture must become infused with a system of continuous learning, and administrators must hold teachers accountable to teach reading and literacy as part of best classroom instructional practice. Effectiveness in teaching reading will be a part of the evaluation process for all teachers. This goal is not a focus on test scores; rather, it reflects a need to focus on how teachers engage students in reading and literacy and to foster a purposeful environment that challenges students and teachers to perform at their highest levels.

Effectiveness in attaining improvements in student reading levels should become part of administrator evaluations also. Building and district administrators will support the ongoing, multiyear professional development necessary to implement and sustain the teaching of reading for teachers and Division Heads.

Background on Current Student Reading Levels
as Determined by the Gates-MacGinitie Assessment of Reading

The following statistics represent the number of special and general education students reading at the 35 percentile, representing a grade level equivalency below 7.5, and the 49 percentile, representing a grade level equivalency below 9.2. Percentiles are based on national norms. Three years of data are presented.

- For the class of 2012, based on test scores obtained in their first year in the high school, 99 students read at the 35 percentile or below. An additional 56 students read at the 49 percentile or below. Of these 155 students, 52 students received specialized reading instruction.
- For the class of 2013, based on test scores obtained in their first year in the high school, 132 students read at the 35 percentile or below. An additional 90 students read at the 49 percentile or below. Of these 222 students, 52 students received specialized reading instruction.
- For the class of 2014, test scores obtained this fall indicate that 140 students scored at the 35 percentile or below. An additional 80 students read at the 49 percentile or below. Of these 220 students, 57 are receiving specialized reading instruction.

Over the last several years, the number of students presenting with specific reading needs has increased.

Assessment
Our current screener for reading level is the Gates-MacGinitie assessment of reading comprehension. For additional diagnostic information, we will use the Woodcock Reading Mastery Test, the Informal Reading Inventory and the Basic Reading Inventory authored by Jerry Johns, and the Scholastic Reading Inventory which articulates with the READ 180 Core Reading Program. From the start of the 2011-2012 school year, every 9th grade student will be assessed in reading. For the past 8 years, only college prep and basic level students have been assessed.

Based on the results of these diagnostic tests, OPRFHS faculty, staff, and administration will implement interventions that will target students reading below the mean grade level equivalency for those enrolled in college preparatory and pre-college prep level courses.

Placement
Assessment of students' reading levels and abilities will inform counselors' placement of students in appropriate classes, with designated interventions. Faculty must assess and place students in the proper reading program(s) at the beginning of the school year or, for transfer students, upon their arrival to the high school. Counselors and parents are critical parts of this conversation. The Board of Education should consider policies that support student placement in specific courses or interventions based on the assessment. All students who read below the expected mean score for college preparatory and pre-college prep level classes will be supported by a reading program based on their reading needs. The proposals mentioned in this report address students enrolled in the 9th grade academic program; however, we must continue to build appropriate, systemic supports for students at the 10th, 11th and 12th grades.

Curriculum Changes
The courses Elements of Reading, Essentials of English, Physical Science, World History B, and Learning Support Reading need revision with significant infusion of reading standards and strategies and activities designed to improve students' reading and literacy skills. Elements of Reading will include the adoption of a core reading program for use with students of greatest need and potential. Pre-college prep classes and college prep classes will implement classroom-based reading comprehension programs that meet the needs of students who are reading below national average reading scores. These courses must support students who have reading difficulties so that they may gain access to a more rigorous curriculum.

Scheduling

Finally, teachers will benefit from schedules and information systems that allow them to communicate about students who are receiving interventions. The system will provide progress monitoring information including the student's current reading level and his or her progress in the rate of acquisition of reading skills. Teachers with students who receive reading interventions should be scheduled to allow for regular meetings to discuss student progress and the progress of the reading program and to facilitate sustained professional development.

PROPOSED INTERVENTION STRUCTURE

Reading and Literacy Program Elements

We propose four levels of reading instruction for the 2011-2012 school year.

I. *Intensive Instruction*

For students scoring 6.5 grade level equivalency or below: estimated population 96 students, general education and special education students.

Characteristics of Learners Served by Intensive Instruction -

- Test below 30 percentile on normative measures
- Low classroom performance
- Limited reading skills
- Demonstrate unmotivated and frustrated behaviors including absentee problems
- Appear overwhelmed by content area classes
- Skip or do not turn in homework
- May or may not have IEP

Program Elements -

- Customized, stand-alone, intensive, and sustained interventions for students who still have acute reading difficulties, despite efforts in strategic instruction
- Sustained, research-based, intensive, stand-alone reading program that targets specific student weaknesses
- Core Reading Program - *READ 180* recommended, plus other possible programs
- Instructional Time: 2 periods each day for 1 – 2 years (Individual plan for some students, possibly over 4 years)
- Instructional Support: instruction is systematic, explicit, and direct; 1-to-1-tutoring
- Assessment Plan: progress monitor every 1 - 3 weeks; diagnostic assessment to determine specific needs for intervention
- 8 - 12 students per reading class
- Staff Need: estimated 2.0 FTE

RtI Level – Tier 3

Professional Development Consideration -

Ongoing training that is specific to intensive intervention program; additional components to support struggling readers.

II. *Strategic Supplemental Instruction*

For students scoring between 9.0 and 6.5 grade level equivalency: estimated population 100 students, almost all general education students.

Characteristics of Learners Served by Strategic Supplemental Instruction -

- Typically test between 30 - 49 percentile on normative measures (EXPLORE, MAP)

- Identifiable gaps in skills and knowledge
- Currently reading 1-2 years behind national averages
- May be able to decode and read words but not with critical depth of understanding
- May not apply themselves and may appear unmotivated
- Content area work may be challenging
- May not complete homework

Program Elements -
- Strategic intervention programs, strategies, and procedures that support and/or enhance core reading programs
- Specialized, research-based supplemental reading program that targets specific student reading needs
- Core Reading Program - *READ 180* when recommended, plus other district-developed programs
- Reading infusion courses in content area courses
- Courses include Essentials of English 1-2, Elements of Reading 1-2, Physical Science 1-2, Essentials of Biology 1-2, World History B 1-2, Literacy Strategies 1-2
- Instructional time: 2 periods for 1 to 2 semesters (Individual plan for some students, possibly over 4 years)
- Instructional Support: explicit, systematic, supplemental instruction with repeated opportunities for practice and review; push-in, pull-out tutoring; 1-to-1-tutoring
- Assessment Plan: progress monitor every 3 – 5 weeks; Diagnostic assessment to determine specific needs for intervention, plus progress monitoring
- 15 students per reading or support class
- Staff Need: Estimated 1.2 FTE classroom based

RtI Level – Tier 2

Professional Development Consideration -
Cross-divisional learning teams led by a reading teacher or reading specialist.

III. *Benchmarked Advanced Instruction*
For students scoring above 9.0 or above grade level equivalency, all general education students.

Characteristics of Learners Served by Benchmarked Advanced Instruction -
- Generally can meet standards
- Average learner
- Can readily adapt to teacher styles

Program Elements -
- Quality comprehensive reading instruction for all students
- Interventions targeted for specific deficits, supplemental programs for students' specific needs
- Courses: English 1-2, World Studies 1-2, Biology 1-2, World History 1-2
- Instructional Support: Developmental reading programs for grade level
- Progress monitoring developed in the classroom setting
- Staff Need: Professional Developers

RtI Level – Tier 1

Professional Development Consideration -
CRISS sessions; follow up literacy coaching in classrooms. Every teacher needs more training with reading. Proposals include a reading coach to work with teachers and having the district connect with a

university that has a reading program and can offer a cohort on site in which certain teachers can obtain their reading certificates. Cost would be absorbed by the school district.

IV. _Universal Content Area Instruction_
Strategies for use in all classrooms.

Characteristics of Learners Served by Universal Content Area Instruction -
- Generally can meet standards
- Average learner
- Can readily adapt to teacher styles
- Solid background knowledge
- Reading at or above grade level standards, but may become bored easily and benefit from enrichment and elaboration

Program Elements -
- Quality comprehensive reading instruction for all students
- Students working at or above grade level and students receiving added strategic supplemental interventions
- Focus on vocabulary, comprehension, reading fluency, writing, advanced thinking and reasoning skills in content areas
- Explicit, systematic instruction with repeated opportunities for practice and review
- Screening at least once a year for all students, plus progress monitoring using program-specific assessments
- Common reading skills taught across content areas; assessment of reading skills given across content areas

RtI Level – Tier 1, universal strategies for all levels

Professional Development Consideration -
Focus on teaching content and the reading curriculum using in-class coaching, lesson modeling, planning time for teachers to meet, assessment administration, data analysis.

SUMMARY

Budget Considerations
For the 2011-2012 school year, we estimate the following budget for program implementation. Much of this budget can be found in existing district and grant funds and does not represent additional or new funding. However, in order to move forward with the framework of interventions outlined above, administration and Board of Education would need to demonstrate their interest in making this effort a priority by providing the resources to make these interventions work.

Reading Teacher and Reading Specialist, 2.0 FTE	$216,000
Core Reading Program Purchase	$ 95,000
Technology Purchases for Core Reading Program	$ 20,000
Reading Diagnostic Materials	$ 40,000
Curriculum Development for Reading Infusion Courses	$ 15,000
Professional Development for Reading Teachers	$ 40,000

The DLT has reviewed a draft of much of this material but at this time has not completed its budget determination or made this budget part of the 2011-2012 budget. This proposal is at the earliest stage.

Next Steps
This information is provided to the Board and administrative team at their requests. Each of us stands ready to move forward with this structure as the faculty and staff who helped with the proposal. Board support in the areas of budget and policy are instrumental in the success of a reading initiative of this kind.

Special Thanks
Several faculty and staff contributed ideas and input for this proposal. Kristen McKee of Glenbrook North High school provided important guidance and support. A special thanks to Catherine McNary, Nikki Paplaczyk, Amy Hill, Marsha Blackwell, Sarah Rosas, Andrea Neuman, Pat Crane, Colleen Biggins, Lynn Gilbertsen, Jessica Stovall, Kris Johnson, Heidi Lynch, Julie Fuentes, and Catherine Marshall for their continued commitment to the school and this effort to improve literacy for all our students.

Attachments
Attached to this report are two charts describing programs, program elements, RtI crosswalks, and professional development ideas.

Reading Concentrated and English Classes (but applicable in all content areas)

Intervention Level	Characteristics of Learners	Program Elements	Assessments
Universal Content Area Instruction Strategies for use in all classrooms.	• Generally can meet standards • Average learner • Can readily adapt to teacher styles • Solid background knowledge • Reading at or above grade level standards, but may become bored easily and benefit from enrichment and elaboration	• Quality comprehensive reading instruction for all students • Students working at or above grade level and students receiving added strategic supplemental interventions • Focus on vocabulary, comprehension, reading fluency, writing, advanced thinking and reasoning skills in content areas • Explicit, systematic instruction with repeated opportunities for practice and review • Screening at least once a year for all students, plus progress monitoring using program-specific assessments • Common reading skills taught across content areas; assessment of reading skills given across content areas	Gates-MacGinitie Reading Test
Benchmarked Advanced Instruction For students scoring above 9.0 or above grade level equivalency	• Generally can meet standards • Average learner • Can readily adapt to teacher styles	• All general education students • Quality comprehensive reading instruction for all students • Interventions targeted for specific deficits, supplemental programs for students' specific needs • Courses include English 1-2, World Studies 1-2, Biology 1-2, World History 1-2 • Instructional Support: Developmental reading programs for grade level • Progress monitoring developed in the classroom setting. • Staff Need: Professional Developers	Gates-MacGinitie Reading Test
Strategic Supplemental Instruction For students scoring between 9.0 and 6.5 grade level equivalency	• Typically test between 30th-49th percentile on normative measures (EXPLORE, MAP) • Identifiable gaps in skills and knowledge • Currently reading 1-2 years behind national averages • May be able to decode and read words but not with critical depth of understanding • May not apply themselves and may appear unmotivated • Content area work may be challenging • May not complete homework	• Approximately 100 students (almost all general education) • Strategic intervention programs, strategies, and procedures that support, and/or enhance core reading programs • Specialized, research-based supplemental reading program that targets specific student reading needs • Core Reading Program - READ 180 when recommended, plus other district-developed programs • Reading infusion courses in content area courses • Courses include Essentials of English 1-2, Elements of Reading 1-2, Physical Science 1-2, Essentials of Biology 1-2, World History B 1-2, Literacy Strategies 1-2 • Instructional Time: 2 periods for 1 to 2 semesters (individual plan for some students, possibly over 4 years) • Instructional Support: Explicit, systematic, supplemental instruction with repeated opportunities for practice and review; push-in, pull-out tutoring; 1-to-1-tutoring • Assessment Plan: Progress monitor every 3 – 5 weeks; Diagnostic assessment to determine specific needs for intervention, plus progress monitoring • 15 students per reading or support class • Staff Need: Estimated 1.2 FTE classroom based	EXPLORE, MAP Diagnostic testing- Woodcock Reading Mastery Diagnostic Reading Test Progress monitoring Informal Reading Inventory
Intensive Instruction For students scoring 6.5 grade level equivalency or below	• Test below 30th percentile on normative measures • Low classroom performance • Limited reading skills • Demonstrate unmotivated and frustrated behaviors including absentee problems • Appear overwhelmed by content area classes • Skip or do not turn in homework • May or may not have IEP	• Approximately 96 students (general education and Special Education students) • Customized, stand-alone, intensive, and sustained interventions for students who still have acute reading difficulties, despite efforts in strategic instruction • Sustained, research-based, intensive, stand-alone reading program that targets specific student weaknesses • Core Reading Program - READ 180 recommended, plus other possible programs • Instructional Time: 2 periods each day for 1 – 2 years (Individual plan for some students, possibly over 4 years) • Instructional Support: Instruction is systematic, explicit and direct; 1-to-1-tutoring • Assessment Plan: Progress monitor every 1 – 3 weeks; Diagnostic assessment to determine specific needs for intervention • 8 - 12 students per reading class • Staff Need: Estimated 2.0 FTE	EXPLORE, MAP Diagnostic testing- Woodcock Reading Mastery Diagnostic Reading Test Progress monitoring

RtI and Professional Development Crosswalk

Intervention Level	RtI Level	Program Elements	Professional Development
Universal Content Area Instruction Strategies for use in all classrooms	**Tier 1** Universal strategies for use in all classrooms	• Quality comprehensive reading instruction for all students • Students working at or above grade level and students receiving added strategic supplemental interventions • Focus on vocabulary, comprehension, reading fluency, writing, advanced thinking and reasoning skills in content areas • Explicit, systematic instruction with repeated opportunities for practice and review • Screening at least once a year for all students, plus progress monitoring using program-specific assessments • Common reading skills taught across content areas; assessment of reading skills given across content areas	Focus on teaching content and the reading curriculum using in-class coaching, lesson modeling, planning time for teachers to meet, assessment administration, data analysis

Benchmarked Advanced Instruction
 	
For students scoring 9.0 or above grade level equivalency
	Tier 1
	
	For students scoring **9.0 or above** grade level equivalency
		• All general education students
		• Quality comprehensive reading instruction for all students
		• Interventions targeted for specific deficits, supplemental programs for students' specific needs
		• Courses include English 1-2, World Studies 1-2, Biology 1-2, World History 1-2
		• Instructional Support: Developmental reading programs for grade level
		• Progress monitoring developed in the classroom setting
		• Staff Need: Professional Developers
			CRISS sessions
			- Follow up literacy coaching in classrooms.
			– Every teacher needs more training with reading.
			- Proposals include:
			  • Reading coach to work with teachers
			  • District connect with a university that has a reading program and can offer a cohort on site in which certain teachers can obtain their reading certificates.

Strategic Supplemental Instruction For students scoring between 9.0 and 6.5 grade level equivalency	**Tier 2** For students scoring between 9.0 and 6.5 grade level equivalency	• Approximately 100 students (almost all general education) • Strategic intervention programs, strategies, and procedures that support, and/or enhance core reading programs • Specialized, research-based supplemental reading program that targets specific student reading needs • Core Reading Program - *Read 180* when recommended, plus other district-developed programs • Reading infusion courses in content area courses • Courses include Essentials of English 1-2, Elements of Reading 1-2, Physical Science 1-2, Essentials of Biology 1-2, World History B 1-2, Literacy Strategies 1-2 • Instructional Time: 2 periods for 1 to 2 semesters (Individual plan for students probably over 4 years) • Instructional Support: Explicit, systematic, supplemental instruction with repeated opportunities for practice and review; push-in, pull-out tutoring; 1-to-1-tutoring • Assessment Plan: Progress monitor every 3 – 5 weeks; Diagnostic assessment to determine specific needs for intervention, plus progress monitoring • 15 students per reading or support class • Staff Need: Estimated 1.2 FTE classroom based	Cross-divisional learning teams led by a reading teacher or reading specialist
Intensive Instruction For students scoring 6.5 grade level equivalency or below	**Tier 3** For students scoring 6.5 grade level equivalency or below	• Approximately 96 students (general education and Special Education) • Customized, stand-alone, intensive, and sustained interventions for students who still have acute reading difficulties, despite efforts in strategic instruction • Sustained, research-based, intensive, stand-alone reading program that targets specific student weaknesses • Core Reading Program - *Read 180* recommended, plus other possible programs • Instructional Time: 2 periods each day for 1 – 2 years (Individual plan for students probably over 4 years) • Instructional Support: Instruction is systematic, explicit and direct; 1-to-1-tutoring • Assessment Plan: Progress monitor every 1 - 3 weeks; Diagnostic assessment to determine specific needs for intervention • 8 - 12 students per reading class • Staff Need: Estimated 2.0 FTE	Ongoing training that is specific to intensive intervention program; additional components to support struggling readers

Oak Park and River Forest High School
District 200
201 North Scoville Avenue • Oak Park, IL 60302-2296

TO: Board of Education

FROM: Phil Prale

DATE: February 14, 2011

RE: Review of January 24, 2011 Institute Day

BACKGROUND

This year District 200 staff collaborated with District 97 and District 90 in preparation for the start of second semester Institute Day. Administrators and teachers involved in the process agreed that our staff would benefit most from continued work on our Response to Intervention (RtI) programming.

SUMMARY OF INFORMATION

The Institute Day held on January 24, 2011 opened the second semester of this school year. The theme for the day was Making RtI Real – Creating An Effective Building Model. The agenda for the day is attached to this memo.

The Institute Day program included presenters from Rolling Meadows High School who shared their experiences developing Response to Intervention approaches and professional learning communities. Several faculty members from District 97 and District 90 joined us for the day. Breakout sessions focused on RtI classroom applications and articulation issues. Most breakouts were organized by content area; some faculty were engaged in other activities per the direction and leadership of our division heads. Some D97 K-5 staff attended reading training. Student Services, including counselors, discipline deans, social workers, and other staff attended a Social Emotional Learning (SEL) breakout session. Special Education leadership held a conflict resolution workshop and a session on developing RtI forms. A team of grade 6-12 World Languages teachers attended a curriculum alignment workshop.

An evaluation of the day was obtained using an electronically reported survey. The results of that survey are attached to this memo.

RECOMMENDATION

This memo and attachments are provided as information to the Board of Education

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A G E N D A
Monday, January 24, 2011

Making RtI Real:
Creating an Effective Building Model

|	
7:15 a.m. – 8:00 a.m. Student Center	Continental Breakfast
8:00 a.m. - 9:15 a.m. Little Theater	Opening Session Presenters from Rolling Meadows High School ❖ Joseph Greene, Asst. Principal for Instruction ❖ Nichole Anderson ❖ LeeAnn Haralambakis ❖ Krista Kehoe ❖ Eric Rosenwald
9:15 a.m. – 10:45 a.m. Breakout Rooms TBD	Tier I Interventions by Content Area Specific Programs in Focus
10:45 a.m. - 1:00 p.m. Breakout Rooms TBD	Articulation by Discipline/Content Area

Note: Snacks will be set up and available at the break between your sessions, at approximately 10:45 a.m. in the Student Center. Lunch is not being served.

1:00 p.m.	Dismissal
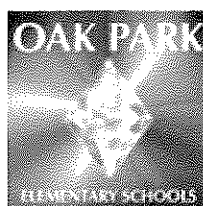
OAK PARK AND RIVER FOREST HIGH SCHOOL

District 200, District 97, and District 90
Monday, January 24, 2011, Institute Day
Making RtI Real: Creating an Effective Building Model

SUMMARY OF EVALUATION RESPONSES

Please rank each of the areas in each session from today's Institute Day activities.

1. **OPENING SESSION:** *Joseph Greene, Asst. Principal for Instruction, Rolling Meadows H.S. Nichole Anderson, LeeAnn Haralambakis, Krista Kehoe, Eric Rosenwald*

		Rating Scale				
		Highest		Lowest		Rating Average
		4	3	2	1	
A	Clarity of presentation	90	82	21	2	3.33
B.	Organization of materials and topics.	96	68	25	3	3.34
C.	Usefulness of information	58	78	41	15	2.93

195 answered the question.

2. **Breakout Session 1:**   *Debriefing the Opening Session*

		Rating Scale				
		Highest		Lowest		Rating Average
		4	3	2	1	
A	Clarity of presentation	78	87	29	6	3.19
B.	Organization of materials and topics.	69	82	37	7	3.09
C.	Usefulness of information	62	78	42	13	2.97

200 answered the question.

3. **Breakout Session 2:**   *Articulation Work*

		Rating Scale				
		Highest		Lowest		Rating Average
		4	3	2	1	
A	Clarity of presentation	68	79	34	14	3.03
B.	Organization of materials and topics.	60	83	33	15	2.98
C.	Usefulness of information	60	74	42	16	2.93

197 answered the question.