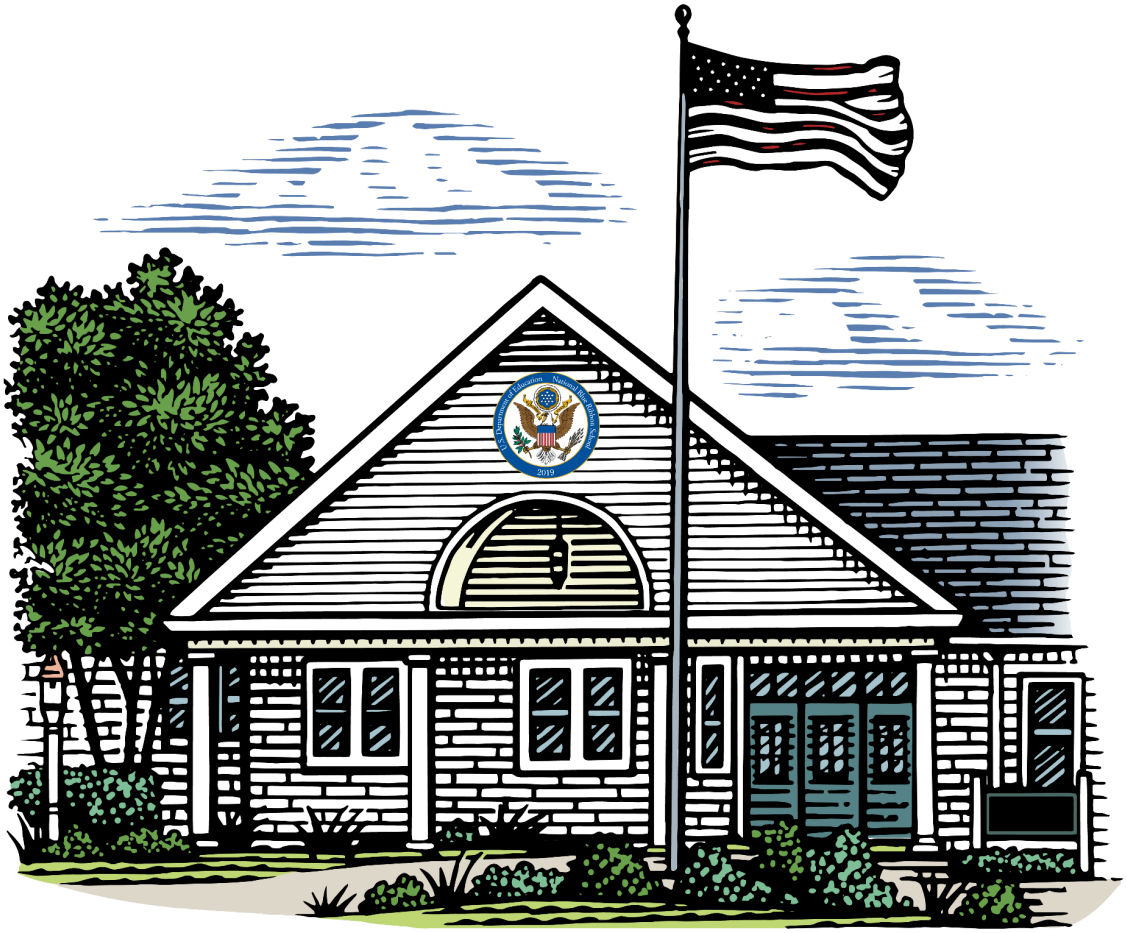


Bannockburn School District 106

District 106
Differentiated Learning Model
Updated September 2025

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

Bannockburn's Differentiation Team, a collaborative group that includes our Enrichment Specialist, Math and Reading Interventionists, Student Services Team, ELL teacher, and Instructional Coaches, meets with classroom teachers weekly. This collaborative approach ensures that all students' needs are considered and addressed.

Tier One Differentiation Team Support

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

Tier Two Intervention Support

Tier Two intervention support provides more intensive, individualized instruction, in addition to Tier One, for students performing between 25% and 40% on the i-Ready Inform (using national norms) and AimsWeb Plus. Curriculum assessments, formative assessments, and teacher observations determine Tier Two strategies. Teachers, specialists, and instructional coaches collaborate to differentiate instruction to meet students' needs. In-class interventions modify instruction by adjusting content, process, or product at the student's instructional level. These supports are implemented and monitored to ensure each student's individual growth.

Tier Two/Three Enrichment Support

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

Tier Three Intervention Support

Tier Three builds upon Tier One and Tier Two support for students who score below 25% on the i-Ready Inform (using national norms) and AimsWeb Plus. Students receive individualized instruction from Interventionists who target specific skills.

Pull-out Enrichment

Pull-out Enrichment or Grade-Level Acceleration are options to serve students whose needs exceed differentiation and enrichment in the general education classroom. Students who score in the 97th percentile or above on the i-Ready Inform (using national norms) will be eligible to take the Cognitive Abilities Test (CogAT). Students who score in the 97th percentile or above on the CogAT will be eligible for pull-out enrichment services.

Grade-Level Acceleration

Grade-Level Acceleration is an option to serve students whose needs exceed differentiation and enrichment in the general education classroom. Students who score in the 97th percentile or above on the i-Ready Inform (using national norms) will be eligible to take the Cognitive Abilities Test (CogAT). Students who score in the 97th percentile or above on the CogAT will be eligible for grade-level acceleration.

If a parent requests that additional data be considered as an alternative pathway, the team will consider those requests on a case-by-case basis.

Even with excellent grade-level performance, grade-level acceleration presents concerns that students may have gaps in background knowledge or may be missing critical information by skipping over content. Our team carefully considers these factors in the decision-making process and works with parents to make the best possible decision for each student.

For questions about your grade-level acceleration, please contact Dr. Adam Mihelbergel at amihelbergel@bannockburnschool.org or (847) 945-5900.

Parent Referrals

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

Middle School Advanced Learning Initiatives

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

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

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

- **Geometry Pathway**: Students enrolled in the Geometry Pathway begin 6th grade in Intro to Algebra, continue into Algebra for 7th grade, and complete Geometry in 8th grade. Students must have extremely advanced math skills and a conceptual understanding of mathematics to complete all courses within this pathway successfully. Additionally, students must demonstrate mathematical thinking and problem-solving to keep up with the quick pace of all the courses within this pathway. The Advanced Pathway prepares students to enroll in the high school's Algebra 2 Advanced or Algebra 2 Honors.

Illinois Acceleration Act

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

Click on this link to read directly from the Board Policy Manual online, 6:135. https://www.boardpolicyonline.com/?b=bannockburn_106

Early Entrance to Kindergarten and 1st Grade

Kindergarten

Early entrance to Kindergarten is the admission to Kindergarten of a student who: (a) will not be five years of age on or before September first of that school term or (b) is admitted before the dates established in the school code based upon an assessment of their readiness to attend school and (c) will turn five on or before December 31 of the proposed Kindergarten year. This unique type of whole-grade acceleration may be an excellent option for some children. Early entrance to Kindergarten may be considered for a child who resides in District 106. Requests should be directed to Dr. Adam Mihelbergel, Principal/Director of Student Services, at amihelbergel@bannockburnschool.org or (847)-945-5900 ext. 2722.

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

One (1) from this list:

- Property tax bill
- Warranty deed
- Signed lease with proof of payment

Two (2) from this list:

- Driver's IL license
- License plate registration
- Voter registration
- Auto insurance card/statement

- Gas, Electric, or Water utility bill (no cable or phone bills)

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

For primary grades, children will be assessed in reading and math using district assessments, including AimsWeb Plus and the i-Ready Inform. To qualify for early entrance, prospective students must score in the 95th percentile or above in both reading and math, using the national norms for current Kindergarten students. When a team member (Parent, Principal, Accelerated Learning Coordinator, Classroom Teacher, School Psychologist, etc.) requests additional data as an alternative pathway to early entrance to Kindergarten, the team will honor those requests on a case-by-case basis.

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

First Grade

Early entrance to First Grade is the admission to First Grade of a student who: (a) is assessed for readiness, attended a non-public preschool and continued his or her education at that school through Kindergarten, was taught in Kindergarten by an appropriately certified teacher, and will attain the age of six years on or before December 31; or (b) is admitted before the dates established in the School Code based upon an assessment of his or her readiness to attend school. Early entrance to First Grade may be considered for a child who resides in District 106. Requests should be directed to Dr. Adam Mihelbergel,

Principal/Director of Student Services, at amihelbergel@bannockburnschool.org or (847)-945-5900 ext. 2722. Parents will be asked to provide three documents for proof of residency (options listed below) and their child's original birth certificate (a copy will be made and the original returned to you).

One (1) from this list:

- Property tax bill
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- Driver's IL license
- License plate registration
- Voter registration
- Auto insurance card/statement
- Gas, Electric, or Water utility bill (no cable or phone bills)

For primary grades, children will be assessed in reading and math using district assessments, including AimsWeb Plus and the i-Ready Inform. To qualify for early entrance, prospective students must score in the 95th percentile or above in reading and math, using the national norms for current first-grade students. When a team member (Parent, Principal, Accelerated Learning Coordinator, Classroom Teacher, School Psychologist, etc.) requests that additional data be considered as an alternative pathway to early entrance to First Grade, the team will honor those requests on a case-by-case basis.

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

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

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

Systems of Support

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

What are the Tiers?

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

- Tier II is a short-term support for students identified as not responding to Tier I and generally meets the needs of 10-15% of the student population. Tier II typically involves academic and social-emotional support by the teacher in the general education classroom. Students who respond well to Tier II support are returned to Tier I. Students who do not respond to Tier II support are reviewed for Tier III.
- Tier III involves the application of intensive, daily, individualized, evidence-based interventions that are designed to increase the rate of student progress. A small percentage of students, approximately 1-5% of the student population, will need this level of support. Sufficient progress after Tier III support results in the student continuing in Tier III. No or minimal progress over time may result in the student being referred for special education evaluation.

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

- Tier I represents universal instruction for all students. This instruction is high-quality, differentiated, standards-based, and carried out by highly qualified teachers who use evidence-based strategies.
- Tier II represents targeted instruction and support for some students.
- Tier III represents individualized instruction and support for a few students.
- Tiers are not people or places but represent instruction and support types.

- Appropriate levels of intervention are layered so that students still receive universal instruction while also receiving support and intervention.
- Interventions or strategies are based on research and current data.
- Students with or without Individualized Education Plans (IEPs) can receive tiered intervention.
- Movement between instructional tiers is fluid; therefore, students can move between tiers and levels of support as their needs change.

Tiers of Intervention

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

- MTSS discusses student concerns using data at weekly differentiation meetings and as a team to implement in-class strategies to support students
- Referral /consideration of Tier II
    - As data reveal the need for further in-class intervention strategies, the MTSS team discusses the next steps with the classroom teacher. The team brainstorms additional intervention supports and determines progress monitor assessments.
- Problem-solving meeting/consideration of Tier III
    - When a child is not making the expected progress in Tier II, the team may recommend considering more intensive Tier III support.
    - Intervention Specialists or teachers contact parents, and a signed parent authorization form is required to begin services.

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

Tiered Literacy Supports

Tier I Intervention	Tier II Intervention	Tier III Intervention
• Increased frequency of small group or individualized instruction • Leveled Text • Decodable Text	• Small Groups • Additional skill-specific support • Fluency Practice • Prerequisite Skill Practice • Build Prior Knowledge • Extra skills practice (IXL, i-Ready Personalized Learning Pathways)	• Fundations • LLI (Leveled Literacy Intervention) • REWARDS • Wilson • Heggerty • CARS/STARS • 6 Minute Solution • Great Leaps • Words Their Way

Tiered Math Supports

Tier I Intervention	Tier II Intervention	Tier III Intervention
• Increased frequency of small group or individual instruction • Differentiated workspaces	• Skill-specific small groups • Bridges Intervention Kit • Fact Fluency	• Bridges Intervention Kit (along with supplementals) • Reteaching priority standards

• Specific skill instruction needs to be based on pre-test data	• Tiered activities • Build Prior Knowledge • Extra skills practice (IXL, i-Ready Personalized Learning Pathways)	• Explicit instruction in problem solving and/or computational fluency

Tiered SEL Supports

Tier I Intervention	Tier II Intervention	Tier III Intervention
• Bulldog expectations • Class meetings • Community building • Intentional SEL instruction • Clear expectations • Movement breaks	• Behavior charts • Executive functioning, individualized tools • Visual schedules • Individual movement break • Peer/student/teacher mentors • Check-in, check-out • Small group supports (i.e., social stories) • Additional supervision and monitoring	• Written behavior plan

Problem-Solving Team Roles

Roles by Tier	Tier I	Tier II	Tier III
Classroom Teacher	• Delivers core instruction • Documents any concern(s) and shares concern(s) with the parent • Provides Tier I with data collection before referral • Defines the problem, specifically noting how a child is performing as compared to their peers • Organizes and analyzes data with MTSS team support	• Collaborates with MTSS team and contributes knowledge of student, family, instruction, intervention, data, hypothesis, and planning • The teacher carries out or assists in the intervention plan and progress monitoring with support • Invites an Interventionist or Instructional Coach in as a team member to implement interventions and differentiation strategies	• Collaborates with MTSS team and contributes knowledge of student, family, instruction, intervention, data, hypothesis, and planning • The teacher assists in the intervention plan by differentiating instruction and monitoring the progress • Invites an Interventionist or Instructional Coach in as a team member to implement interventions and differentiation strategies
Interventionist	• Brainstorms with teachers' ideas for differentiation and support to supplement core instruction	• Assists the teacher with targeted interventions in the area of academic need during differentiation meetings • Assists the teacher with monitoring progress	• Assists the teacher with modifications in the area of academic need during differentiation meetings • Notify parents • Implements targeted push-in or pull-out interventions in areas of academic need • Monitors progress • Initiates problem-solving

Roles by Tier	Tier I	Tier II	Tier III
			meeting with the MTSS team when a child is not making expected growth at Tier III
Instructional Coach	● Facilitate coaching meetings to support teachers ● Help support teachers in designing classroom student supports ● Organize and analyze academic data with teachers for use by the grade-level and problem-solving teams ● Assist with on-site professional development	● Facilitate coaching meetings to support teachers ● Assist teachers in implementing Tier II support in the classroom ● Develop Tier II strategies with the teacher, co-planning and co-teaching small groups in the classroom	● Facilitate coaching meetings to support teachers ● Assists the teacher in implementing Tier III differentiated instruction in the classroom ● Develop Tier III strategies with the teacher, co-planning and co-teaching small groups in the classroom
Parent or Guardian	● The teacher partners with parents to provide information about core instruction and any needed support.	● Parents will be informed of Tier II qualifications based on the Fall i-Ready Inform score range of 26th-39th percentile ● If moving to Tier III, parents will be contacted, and a meeting may be scheduled	● Parents are aware of Tier III intervention, receive regular progress updates, and know how to reinforce concepts at home. ● If referred for an IEP, staff will contact parents and schedule a meeting.
Related Staff	Staff members with content knowledge and expertise related to the area of focus may be helpful at any level.		

Benchmarking from the Universal Screeners

Tier I Universal Screeners

- i-Ready Inform (math and reading)

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

- Students who score between the 26th and 39th percentile on the i-Ready Inform using national norms qualify for Tier II.
- Students scoring in the 25th percentile and below on the i-Ready Inform using national norms qualify for Tier III.
- AimsWeb Plus
    - Kindergarten and First Grade in early literacy and early numeracy
    - 2-8th Grade in oral reading fluency and number sense fluency
    - 26-39th percentile is Tier II
    - 25th percentile and below is Tier III

Benchmark and Progress Monitoring Protocols

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

- Collect at grade level baseline data two times per year (fall and spring)
- Progress monitor students in Tier II and Tier III at their instructional level
- Progress monitor measures growth in the identified goal area
- For those students who are more discrepant, use another standardized measure to find the child's instructional level and

then progress monitor at the student's grade level and their instructional level. This ensures that we are setting ambitious yet attainable goals.