

Pleasantdale Elementary School
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Pleasantdale Middle School
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Pleasantdale School District 107 | 7450 S. Wolf Road | Burr Ridge, IL 60527 | 708.784.2013 | Fax: 708.246.0161 | www.d107.org

Pleasantdale School District 107 prides itself on meeting the unique needs of each student. To that end, we have worked to identify programs that ensure students receive the type of school experience that will allow them to grow and develop as learners and individuals. Our schools boast a robust and rigorous core curriculum that seeks to meet the needs of the majority of our students. For students identified as needing enrichment beyond the core curriculum, we offer a Talented and Gifted (TAG) program in grades 4-8. Students qualify for this program when they meet the predetermined criteria stated in the TAG document. Once enrolled in the program, students may participate in Extended ELA, Accelerated Math, or both.

Students who have been identified with academic areas for growth are offered a host of supports. The purpose of this report is to review how the district supports these unique learners. Specifically, this report seeks to define the Multi-Tiered System of Support (MTSS) formally known as Response to Intervention or RtI, and how this program manifests itself within our schools. It is important to note, early in this report, that MTSS and the interventions that follow it are part of our regular education structure. MTSS is not special education; however, a child's success or struggles within interventions may lead to a student being referred to a case study for special education services.

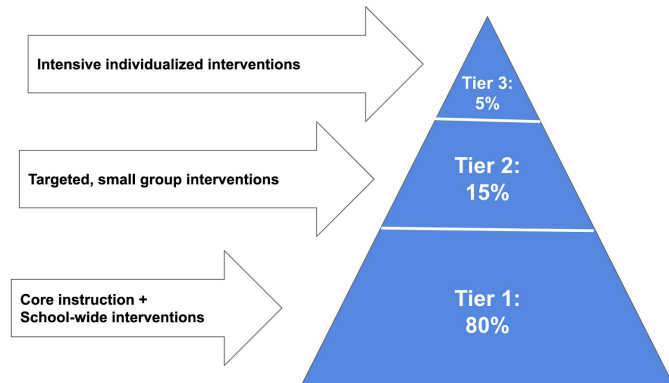
The Multi-Tiered System of Support is used for making decisions about educational programming for students. The goal of our MTSS is to create a well-integrated system of instruction that is guided by student outcome data. In our schools, we follow an MTSS process designed to identify students' academic concerns and provide targeted and properly leveled support. This MTSS process follows four steps:

1. Problem solve and engage in data-based decision making. This data analysis is performed at the building, classroom, and individual student levels.
2. Intervene with support when it matters most. Our process does not follow a "wait to fail" model. Through regular data review, we can intervene early to address academic issues before the child fails.
3. Deliver evidence-based instruction with integrity. Our classroom teachers and reading and math specialists are delivering high-quality curricula and using proven instructional methods to meet our students' needs.
4. Monitor how students respond to instruction and interventions through solid assessments aligned to each students' MTSS goals.

The MTSS model includes targets for the percentage of students who should be successful with instruction at each tier. A strong Tier 1 model should lead to at least 80% of students meeting expectations with only Tier 1 instruction. We consider students performing at or above the 40th percentile on the NWEA MAP to be meeting expectations. If at least 80% of students are meeting expectations at Tier 1, that would mean about 20% of students require intervention, and the MTSS model suggests that no more than 15% of students receive Tier 2 intervention and no more than 5% of students receive Tier 3 intervention. While these are considered

targets, as we analyze District 107 data, we see all grade levels at PMS with more than 80% of students meeting expectations with Tier 1 instruction in reading and math.

When we dive deeper into each of the three tiers, we see that each tier provides a distinct level of support. Below is a brief look at each tier and some examples of how we meet our students' needs within each.



Tier	Characteristics	Examples
Tier 1	Core curriculum, assessment is used to drive the instruction in the general classroom setting.	Teachers would give a pre-assessment to their class, provide formative assessments as the unit is taught, and give a post-assessment at the end of the unit to determine growth.
Tier 2	Targeted support often delivered in small groups. Support for students can take place in a variety of ways. Through data analysis, deficits are identified and varied instructional techniques are deployed.	The support takes place in the general education classroom through varied work/activities.
Tier 3	Tier 3 is not considered special education, however, students receiving special education services can also receive tier three support. This is the most intense general education support. It is often characterized by additional instructional time in a given subject, small	In Reading Lab, students work on their area(s) of need such as decoding, fluency, comprehension. In Math Lab, students receive instruction in computation and/or concepts and application.

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	instructional group (or individual), more systematic instructional sequencing. Students in tier 3 undergo progress monitoring either weekly or bi-weekly.	
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To qualify students for Tier 2 and Tier 3, support data meetings are convened. Three times a year, all students take benchmark assessments and the data teams meet to review student data. Data teams include grade-level teachers, interventionists, school psychologists, social workers, and administrators. During the data review meeting, the team discusses students who have fallen below the 40th percentile. The data team considers additional screening data, previous intervention performance, and classroom performance when making a decision about a student's need for intervention. As students are identified for an intervention, the team discusses the level of intensity that the student requires, placing students into Tier 2 or Tier 3. After the team has reviewed all students performing below the 40th percentile, the team discusses any other students that the teachers have concerns about and the team may identify additional students who require intervention.

If a student in a special education resource class and requires intervention in a non-goal area, the student might receive that intervention during resource. However, we work to prioritize meeting their special education needs during resource and may need to look to another solution such as pulling from specials to receive an intervention.

Resource is a class that some students with IEPs have in their schedule. The decision for a student to participate in a resource class is made by the IEP team. Depending on the needs of the students in a resource classroom, time is spent:

- Receiving instruction in goal areas
- Receiving instruction in executive functioning (breaking down longer projects, organizing materials, prioritizing how to use time, etc.)
- Receiving support on a particular assignment or skill from the general education classrooms
- Review concepts and skills taught in the general education classrooms
- Completing assessments or assignments
- Completing progress monitoring with the case manager
- Instruction in SEL (recognizing and managing emotions, demonstrating caring and concern for others, establishing positive relationships, making responsible decisions, and handling challenging situations)
- Begin exploring post-secondary options (8th grade)

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As we consider our MTSS services within our new schedule, we see that there is an opportunity to make adjustments to the schedule to ensure all students have access to all interventions. When developing the new schedule, our staff wanted to ensure that students who needed interventions or resource were able to access these supports five days a week. Our new schedule prioritizes reading interventions over math interventions as our math program is so linguistically rich we felt reading was a higher priority. It was the administration's goal to implement the new schedule in a fiscally responsible manner and not increase staffing over 1.0 FTE when implementing the new schedule. With that said, we recognize the need to provide additional time in Lab classes for a specific group of students. The table below outlines how we plan to provide the second intervention opportunity to specific students.

Grade	Solution
Fifth	Pull student from SS or Specials
Sixth	Flex Reading and Math Support
Seventh	Flex Reading and Math Support
Eighth	Pull student from specials

If the school has data to support a second intervention period for a child, then the school will provide the parent of a fifth-grader with the option of pulling their child from either social studies or the child's one remaining special. The student(s) will then work either individually or in a small group setting to address areas requiring intervention. Likewise, parents of eighth-grade students will be presented with a similar choice; however, these students would be pulled from their remaining special.

In sixth and seventh grade, we would work with both the reading and math specialists to flexibly use their time to provide both reading and math interventions during the same period. The structure of the flex model will depend on the needs of the student(s). The team may provide math and reading support on an every-other-day basis, similar to how interventions were delivered in the previous schedule. These professionals may design a support system that provides either math or reading on an as-needed basis. For example, if there is a concept in math that is particularly difficult for a student, the focus for the short-term will be on the remediation of that concept, and reading will be addressed in subsequent intervention times. This model would be implemented with close collaboration with the general classroom teacher to ensure that the flexible model is implemented with fidelity. The sixth- and seventh-grade

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reading and math specialists have the ability to work together during this time and use their time flexibly.

Our schools will continue to seek ways to meet the individual needs of every student and ensure the best educational experience possible. The Multi-Tiered System of Support allows us a well-established process to deliver on that promise.