

MTSS: Utilizing Appropriate Interventions and Supports for Students

Reducing Chronic Absenteeism in Mississippi

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Mississippi Department of Education

VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

State Board of Education Goals

FIVE-YEAR STRATEGIC PLAN FOR 2016-2020

1. All Students Proficient and Showing Growth in All Assessed Areas
2. Every Student Graduates from High School and is Ready for College and Career
3. Every Child Has Access to a High-Quality Early Childhood Program
4. Every School Has Effective Teachers and Leaders
5. Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes
6. Every School and District is Rated “C” or Higher

Today's Purpose

Purpose

- Review MTSS
- Intervention vs. Remediation
- Tier II
- Tier III
- Data
- Implementation Model

MTSS

Multi-Tiered System of Supports



MTSS

- A multi-tiered system of supports is a **framework** for effective **team**-based problem solving that is **data-informed**, **evidence-based**, and **flexible** enough to meet the **academic** and **behavioral** needs of **all** students.

What is MTSS

IS	IS Not
A framework for effective problem solving to improve academics and behavioral outcomes for ALL students.	A single curriculum or program
For ALL students including those who need enrichment	Just for struggling students
Flexible to meet the unique needs of districts and schools	A one size fits all prescription
Data informed and evidence based	Based on assumptions or anecdotal info
Collaborative team based decision making	The responsibility of one person
A framework to make decisions about the need for further services.	A pre-referral process

MTSS

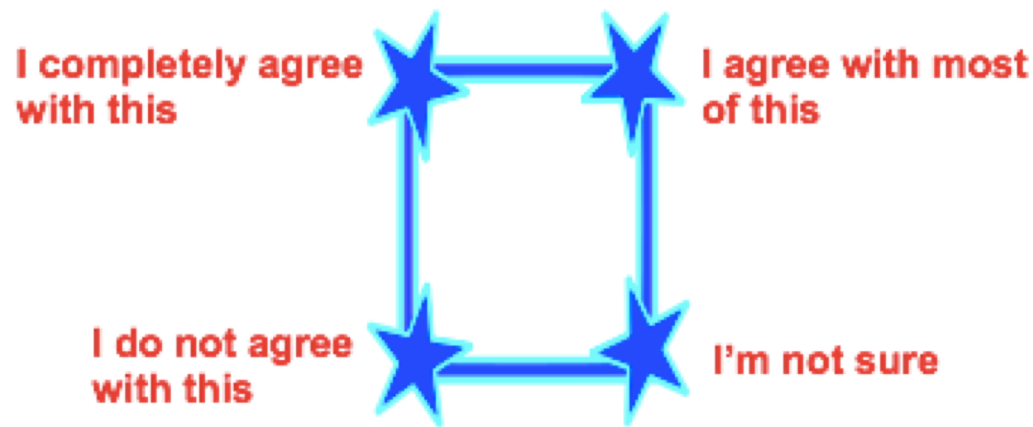
ACTIVITY

- 4 Corners
- Implementation Rubric



ACTIVITY – Ice Breaker

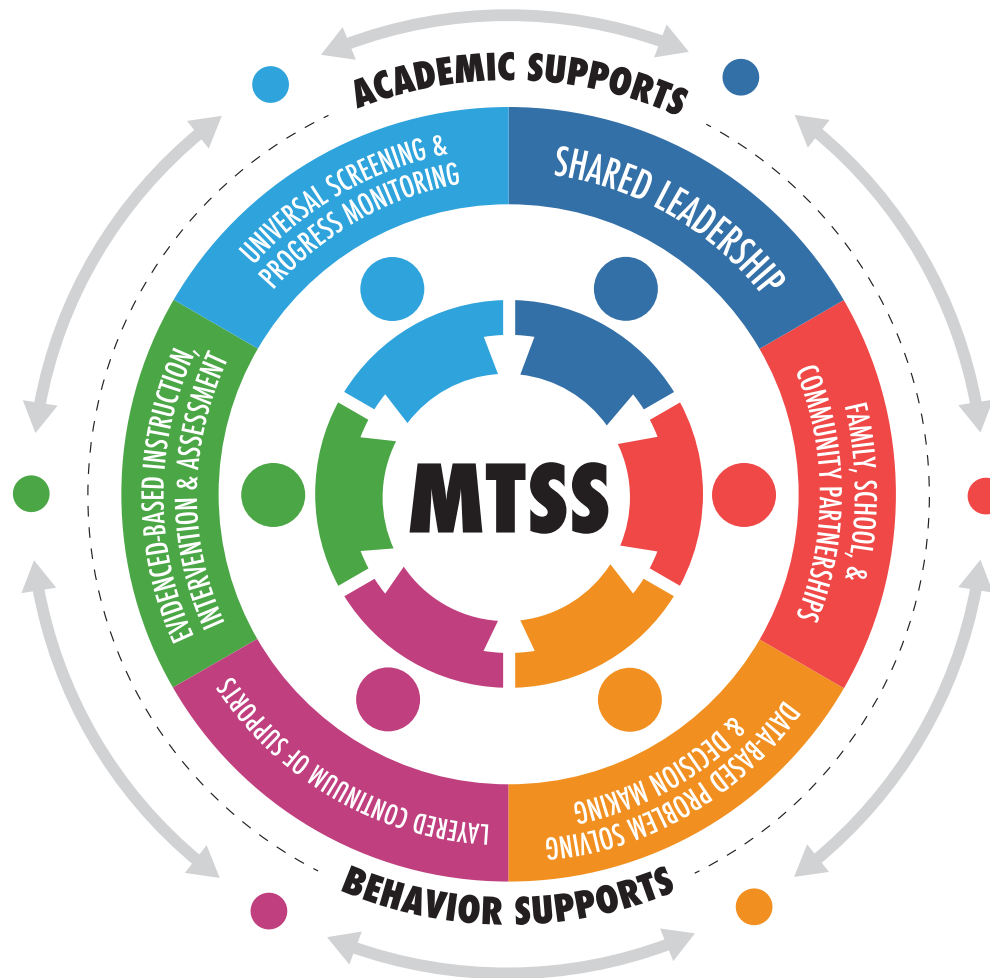
The facilitator will read statements about the MTSS process. Move to one of the labeled corners to reflect your understanding of these statements.



Ice Breaker Activity

1. A student must move through all phases of the tier process in order to have a comprehensive assessment.
2. After 16 weeks, a decision to move to comprehensive evaluation must be made.
3. After 8 weeks of Tier II interventions, a student should be moved to Tier III.
4. Students receiving Special Education, EL or Gifted services are eligible for intervention services.
5. Behavior interventions specifically address disruptive behaviors.
6. Teacher made interventions are the best way to address student deficits.

MTSS Essential Components



Intervention or Remediation

Intervention

- Systematic and explicit instruction provided to accelerate growth in an area of identified need.
- Provided by both special and general educators, based on training, not titles.
- Designed to improve performance relative to a specific, measurable goal.
- Based on valid information about current performance, realistic implementation, and includes ongoing student progress monitoring.

Remedial Instruction

- Using individualized or small group teaching of students who are experiencing difficulties in specific subject areas
- Targets academic weaknesses that may hinder learning
- Intended to remedy a situation; to teach a student something that he or she should have previously learned or be able to demonstrate

Activity

Locate your number and join your group.
Get 4 scenarios and decide if they are an intervention or a remediation.
Place them on the correct chart paper. Be ready to share out.

What is Tier I?

Tier I - High Quality Instruction

- Instructional strategies that address patterns of weaknesses among students
- ALL students receive instruction within an evidence-based, scientifically researched core program
- Differentiation occurs to meet the needs of ALL students
- High-quality instruction can make a substantial difference for struggling students

Differentiation

What is differentiation?

- Tailoring instruction to meet individual needs
- Reaching out to an individual or small group to vary your teaching in order to create the best learning experience possible



What is Tier II?

Tier II Supplemental Instruction

- Some students will need more support in addition to the school-wide supports
- Evidence-based, targeted, supplemental, skill-building intervention
 - Systematic, explicit, and aligned with Tier I instruction
 - Individual or small group targeted instruction/intervention and supplemental supports with similar skill building needs.
 - In addition to Tier I academic and behavior instruction and supports

Making the Decision to Move to Tier II

- Look at data to determine when to move to Tier II
 - Discrepancy on universal screener when compared to class peers
 - Improvement never meets or exceeds intervention group
 - Standard scores on mastery test are below a given percentile (25th percentile)
 - Scores on specific skills are below basic or proficient, Level 1 or Level 2
 - Failing grades (least reliable source)

Tier II Behavior

- Students who need additional help
- To reduce current incidents of problem behavior for students identified as "at-risk" for engaging in behavior problems

Critical Features of Tier II Interventions for Behavior

- Small Group
- Matched to Student Need(s)
- Explicit Instruction of Skills
- Structured Prompts for Appropriate Behavior
- Opportunities to Practice
- Frequent Feedback to Students
- Fading Supports

What is Tier III?

Tier III Intensive Interventions and Instructional Supports

- Tier III is for students who demonstrated little to no progress in Tier II
- Typically reserved for 1-5% of students in a class
 - The most intensive instruction/intervention
 - Smaller group setting (1-3 students)
 - 30-60 minutes at a minimum/ 4 days per week
 - Progress is monitored more frequently to determine students response to intervention, typically 1 time per week

Tier III Intensive Interventions and Instructional Supports

- Intervention is provided by school personnel who are highly trained with the areas of the academic need indicated by the student performance data
- Not intended to replace Tier I
- Regular fidelity checks should be conducted to determine if the intervention was implemented the way it was intended

Tier III Intensive Interventions and Instructional Supports

- Documentation
 - Does the information on the teacher narrative match the intervention?
- Implementation
 - Are sign-in sheets available for my students to track their attendance?
 - Does the intervention support the data from the assessments (STAR, MAAP,...)

Tier III Behavior

- Intensive programs and strategies for students who need individualized supports
- Complete a Functional Behavioral Assessment (FBA)
- Develop a comprehensive intervention support plan

Child Find

- Follow Child Find Procedures

- **Child Find** is the ongoing obligation to identify, locate, and evaluate all children suspected of disabilities who need special education and related services as a result of those disabilities.

Note: A district should not violate its Child Find duty by repeatedly referring a student for interventions rather than evaluating the student's need for special education and related services.

Some Examples of Interventions

- Read 180
- Fast ForWord
- Reading Plus
- iReady
- Read Naturally
- Achieve 3000

Content Areas

English Language Arts

- Determine if the problem is at the comprehension level or the word level through diagnostic assessments
- Provide explicit vocabulary instruction
- Include technology component
- Build background knowledge

English Language Arts

Student	Strategy
Poor Readers	Focus on Phonological Skills
Less Severely Impaired	Target Text Reading Fluency
Deciphering Words	Address Vocabulary Deficiencies to Increase Comprehension

- Louisa Moats (2002)

English Language Arts

- Repeated Reading is a strategy where students read through a passage repeatedly and receive help with errors.
- You will need a reading book and a stopwatch
- Resources for this strategy can be found on Intervention Central including the step by step process

Math

- Determine if problem is due to conceptual understanding, fluency, reasoning, etc.
- Encourage students to verbalize, or think aloud
- Use visual representations
- Provide ongoing formative assessment and teacher feedback

Content Area

- Academic discipline should define essential literacy skills required for success
- Collaborate regarding
- Utilize text coding
- Model locating text evidence
- Use visuals

Data

Tips for Reviewing Data

- Look at multiple pieces (assessments, attendance, classroom data, discipline referrals, environmental situations, ...)
- Question if there are discrepancies on the different assessment pieces
- Look at the qualitative vs. the quantitative (classroom behaviors, assignment completion,...)

ALL Students



Intervention Groups

Establishing Intervention Groups

- Identify students
- Use diagnostic assessment to identify the goal
- Review current groups to see if student fits according to needs and current performance level
- Create an additional group if needed

Accommodations

And Modifications

Accommodations and Modifications

Success for ALL (English Learner, gifted, special education) students can be significantly impacted by implementing appropriate accommodations and modifications

- **Accommodations** don't change the actual content being delivered. They're add-ons, tools that ensure that students can demonstrate what they know without lessening their expectations.
- **Modifications** are changes made to the core content so that the learning objectives are different and more accessible for the student.

Modifications

- are typically implemented when they are written in the LSP or an IEP
- change the content or learning objectives, so teachers should try as many accommodations as possible
 - maintain instruction for the standard/skill
 - modify the reading material level as needed
 - teachers should provide documentation of the accommodations and modifications used and their results

Examples of Accommodations

- Alternate responses
- Advance notes
- Extended time
- Teacher modeling
- Simplified written and verbal directions
- Frequent breaks
- Use of dictionaries/glossaries

Implementation Model

Multi-Tiered System of Supports

- The MTSS Documentation Packet was developed to:
 - Assist districts, schools, and educators with the process of implementing and documenting required supports for **ALL** students
 - Provide the means to collect data to improve Pre-K-Grade 12 student outcomes

Section 1B-1C: Student Profiles

- Student Profile: Data Collection and Review
 - Course Performance
 - Behavior
 - Attendance
 - Retention
 - Special Population
 - Universal Screener Results
 - Medical information
 - Hearing and Vision Screener

Section 1B Student Profile (K-8)

SECTION 1B		K-8 STUDENT PROFILE				
STUDENT NAME: _____			DATE: _____			
MSIS Number/ID: _____		Date of Birth: _____	Gender: _____	Race: _____		
Teacher: _____		School/Site: _____	District: _____			
Parent/Guardian Name: _____			Phone: _____	Email: _____		
Street Address: _____						
COURSE PERFORMANCE					BEHAVIOR	
Indicate recent term grades in the table below.						
Academic Area	T1	T2	T3	T4	Final	
Reading	_____	_____	_____	_____	_____	
Mathematics	_____	_____	_____	_____	_____	
Science	_____	_____	_____	_____	_____	
Social Studies	_____	_____	_____	_____	_____	
Language Arts	_____	_____	_____	_____	_____	
_____	_____	_____	_____	_____	_____	
_____	_____	_____	_____	_____	_____	
_____	_____	_____	_____	_____	_____	
_____	_____	_____	_____	_____	_____	
ATTENDANCE					GRADE RETENTION	SPECIAL POPULATION

Check if documentation is applicable and available.

Social Emotional Issues (**Appendix A**)

Discipline Record

Total Number of Discipline Reports: _____

Total Number of Suspensions: _____

In School: _____ Out of School: _____

Parent Conference(s) Date(s): _____

Additional behaviors that may impact performance: _____

Section 1C Student Profile (9-12)

SECTION 1C		9-12 STUDENT PROFILE			
STUDENT NAME: _____			DATE: _____		
MSIS Number/ID: _____		Date of Birth: _____	Gender: _____	Race: _____	
Teacher: _____		School/Site: _____	District: _____		
Parent/Guardian Name: _____		Phone: _____	Email: _____		
Street Address: _____					
COURSE PERFORMANCE					BEHAVIOR
Indicate recent term grades in the table below.					
Academic Area	T1	T2	T3	T4	Final
Reading	_____	_____	_____	_____	_____
Mathematics	_____	_____	_____	_____	_____
Science	_____	_____	_____	_____	_____
Social Studies	_____	_____	_____	_____	_____
Language Arts	_____	_____	_____	_____	_____
Indicate recent SATP course grades.					
Academic Area	T1	T2	T3	T4	Final
Algebra I	_____	_____	_____	_____	_____
English II	_____	_____	_____	_____	_____
Biology	_____	_____	_____	_____	_____
U.S. History	_____	_____	_____	_____	_____
Check if documentation is applicable and available.					
<input type="checkbox"/> Social Emotional Issues (Appendix A)					
<input type="checkbox"/> Discipline Record					
<input type="checkbox"/> Total Number of Discipline Reports: _____					
<input type="checkbox"/> Total Number of Suspensions: _____					
<input type="checkbox"/> In School: _____ <input type="checkbox"/> Out of School: _____					
<input type="checkbox"/> Parent Conference(s) Date(s): _____					
<input type="checkbox"/> Additional behaviors that may impact performance: _____					
ATTENDANCE			GRADE RETENTION	SPECIAL POPULATION	
CURRENT SCHOOL YEAR	DAYS ABSENT	DAYS PRESENT	If applicable, indicate grade(s)	Check if applicable to student	

Section 2A: Supplemental Instruction

- Supplemental Instruction within the General Classroom
 - Review Student Profile
 - Determine Deficit
 - Determine duration and frequency of intervention
 - Implement Tier II Interventions to address specific weaknesses of students
 - Monitor progress to determine next steps (possible further assessments or specific intensive interventions needed)

Section 2A: Supplemental Instruction

- Target Deficit Area of Intervention Identified - What is the student having difficulty with specifically?
- Supplemental Instruction Utilized – What supplemental instruction or small group strategies will be used?
- Specific Evaluation Criteria in Measurable terms - What is the student expected to demonstrate to determine effectiveness of the intervention?

SECTION 2A		TIER II (SUPPLEMENTAL INSTRUCTION) DOCUMENTATION	
<p><i>Instructions: TEACHERS should complete this form for each student that did not respond to high quality Tier I core instruction. For students receiving more than one intervention in multiple academic or behavioral areas, teachers can duplicate this form. Visit www.mde.k12.ms.us/intervention <i>RtI Resource Links</i> for additional resources.</i></p>			
DETAILS OF INTERVENTION		DATE	
Student Name: [REDACTED]	Describe supplemental and/or small group strategies utilized – should be evidence-based:	Provide specific evaluation criteria, in <u>measurable</u> terms, utilized to determine effectiveness and monitor progress:	
Describe target deficit area of intervention(s) – identify if academic and/or behavioral and explain: [REDACTED]	[REDACTED]	[REDACTED]	

Section 2B: Integrity Checks

SECTION 2B

TIER II (SUPPLEMENTAL INSTRUCTION) INTERVENTION INTEGRITY CHECKS

Instructions: **SCHOOL ADMINISTRATORS**, check the box next to each trait of quality implementation demonstrated during Tier II intervention observation. Complete **at least two (2) integrity checks** at equal intervals during course of intervention.

INTEGRITY CHECK #1	Date: <input type="text"/>
<input type="checkbox"/> The intervention is described in specific, measurable terms that can be progress monitored and evaluated. (See Section 2A.)	
<input type="checkbox"/> The intervention is being delivered in a manner which is consistent with the intervention details as described above.	
<input type="checkbox"/> The intervention seems appropriate for the needs of this student.	
<input type="checkbox"/> The individual(s) responsible for delivering intervention has the materials and support he/she needs.	
<input type="checkbox"/> The student's attendance has not been a significant factor in hindering his/her progress.	
<input type="checkbox"/> The parent/guardian(s) of student received notification of the intervention plan.	
COMMENTS: <input type="text"/>	
Signature and title of person completing integrity check:	

INTEGRITY CHECK #2	Date: <input type="text"/>
<input type="checkbox"/> The intervention is described in specific, measurable terms that can be progress monitored and evaluated. (See Section 2A.)	
<input type="checkbox"/> The intervention is being delivered in a manner which is consistent with the intervention details as described above.	
<input type="checkbox"/> The intervention seems appropriate for the needs of this student.	
<input type="checkbox"/> The individual(s) responsible for delivering intervention has the materials and support he/she needs.	
<input type="checkbox"/> The student's attendance has not been a significant factor in hindering his/her progress.	
<input type="checkbox"/> The parent/guardian(s) of student received notification of the intervention plan.	
COMMENTS: <input type="text"/>	
Signature and title of person completing integrity check:	

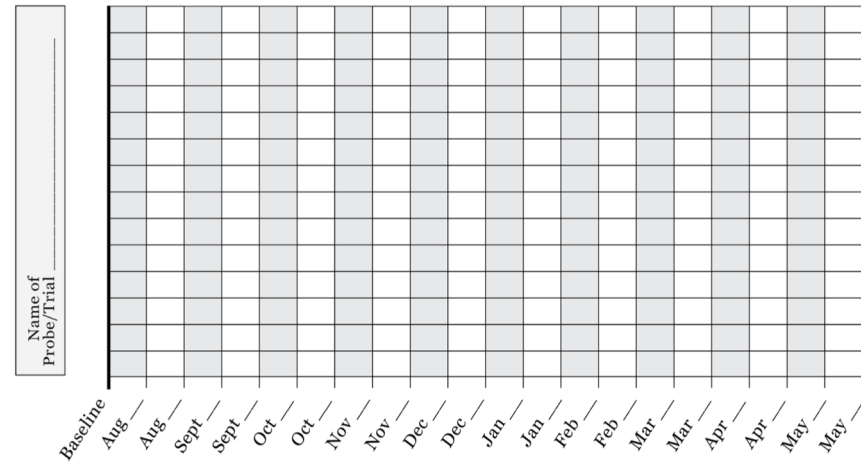
Section 2C: Progress Monitoring

- Progress Monitoring
- Documented Reviews
- Cumulative Documented Review
- Recommendations based on data

SECTION 2C **PROGRESS MONITORING AND EVALUATION FOR TIER II INTERVENTIONS**

Instructions: INDIVIDUALS RESPONSIBLE FOR DELIVERING INTERVENTIONS should complete progress monitoring using the graph below or a report generated by your district intervention program. It is recommended that the teacher establish a baseline by administering three (3) probes or trials, selecting the median, and marking the baseline by placing a dot on the vertical axis. Teachers should determine the goal by determining the expected rate of progress and marking the target by placing a dot at the intersections. On the bolded line above each month, indicate the first result recorded that month; on the line to the right, indicate the second result of that month.

SUPPLEMENTAL INSTRUCTION



Section 3A: Teacher Support Team

SECTION 3A

TEACHER SUPPORT TEAM REFERRAL AND MEETING

Instructions: **TEACHERS**, complete this form if progress monitoring data does not show adequate student progress and further support is needed. Attach completed **Section 1A, 1B, or 1C; 1D, 2A, 2B, and 2C.**

TO: TEACHER SUPPORT TEAM CHAIR

I request that (student name) be reviewed by the TST to assist in providing interventions to improve his/her overall performance. I have observed problems that interfere with his/her educational progress in the following area(s):

- Academic performance, low or failing grades
- Behavior and/or discipline
- Other, specify:

OR

Referral of the student is made based upon Mississippi State Board Policy Part 3 Chapter 41, Rule 41.1: Intervention. These referrals must be made within the first 20 school days of a school year if the child failed the preceding year. Please indicate below:

- Grades K–3: Student has failed one grade. Grades 4–12: Student has failed two grades.
- A student failed either of the preceding two grades and has been suspended or expelled for more than 20 days in the current school year.
- A student scored at the “lowest level” on any part of the grade 3 or grade 7 statewide accountability assessment.
- A student is promoted from Grade 3 to Grade 4 under a good cause exemption of the Literacy-Based Promotion Act. (Attach **Appendix F.**)

Teacher submitting referral:	TST Chair acknowledging receipt:	Date of receipt of referral:	Date of TST Meeting to discuss referral
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> (must be within 2 weeks)

Section 3B: Intensive Intervention Documentation

Target Deficit Area of Intervention

Identified: What is the student having difficulty with specifically?

- Supplemental Instruction Utilized: What supplemental instruction or small group strategies will be used?
- Specific Evaluation Criteria in Measurable Terms: What is the student expected to demonstrate to determine effectiveness of the intervention?

SECTION 3B TIER III (INTENSIVE INTERVENTION) DOCUMENTATION		
TST Referral Date: <input type="text"/>		Initial Eligibility Date: <input type="text"/>
<p><i>Instructions: TST MEMBERS, CLASSROOM TEACHERS, AND INTERVENTIONISTS should work together to complete this form for each student that did not respond to Tier II interventions or for 4th grade students requiring Intensive Intervention after a Good Cause Exemption promotion or for Intensive Reading Interventions for Special Education students (K-4) and English Learners (ELs).</i></p>		
DETAILS OF INTERVENTION		Visit www.mde.k12.ms.us/intervention <i>RtI Resource Links</i> for additional resources.
Student Name: <input type="text"/>	Describe intensive intervention strategies utilized – should be evidence-based:	Provide specific evaluation criteria, in <i>measurable</i> terms, utilized to determine effectiveness and monitor progress:
Describe target deficit area of intervention(s) – identify if academic and/or behavioral and explain: <input type="text"/>	<input type="text"/>	<input type="text"/>

Section 3C: Progress Monitoring Documentation

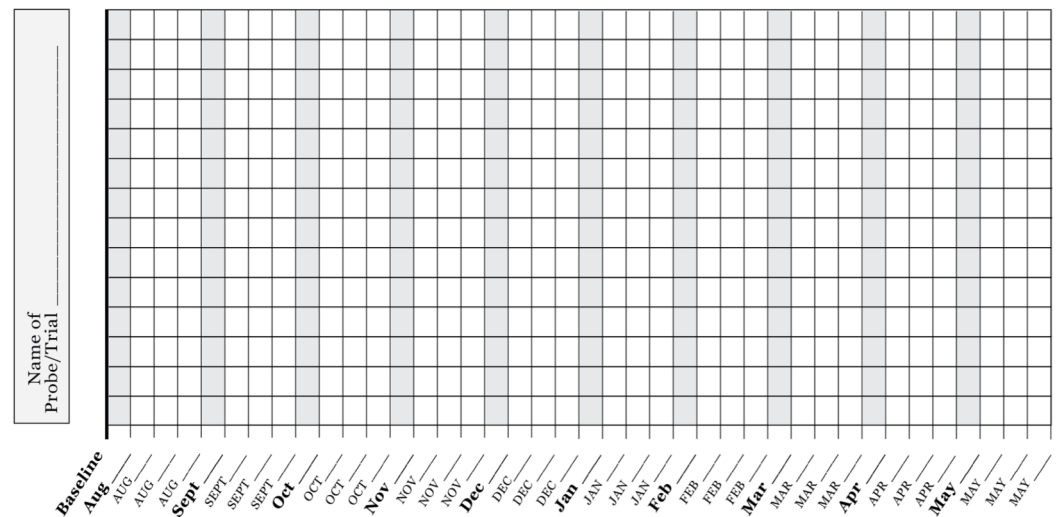
- Progress Monitoring
- Documented Reviews
- Cumulative Documented Review
- Recommendations Based on Data

SECTION 3D

PROGRESS MONITORING AND EVALUATION FOR TIER III INTERVENTIONS

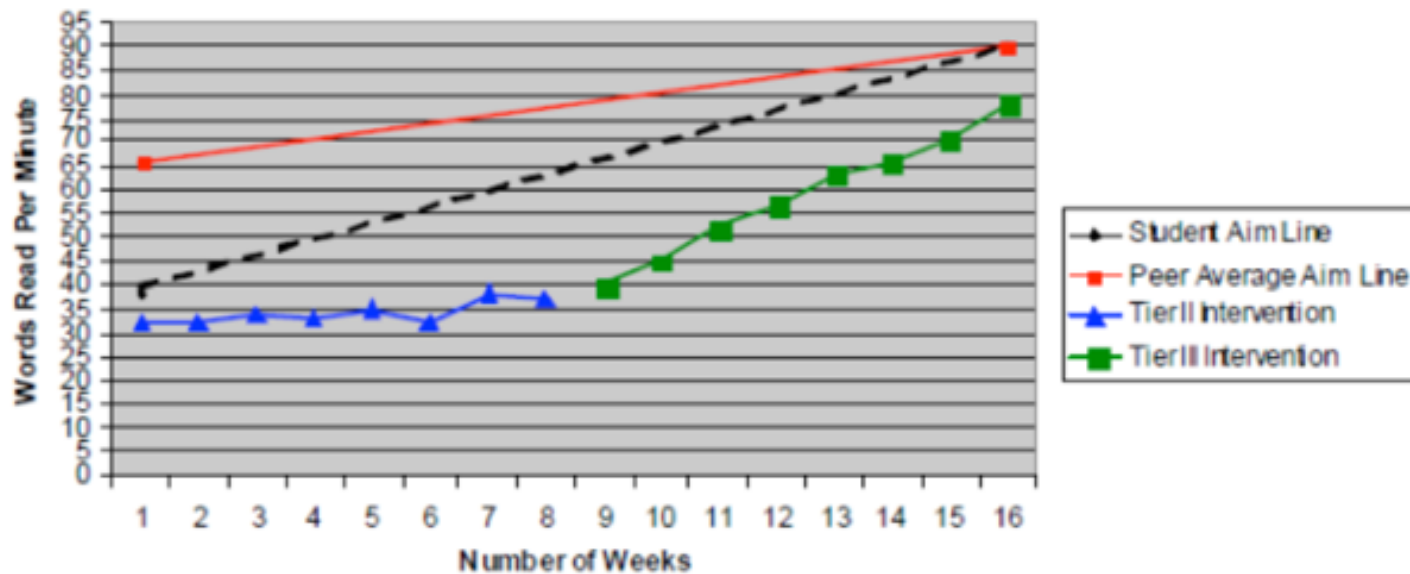
Instructions: **INDIVIDUALS RESPONSIBLE FOR DELIVERING INTERVENTIONS** should complete progress monitoring using the graph below or a report generated by your district intervention program. It is recommended that the teacher establish a baseline by administering three (3) probes or trials, selecting the median, and marking the baseline by placing a dot on the vertical axis. Teachers should determine the goal by determining the expected rate of progress and marking the target by placing a dot at the intersections. On the bolded line above each month, indicate the first result recorded that month; on the line to the right, indicate the second result of that month.

INTENSIVE INTERVENTION



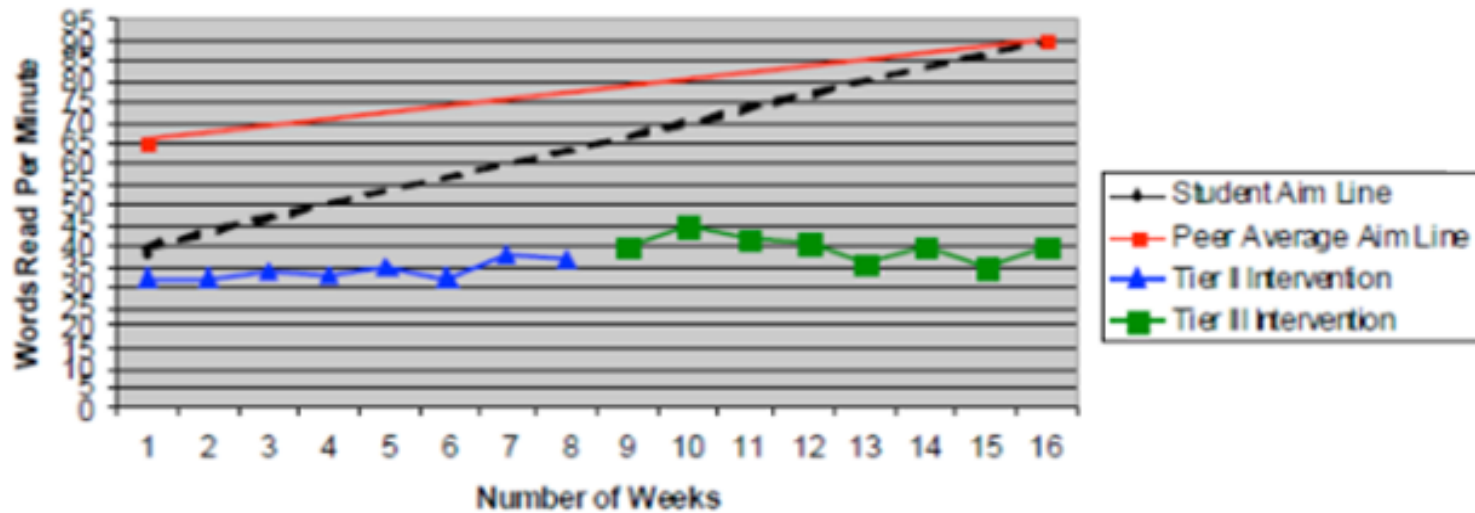
Progress Monitoring

GAP ANALYSIS GRAPH



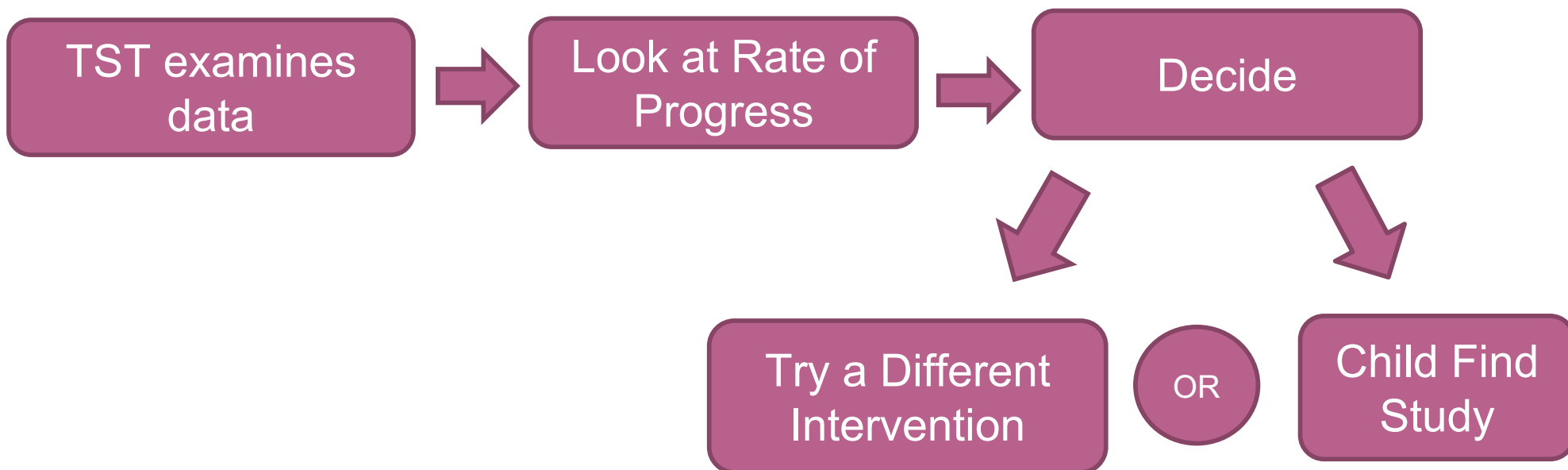
Progress Monitoring

GAP ANALYSIS GRAPH



Next Steps

What to do after Tier III?



Activity

Work as a team to develop a Tier II or Tier III intervention for the scenarios provided.

Fill out the Details of the Intervention on chart paper and be ready to share out.

Review

Review

- Evidence-based, targeted, supplemental, skill building intervention?
- Tier II
- Typically reserved for _____% of students in a class
- 15%

Review

- Designed for students who will need more support in addition to their school-wide supports
- Tier II
- Typically reserved for 1-5% of students in a class
- Tier III

Review

- How many days per week should students participate in a Tier II intervention?
- 3 to 5 days
- Tier II should occur for _____ weeks before making a recommendation to TST
- 8 weeks

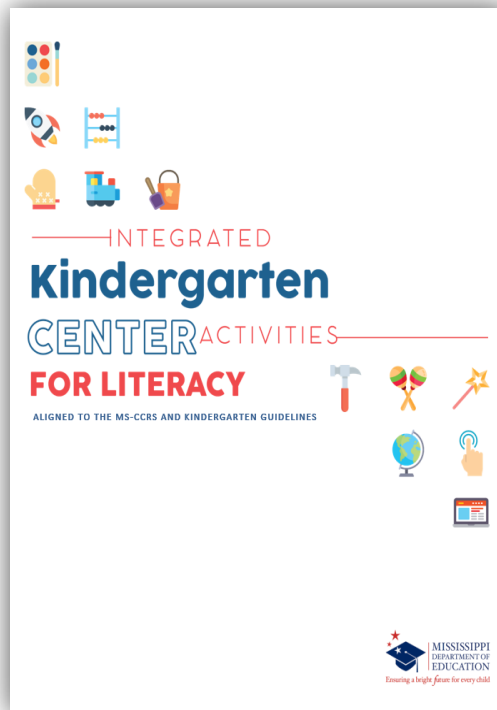
Review

- How long is it recommended for a student to participate in a Tier II intervention per day?
- 20 to 30 minutes
- The most intensive instruction/intervention
- Tier III

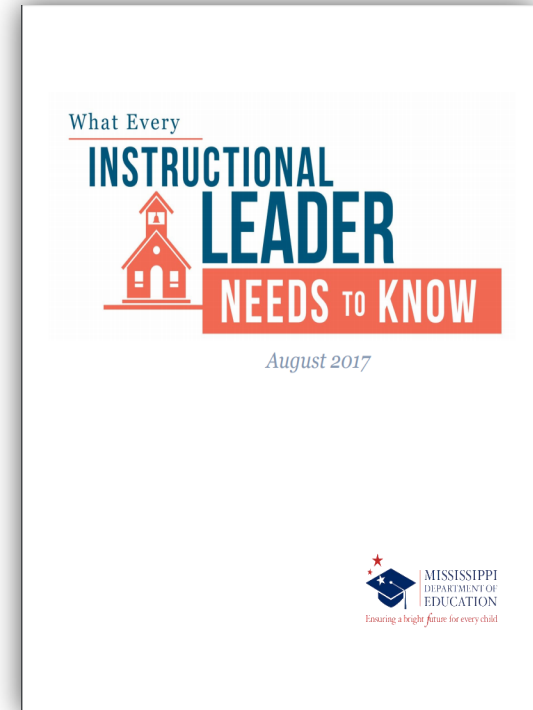
Resources



Cursive Writing Recommendations
(Guidance for Implementation of Senate Bill 2273)



Integrated Kindergarten Center Activities
(Guidance for Integration of Literacy Activities)



What Every Instructional Leader Needs to Know
(Quick Reference MDE Office Updates)


Instructional Supports for EL Students

- EL Literacy Focus of the Month (with classroom video and supporting resources)
- EL Instructional Strategies Checklist and Guide along with an instructional webinar
- Webinar on EL Strategies for Teacher Assistants and Tutors
- Cultural Proficiency Continuum Webinar




The screenshot displays the Mississippi Department of Education (MDE) website. At the top left is the MDE logo with the tagline "Ensuring a bright future for every child". To the right of the logo is the text "MISSISSIPPI DEPARTMENT OF EDUCATION". Further right are links for "Site Guide A-Z", "Transparency MS", "MS.GOV", "Cloud E-mail", and "MDE Email". Below these is a search bar labeled "Google Custom Search". A navigation menu includes "PARENTS", "STUDENTS", "EDUCATORS", and "DISTRICTS". A secondary menu includes "Home", "About MDE", "News", "MS Schools", "Reports", "Public Notices", "Careers", and "Contact Us", along with a "Select MDE Office" dropdown. The main content area is titled "IN THIS SECTION" and lists various links under categories like "Federal Programs Home", "Allocations", "Champions of Change", "Committee of Practitioners", "Compliance and Monitoring", "Complaint Policy", "Conferences & Training Presentations", "ESEA Flexibility Waiver", "Federal Award Notifications", "Parent and Family Engagement", and "Private Schools". A large image of students in a classroom is visible on the right. Below the image is the heading "MDE EL Resources for Teachers and Administrators" followed by a list of resources including "Strengthening English Learner Programs: A Webinar for Administrators", "English Learner Listserv", "Newcomer Kit Overview Webinar", "Newcomer Kit introduction", "Communication cards for elementary students", "Communication cards for secondary students", "Sentence stem cards", "Visual schedule", "Family welcome sheet", "Newcomer orientation plan template", "Language Service Plan", "English Learner Administrator and Teacher Guide", "Serving Mississippi's English Learners: An Introduction (Part One)", "Serving Mississippi's English Learners: An Introduction (Part Two)", "Serving Mississippi's English Learners: An Introduction (Part Three)", "English Language Acquisition Stages Information for Educators", "Allowable Uses of Funds", "TransAct", "EL Tool Kit", "Teacher Resources", and "National Council of State Title III Directors (NCSTIID)".

Parent Resources



Grades: Kindergarten - 3rd

Parents' Read-At-Home Plan for Student Success



THIS GUIDE INCLUDES Activities to help your child learn the 5 components of reading:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Parents' Read-At-Home Plan
(Literacy-Based Promotion Act Parent Document)



Family Guides for Student Success
(Reading & Math: Grades PK-8)

PLANNING A SUCCESSFUL PARENT NIGHT

A parents' night is a great opportunity to connect with parents, share valuable information, and build a sense of community. A successful event can help establish a strong foundation for parent-teacher relationships and set a positive tone for the entire school year. Below are tips to help you make your next parents' night an unforgettable, and enjoyable experience for everyone.

GETTING FAMILIES INVOLVED

- PLAN AHEAD**
Plan your event in advance to ensure sufficient time for the logistics. Consider the following questions when will you hold your event? Weekday afternoons and evenings are typically best for general schedules. For school-wide event, it's not uncommon to block off an entire afternoon. Make sure to check school and community calendars to avoid conflicts.
- LOCATION**
Pick a space that will accommodate everyone comfortably. Make certain all the necessary technology and resources are available to accomplish your goals. Test the equipment before the event.
- PICK AN ENGAGING THEME**
The best topics excite and engage students and their parents. The best themes usually connect to current programs in your school. Make sure planned activities tie into the theme of your parent event. Keeping all aspects of the event united under the same theme will help you publicize the event and get the message across.
- INVITE**
Send out personal invitations before the event.
- ENGAGE EVERYONE**
Plan activities that not only extend the event's theme but also encourage active audience participation. Build in activities that allow students and parents to discover the program together.
- PUBLICIZE**
When advertising your event, emphasize that parent night is designed to provide a time for parents to learn more about the topics selected and planned to support the students' success in school. Promote the event with signs and posters in school, during in-school announcements, and on flyers sent home to parents. Don't forget to include announcements in the school newsletter and on the school website, too. Attendance will depend on your success at building excitement around the event - so get creative excited!
- QUESTIONS**
Build in time for questions.
- HAVE FUN**
After spending hours planning the event, coordinating dates, publicizing, taking care of logistics, and planning activities, your event is set for success. Don't forget to relax, have fun, and enjoy the event that will bring you, your students, their parents and the community closer together.



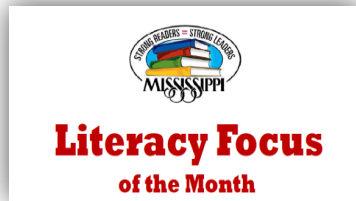
Literacy-Based Promotion Act: Parents as Partners

Strong Readers, Strong Leaders



Parents As Partners: An Overview of the 3rd Grade Assessment and the LBPA (Literacy-Based Promotion Act Parent Presentation K-3)

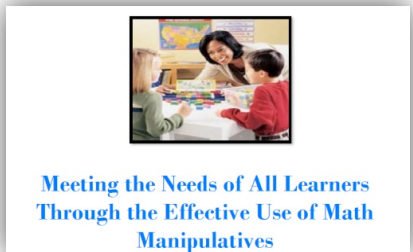
Teacher Resources



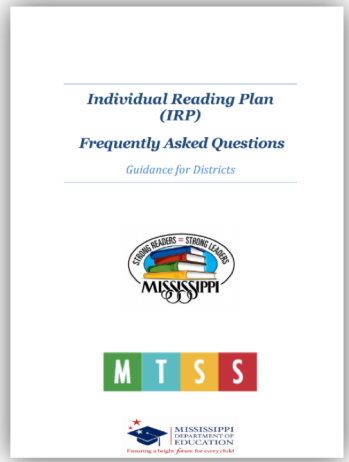
Literacy Focus of the Month
(Transdisciplinary: Grades PK – 12)

ENGLISH LANGUAGE ARTS		MATHEMATICS	
ELA Introductory Video		Mathematics Introductory Video	
PRE-KINDERGARTEN		PRE-KINDERGARTEN	
UNIT	LESSON 1	UNIT	LESSON 1
	LESSON 2		LESSON 2
	LESSON 3		LESSON 3
	LESSON 4		LESSON 4
	LESSON 5		LESSON 5
	LESSON 6		LESSON 6
	LESSON 7		LESSON 7
	LESSON 8		LESSON 8
	LESSON 9		LESSON 9
	LESSON 10		LESSON 10
KINDERGARTEN		KINDERGARTEN	
UNIT	LESSON 1	UNIT	LESSON 1
	LESSON 2		LESSON 2
	LESSON 3		LESSON 3
	LESSON 4		LESSON 4
	LESSON 5		LESSON 5
	LESSON 6		LESSON 6
	LESSON 7		LESSON 7
	LESSON 8		LESSON 8
	LESSON 9		LESSON 9
	LESSON 10		LESSON 10
FIRST GRADE		FIRST GRADE	
UNIT	LESSON 1	UNIT	LESSON 1
	LESSON 2		LESSON 2
	LESSON 3		LESSON 3
	LESSON 4		LESSON 4
	LESSON 5		LESSON 5

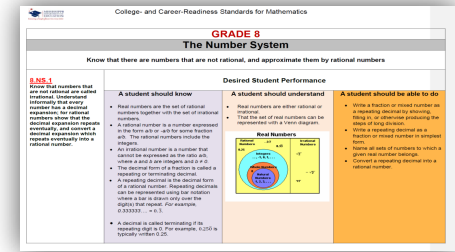
Kellogg Grant Exemplar Lesson & Unit Plans
(ELA and Math, Grades PK – HS)



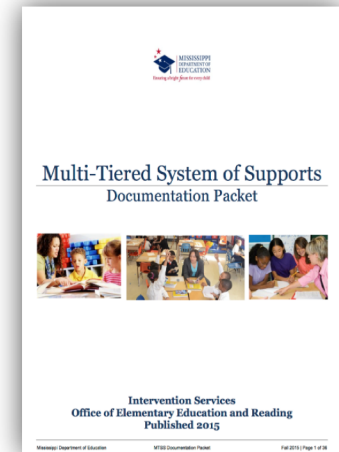
Math Manipulative Training
(Lowest Performing Schools: Grades K-6)



Individual Reading Plan FAQs
(Literacy-Based Promotion Act Guidance Document K-4)



Instructional Scaffolding Document
(ELA & Math: Grades PK-8)

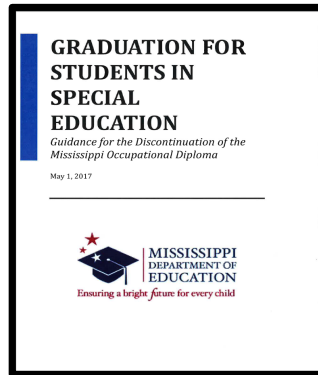


Multi-Tiered System of Supports
(Transdisciplinary, Grades PK-12)

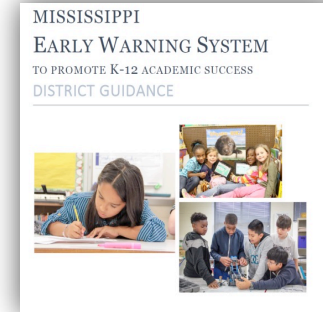
Administrator Resources



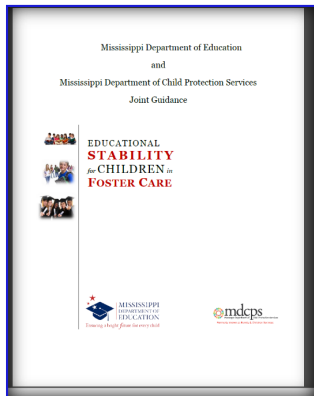
*On Demand Technical Assistance & PD
(ELA, Math, Literacy, & Special Education: Grades K-12)*



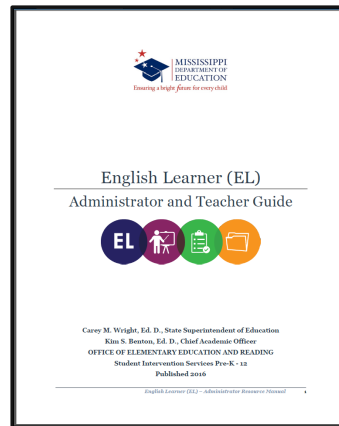
MOD Discontinuation Guidance



*Early Warning System
(College and Career Readiness Data Guidance Document)*



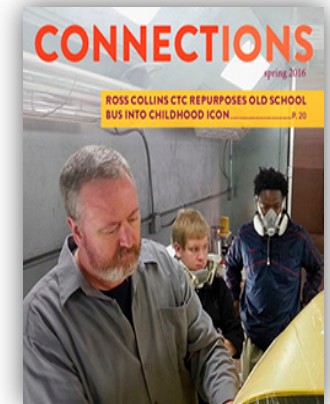
*Educational Stability for Children in Foster Care
(Foster Care Guidance Document)*



<http://mdek12.org/ESE/english-learners>



*A Glimpse into Mississippi K-12 and CTE Classrooms
(Transdisciplinary: Grades K-12)*





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