

Multi-Tiered System of Support (MTSS) in ACTION!



Classroom Management Training - Thank you for being there!



SAT Practice Test- Saturday, March 23, 2019



Ms. Robinson prepares students for the upcoming M-STEP

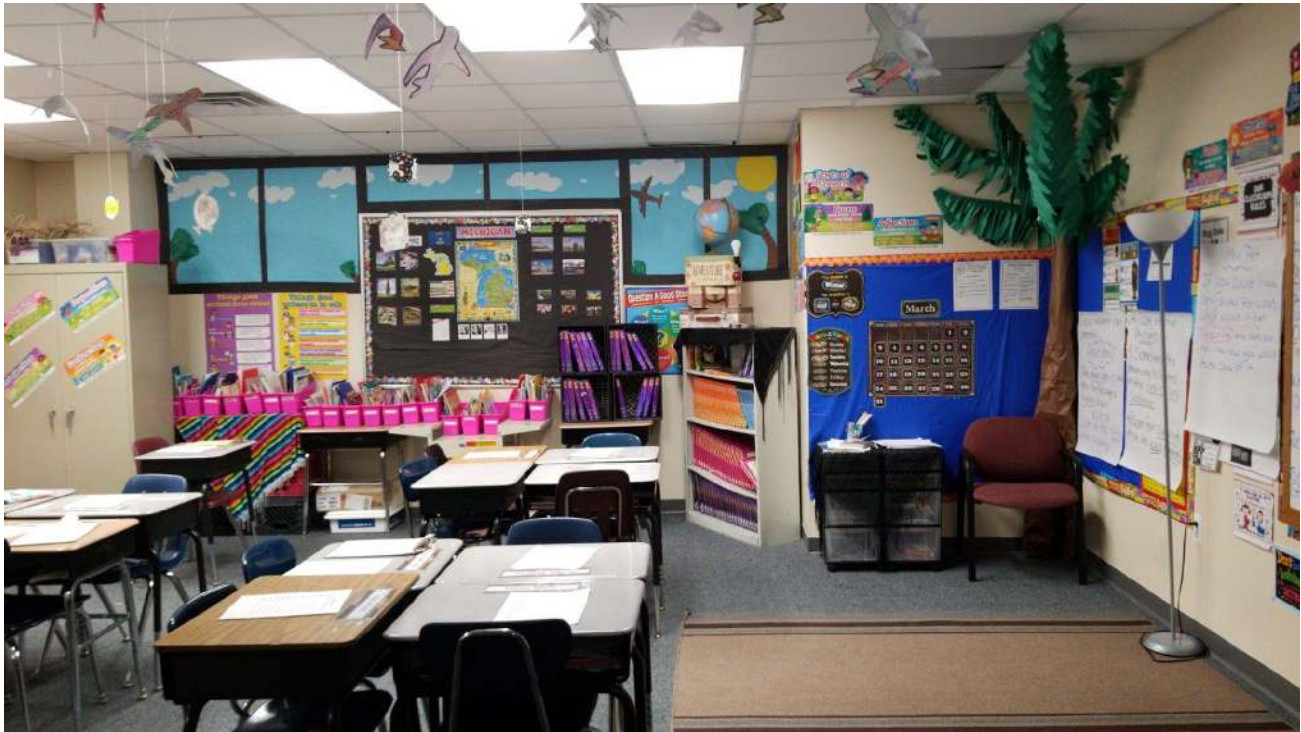


Thank you for everything you do to make testing a success!!

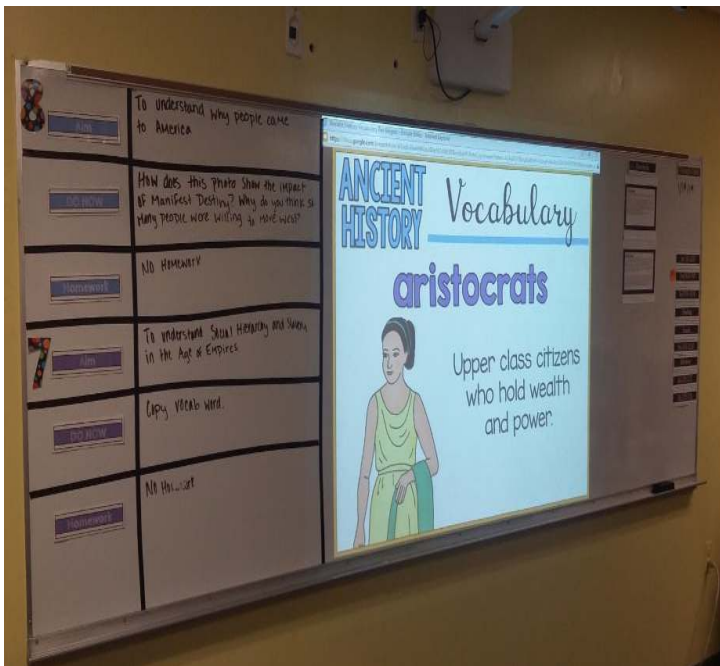


Mrs. Lightner works with students in small groups

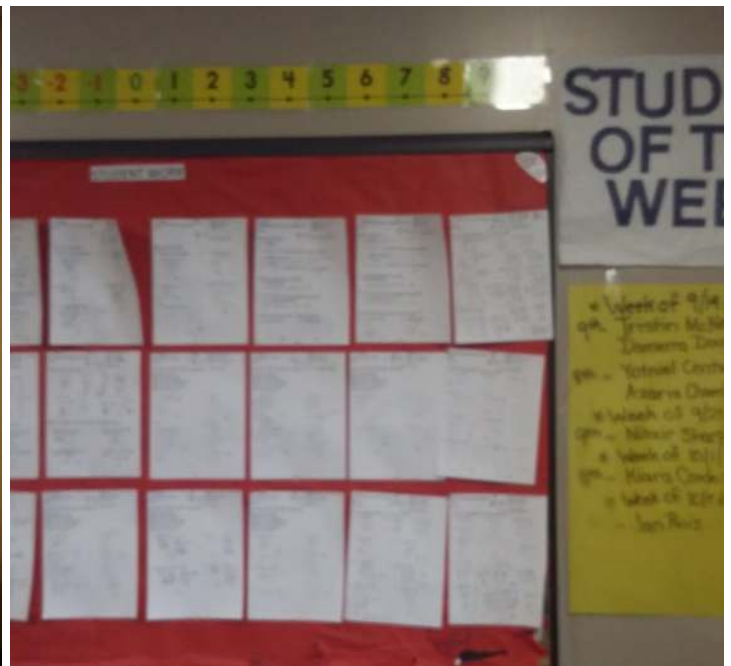
Classroom Management: Image is Everything



Ms. Romero's Class - 3rd Grade



Mrs. Coyne, 7th Grade, Blackboard Configuration



Mr. DeWalt, 9th Grade- Student Work Board

.How To Eliminate The Gray Area From Your Class Rules in 2019-2020

<https://www.smartclassroommanagement.com/2019/04/27/class-rules-gray-area/>

Looking Ahead...

3rd Grade Reading Law

2019-2020

Provisions in the new reading law

Retention:

- begins in 2019-20 school year
- gets triggered when a student is one year or more behind in reading on state assessment

Exemptions can be granted for students to bypass retention, who EITHER:

- are less than one year behind on state assessment
 - perform at grade level on a state-approved alternative assessment
 - demonstrate grade-level proficiency through a portfolio of work
 - were previously retained in kindergarten, grade 1, 2, or 3 and received two years of remediation
 - have an IEP or 504 plan
 - have less than three years of instruction in English Language Learning programs
 - have been enrolled less than two years in the current district and were not provided an Individual Reading Plan in previous school
 - demonstrate proficiency in all other subject areas
- OR
- have a parent who requests an exemption "in the best interests of the student" to be approved by the district superintendent

Beginning next year, in 2017-18, districts must:

- assess K-3 reading skills three times per year, the first within 30 days of school starting
- provide written notice to parents of a deficiency
- provide an Individual Reading plan developed by the teacher, principal, parents, and other pertinent school personnel, for any deficient students within 30 days after identification
- target specific areas of professional development for teachers
- differentiate and intensify professional development for teachers
- utilize a literacy coach from the ISD or in-house

Districts will develop a Reading Intervention Program that includes:

- evidence-based core reading instruction
- intensive development in phonemic awareness, phonics, fluency, vocabulary, and comprehension
- parent "read at home plans" and other documentation of school's efforts to engage parents
- documentation of dissenting opinions expressed by school personnel or parents in Individual Reading plans

Grade 3 Reading Intervention Programs must include:

- more intervention time than the previous school year
- daily small-group, one-to-one instruction
- ongoing progress monitoring assessments
- intervention by a teacher, tutor, or volunteer outside of the regular English-language arts classroom time with specialized reading training
- parent "read at home" plans with training workshops

English Language Learners must receive:

- ongoing assessments that provide actionable data
- instruction in academic vocabulary
- instruction using strategies such as modeling, guided practice and comprehensive input

Literacy Coaches shall support teachers in:

- each of the five major reading components
- administering and analyzing assessments
- diagnosing reading deficiencies
- using progress monitoring
- modeling effective teaching strategies
- facilitating study groups
- data analysis
- evidence-based practices

READ by GRADE 3 LAW

https://www.michigan.gov/documents/mde/Read_Grade_3_Guide_638247_7.pdf

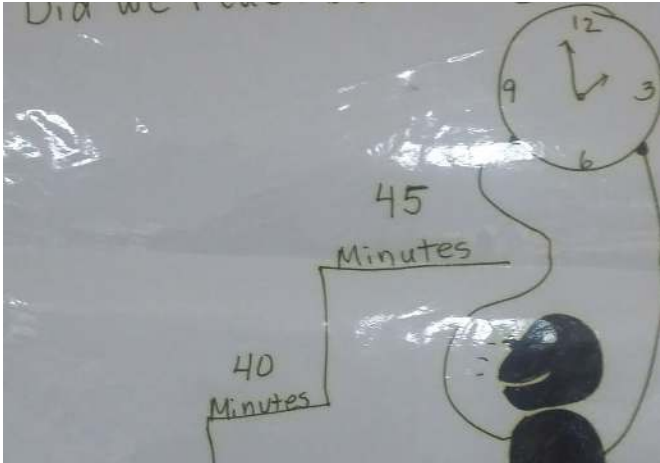
Essential Schoolwide Practices that Support Literacy

1. The leadership team is composed of instructional leaders committed to continuous improvement in literacy and ongoing attention to data
 2. The organizational climate reflects a collective sense of responsibility for all children and a focus on developing child independence and competence in a safe space.
 3. The learning environment reflects a strong commitment to literacy K-12
 4. Ongoing professional learning opportunities reflect research on adult learning and effective literacy instruction
 5. Organizational systems assess and respond to individual challenges that may impede literacy development.
- Group**



Mr. Vinson's Elementary Mentoring Group

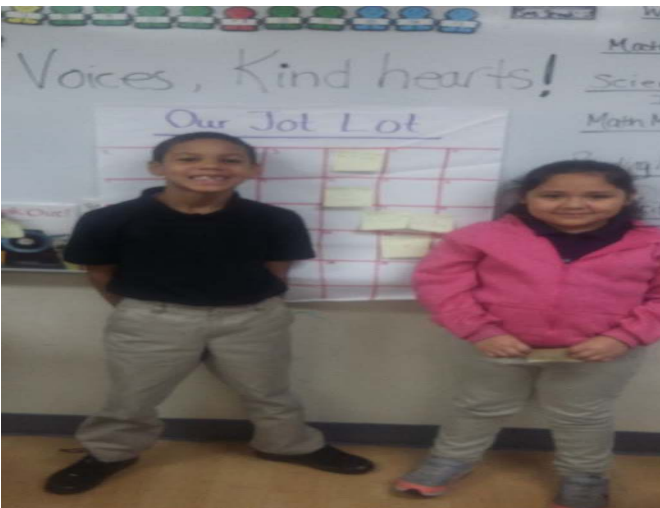
The **National Research Council (NRC)** has extensively studied reading strategies and effective practices for improving reading performance in young students. Arguing that “most reading problems can be prevented by providing effective instruction and intervention in preschool and in the primary grades,” The NRC outlines the following **five classroom strategies**:



Mrs. Ebenhoeh Helps Students Build Stamina

1. Teach essential skills and strategies. Effective reading teachers teach skills, strategies, and concepts.

2. Provide differentiated instruction based on assessment results and adapt instruction to meet students' needs. o Effective teachers recognize that one size does not fit all and are ready to adapt instruction – both content and methods.



Mrs. Hobson's, 1st Grade post sticky notes on the classes Jot Lot

3. Provide explicit and systematic instruction with lots of practice – with and without teacher support and feedback, including cumulative practice over time. o Students should not have to infer what they are supposed to learn.

4. Provide opportunities to apply skills and strategies in reading and writing meaningful text with teacher support. o Students need to be taught what to do when they get to a “hard word.”

5. Do not just “cover” critical content; be sure students learn it – monitor student progress regularly and **reteach** as necessary.



Mr. Brown's, 4th Grade, Class Plant Sunflowers and Write Poems to Parents

Ms. Walkers (4th grade) Y.A.G (Young Ambitious Queens) - STEP Team.. I'm a FAN



Special Thanks for Your Help with Testing

- The HSL (Vinson, Womack, Martin and Parham)
- Mr. Stanley
- Mr. Knight
- Mr. Judd
- Mr. Hynes
- Mrs. Mitchell
- Mr. Potez, Lucio, Mrs. Reyes and Mrs. Caraballo
- The Interventionist Johnson, Bell, Cannady, Stafford, Lightner, Knott)
- Dr. Jones and the High school Administrative Team
- Dr. Ruff and the ES Administrative Team
- Special Education Department
- Mr. Waters and Mr. James

THANK
YOU
TEACHERS
AND STAFF