

Wilkinson County School District

Instructional Management Plan

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VISION STATEMENT

It is the vision of the Wilkinson County School District to ensure that all students demonstrate academic excellence and social growth in a diverse learning community.

MISSION STATEMENT

The Wilkinson County School District is committed to providing all students with a world-class education so that they may graduate as high-achieving, adaptable critical thinkers.

DISTRICT EMPHASIS

To accomplish this mission, emphasis is focused on strong administrative leadership, quality instruction, and student achievement, which we believe to be important factors to achieve this accomplishment.

DISTRICT GOALS

- Increase the accountability rating of each school by no less than one letter grade.
- Establish and maintain a school culture that is safe, orderly, and conducive to learning.
- Develop strategies to assure a dependable and high-caliber faculty that promotes academic achievement.
- Increase the percentage of students graduating with dual enrollment credits and career and technical national certifications.
- Enhance learning, communication, and organization through the use of technology.
- Create more opportunities to motivate, celebrate, and recognize student and staff successes.
- Increase family and community engagement opportunities within all schools.
- Maintain financial accountability and integrity.

Instructional Management System

The purpose of the instructional management system is to identify competencies and objectives required in the curriculum frameworks approved by the State Board of Education and district support used to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum, and prepare students for continuing education and the workforce.”

An effective instructional management system must respond to rising expectations for student and educator performance with continuous improvement in professional learning that results in actual improvements in instructional and leadership performance and that positively impacts student learning. The Wilkinson County School District’s Instructional Management System is a dynamic system which is updated in response to statutory and regulatory changes and to address rising expectations for student and educator performance. This system complies with state requirements for district instructional management systems through core policies and associated practices which align with the mission of college and career ready students.

The Wilkinson County School District provides research-based learning experiences, programs, and resources for teachers, school administrators and support personnel in order to promote implementation of proven instructional and leadership practices that support student learning gains. In meeting this objective, WCSD serves as the nexus linking knowledge, skills and tools needed to help staff succeed in their jobs, remain current on the latest research in their fields, and prepare students for success in the 21st century. When implemented with fidelity, the result is greater effectiveness of the district’s efforts to positively impact student achievement.

Mississippi Public School Accountability Standard 20

The State Board of Education, acting through the Commission on School Accreditation, is required to establish and implement a process for accountability at the public school district level. School districts are held accountable for Accreditation Policies and Process Standards and receive an annual accreditation status. Standards of the performance-based accreditation system recommended by the Commission and adopted by the State Board of Education are contained in the current edition of the *Mississippi Public School Accountability Standards*. Process (input) Standards address accepted educational principles and practices that are believed to promote educational quality. Standard 20 addresses the school district’s instructional management system:

Standard 20: The school district implements an instructional management system that has been adopted by the school board. {*MS Code 37-3-49(2)(a-c)* and *37-3-49(5)*} (SB Policy 4300)

Standard 20.1: The instructional management system includes the competencies and objectives required in the curriculum frameworks approved by the State Board of Education that are available to all teachers in each school. (Districts meeting the highest levels of performance are exempted.)

Standard 20.2: The instructional management system includes a tiered instructional model in accordance with State Board of Education Policy 4300, including academic interventions, behavioral interventions, and *Literacy-Based Promotion Act* requirements.

WCSD Board Policies That Guide the Instructional Management System

Code	Policy Description
IA	Virtual Classroom Policy
IAAA	Distance/Online Learning
IB	Instructional Goals
IC	Curriculum Development
ICA	Curriculum Development Resources/Equipment & Supplies Selection & Adoption
ICB	Curriculum Development Planning
ICF	Curriculum Adoption
ICFA	Textbook Policy
ICG	Sex-Related Education
ICHI	Literacy Based Promotion
ICI	Health & Physical Education
ICIB	CPR/AED Instruction
ICL	Conflict Resolution & Peer Mediation Materials
ID	Instructional Program Management
IDA	Education Plan/Program Improvement
IDAD	Career Education
IDAG	Dual Enrollment
IDCAB	Credit Recovery Program
IDCH	Correspondence Courses
IDDE	Driver Training

IDDEAA	Intellectually Gifted
IDDF	Special Education Programs
IDDH	Section 504--Am w/Disabilities Act--Non Discrimination
IDDHA	Section 504--Am w/Disabilities Act Procedures (Employees & School Visitors)
IDDHB	Section 504 Procedures (Students)
IDE	Gifted Education Program
IEA	Intervention Process
IEB	Speech-Language Screening
IEBA	Dyslexia Policy
IFB	Instructional Services
IFBD	School Libraries
II	Testing Program
IIA	Testing & Student Surveys
IJ	Technology & Instruction/Electronic Information Resources
IJLB	Library/Media Materials
IK	Limited English Proficiency Instruction
IKBB	Teaching About Controversial/ Sensitive Issues
IN	Vocational/Career Technical Education

Curriculum & Instruction Instructional Approach

The WCSD is committed to the development of an exemplary curriculum that sets rigorous, high expectations for students and teachers that result in meaningful learning for each student. The purpose of the curriculum is to establish a system that ensures that students learn the Mississippi College and Career Readiness Standards and the Mississippi Curriculum Frameworks at a particular instructional level regardless of the teachers teaching the students or the schools attended.

The curriculum will be designed and implemented on the following premises:

- All students are capable of achieving excellence in learning the essentials of formal schooling.
- Success influences self-concept; self-concept influences learning and behavior.
- The instructional process can be adapted to improve learning. Schools can maximize the learning conditions for all students through clearly stated expectations of what students will learn, high expectations for all students, short and long-term assessment of student achievement, and modifications based on assessment results.
- Successful student learning must be based on providing appropriate educational experiences at the appropriate level of challenge in order to ensure maximum student achievement.
- High levels of student achievement are the benchmarks for effective curriculum, (design) and instruction (delivery).

The focus of the curriculum shall have the following priority order:

- Mississippi College and Career Readiness Standards
- Emphasis on reading at grade level
- Mastery of basic skills of writing and mathematics
- Objectives derived from state and national assessments
- Bloom's Taxonomy and Webb's Depth of Knowledge

The instructional approach shall:

1. Expect that each student will perform at high levels of learning.
2. Vary the time for learning according to the needs of each student and the complexity of the task.
3. Have both staff members and students take responsibility for successful learning.
4. Assess current student skills or learning for instructional assignment.
5. Analyze the content of each objective, so that instructional strategies match content, context, cognitive level, and assessment.
6. Assess student mastery of the objectives to determine the need for movement to a new instructional objective, extensive enrichment, or correction.

7. For those students who attain mastery, progress to the next objective or offer extension or enrichment.
8. For those students who do not attain mastery, provide correctives and /or use different strategies until mastery is attained. Utilize the MTSS process in monitoring the remediation process.

WCSD utilizes the following curriculum and educational online platforms to deliver, assess, and monitor instruction:

- Math
 - Ready/iReady
 - Algebra Nation
 - Progress Learning
 - ELS
- English/Language Arts
 - Ready/iReady
 - Saxon Phonics
 - Wit and Wisdom
 - My Perspectives
 - Progress Learning
 - ELS
- Science
 - Science Fusion
 - Progress Learning
 - ELS
- Social Studies
 - Progress Learning
- Learning Management System and Digital Learning Tools
 - Google Classroom
 - Clever Single Sign-On

Assessment

Assessment demonstrates what students **know** and **are able to** do. It takes place prior to instruction, during instruction, and following instruction. Essentially, assessments drive instruction. There are two major purposes for the use of district assessments--individual student assessment data for instructional purposes and program evaluation. Assessment represents an essential element of all three levels of the WCSD three-tier instructional model. Wilkinson County School District's beliefs about assessments are as follows:

- An effective standards-based assessment system promotes learning and provides accurate and meaningful information about student achievement.
- The assessment system includes individual (i.e. adaptive) assessments.

- Effective assessments are linked to standards and reflect important content that is taught.
- The assessments accommodate diverse students and preferred modes of expression.
- Assessments are cognitively complex and authentic.

The Wilkinson County School District Recommended Assessment Strategies include, but are not limited to, the following:

It should also be noted that districts and schools may use “interim” or “benchmark” tests to monitor the academic progress of students and determine whether they are on track to mastering the material that will be evaluated on end-of-course tests or standardized tests.

The following is a list of all state and district-wide assessments administered in a given year.

2022-2023 Statewide Testing Calendar

Test Name	Details	Testing Window			Testing Population	
		Start Date	Finish Date	Maxium Duration in Minutes	Grade Levels	Retesters
Kindergarten Readiness Assessment (KRA)	Pretest	7/21/2022	9/23/2022	41	PK-K	No
	Posttest	3/20/2023	4/27/2023	41	PK-K	Yes
3rd Grade MS Academic Assessment Program ELA	Initial	4/3/2023	4/21/2023	180	3	Yes
3rd Grade Reading Alternative Assessment	1st Retest	5/8/2023	5/12/2023	180	3	Yes
3rd Grade Reading Alternative Assessment	2nd Retest	6/19/2023	6/30/2023	180	3	Yes
MS Academic Assessment Program for Biology and U.S. History	Fall EOC - 4x4	11/28/2022	12/16/2022	180	9-12	Yes
MS Academic Assessment Program for English II & Algebra I		11/28/2022	12/16/2022	180-255*	English II, Algebra I	Yes
MS Academic Assessment Program for ELA & Math	Spring	4/10/2023	5/12/2023	180-255*	3-8, English II, Algebra I	Yes
MS Academic Assessment Program for Grade 5 and Grade 8 Science		4/10/2023	5/12/2023	180	5 & 8	No
MS Academic Assessment Program for Biology and U.S. History		4/10/2023	5/12/2023	180	9-12	Yes
Special Populations						
MS Academic Assessment Program - Alternate	Fall Retest/4x4 block	11/28/2022	12/9/2022	Untimed	EOC High School	Yes
	ELA & Math	3/13/2023	5/5/2023	Untimed	SCD 3-12	Yes
	Science	3/13/2023	5/5/2023	Untimed	5, 8, HS	Yes
English Language Proficiency Test	English Learners	3/1/2023	4/11/2023	Untimed	K - 12	No
ACT <small>Please refer to the ACT Schedule of Events for specific online and accommodations testing days. https://www.act.org/content/act/en/products-and-services/state-and-district-solutions/mississippi/the-act.html</small>	Test Window 1 - Paper	2/28/2023	2/28/2023	175	11	No
	Test Window 1 - Accommodations	2/28/2023	3/10/2023	Can vary	11	No
	Test 1 - Online	2/28/2023	3/9/2023	175	11	No
	Test Window 2 - Paper	3/28/2023	3/28/2023	175	11	No
	Test Window 2 - Accommodations	3/28/2023	4/7/2023	Can vary	11	No
	Test Window 2 - Online	3/28/2023	4/6/2023	175	11	No
	Test Window 3 - Paper	4/11/2023	4/11/2023	175	11	No
	Test Window 3 - Accommodations	4/11/2023	4/21/2023	Can vary	11	No
	Test Window 3 - Online	4/11/2023	4/20/2023	175	11	No
	ACT WorkKeys	Fall - Paper	11/28/2022	12/9/2022	165	10 - 12
Fall - Online		11/14/2022	12/9/2022	165	10 - 12	No
Spring - Paper		3/27/2023	4/7/2023	165	10 - 12	No
Spring - Online		3/27/2023	4/21/2023	165	10 - 12	No
<small>Key: TBD = To be determined; * ELA Session 1 (180 minutes) and 2 (75 minutes) will be 255 minutes total. Math Session 2 has been removed. Mardi Gras is February 21, 2023; Easter is April 9, 2023; Spring Break typically will be March 13-17, 2023; Coastal Spring Break is TBD. Note: Testing days vary from a minimum of one (1) day to a maximum of three (3) days per student. Please see K-3 Assessment Key Dates document for further information on all dates related to the Literacy-Based Promotion Act and the NAEP Key Dates document for information on all dates related to the NAEP.</small>						

Regular Education Assessments Used in District			
Test Name	Content	Audience	When Given
iReady Reading and Math diagnostics	ELA and Math	K-8th	3 times a year
ELS Science Benchmark	Science	5th, 8th, Biology	3 times a year
ELS ELA Benchmark	English/Language Arts	2nd -10th	3 times a year
ELS Math Benchmark	Math	2nd-10th	3 times a year
ELS US History Benchmark	US History	11th	3 times a year

Literacy-Based Promotion Act: Senate Bill 2347

Passed during the 2013 legislative session, the Literacy-Based Promotion Act (LBPA) places an emphasis on grade-level reading skills, particularly as students’ progress through grades K-3. Beginning in the 2014-2015 school year, a student scoring at the lowest achievement level in reading on the established state-wide assessment for 3rd grade will not be promoted to 4th grade unless the student qualifies for a good cause exemption.

During the 2016 legislative session, the Literacy-Based Promotion Act was amended to include the requirement of an Individual Reading Plan (IRP) for any student (K-3) who, at any time, exhibits a substantial deficiency in reading, as well as students who were promoted to 4th grade with a good cause exemption. According to Senate Bill 2157, Section 37-177-1:

Each public school student who exhibits a substantial deficiency in reading at any time, as demonstrated through performance on a reading screener approved or developed by the State Department of Education or through locally determined assessments and teacher observations conducted in Kindergarten and Grades 1 through 3 or through statewide end-of-year assessments or approved alternate yearly assessments in Grade 3, must be given intensive reading instruction and intervention immediately following the identification of the reading deficiency. The intensive reading instruction and intervention must be documented for each student in an individual reading plan (25-35).

The IRP serves as a tool for documenting intensive reading instruction and interventions for students with identified reading deficiencies. Each component of the IRP is crucial to the efficacy of the plan and student's success. The IRP has seven (7) components:

- a) The student's specific, diagnosed reading skill deficiencies as determined (or identified) by diagnostic assessment data;
- b) The goals and benchmarks for growth;
- c) How progress will be monitored and evaluated;
- d) The type of additional instructional services and interventions the student will receive;
- e) The research-based reading instructional programming the teacher will use to provide reading instruction, addressing the areas of phonemic awareness, phonics, fluency, vocabulary and comprehension;
- f) The strategies the student's parent is encouraged to use in assisting the student to achieve reading competency; and
- g) Any additional services the teacher deems available and appropriate to accelerate the student's reading skill development.

It is important to note that multiple data points in addition to the effectiveness of Tier I instruction, which focuses on **all** students and involves implementation of evidence-based curriculum and instructional practices that align with state standards and **include** differentiated instruction, must be considered when identifying students who need Tier II and Tier III supports.

§ 37-177-11. Good Cause Exemption for promotion to grade 4 of student not meeting academic requirements

A 3rd grade student who does not meet the academic requirements for promotion to the Fourth Grade may be promoted by the school district only for good cause. Good Cause Exemptions for promotion are limited to the following students:

- a) Limited English proficient students who have had less than two (2) years of instruction in an English Learner program;
- b) Students with disabilities whose Individualized Education Program (IEP) indicates that participation in the statewide accountability assessment program is not appropriate, as authorized under state law;
- c) Students with a disability who participate in the state annual accountability assessment and who have an IEP or a Section 504 Plan that reflects that the individual student has received intensive remediation in reading for more than two (2) years but still demonstrates a deficiency in reading or previously was retained in Kindergarten or First, Second or Third Grade;
- d) Students who demonstrate an acceptable level of reading proficiency on an alternative standardized assessment approved by the State Board of Education; and

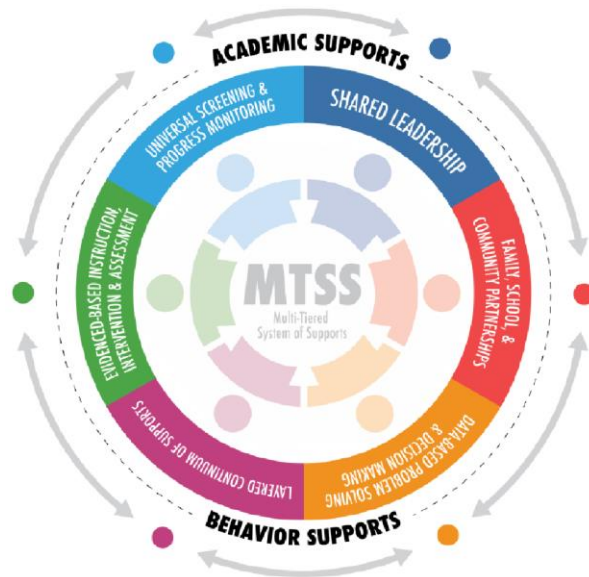
- e) Students who have received intensive intervention in reading for two (2) or more years but still demonstrate a deficiency in reading and who previously were retained in Kindergarten or First, Second or Third Grade for a total of two (2) years and have not met exceptional education criteria.

Multi-tiered System of Support

In Mississippi, districts and schools utilize the cohesive framework, Multi-Tiered System of Supports (MTSS), to align current resources and initiatives in order to meet the academic and behavioral needs of ALL students, such as those with an IDEA or gifted eligibility, English learners, juvenile justice involved youth, students with dyslexia, and students of poverty. MTSS is a method of organization of support which ensures optimal educational outcomes for students, pre-K-12th grade. It aligns the entire system of supports, encompasses Response to Intervention (RtI) and Positive Behavioral Interventions and Supports (PBIS), and ensures effective team-based problem solving that is data informed and evidence-based. Mississippi's model for MTSS consists of six essential components:

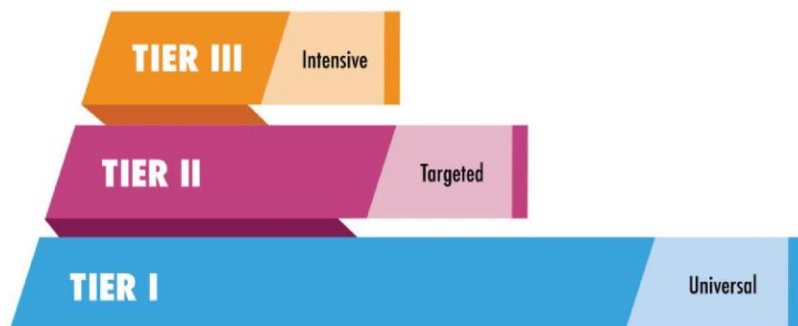
- Shared Leadership
- Family, School, & Community Partnerships
- Data-Based Problem Solving and Decision Making
- Layered Continuum of Supports (Tier I, Tier II, Tier III)
- Evidence-Based Instruction, Intervention, & Assessment
- Universal Screening & Progress Monitoring

The essential components of a MTSS allow for a continuum of support, working together endlessly, to improve student academic and behavioral outcomes by design, and redesign, of appropriate services through promotion of equitable practices.



The Mississippi State Board of Education’s Policy 41.1 requires that districts and schools follow a three-tiered instructional model consisting of:

- Tier 1: high-quality classroom instruction,
- Tier 2: focused supplemental instruction, and
- Tier 3: specifically designed intensive interventions as prescribed.



All students have access to a layered continuum of supports, regardless of achievement level. Effective instruction and meaningful interactions, such as positive student-teacher relationships are key elements across all the tiers. A layered continuum of supports ensures that ALL students receive equitable academic, behavioral, and social emotional support that are culturally and linguistically responsive, matched to need, and developmentally appropriate. Each layer of support increases with intensity from universal (ALL students) to targeted (some students) to the most intensive supports (few students).

Tier I is the UNIVERSAL layer of support for ALL students and consists of high-quality classroom instruction provided by highly trained and qualified personnel. Tier I instruction occurs in whole groups, small groups, and in individual settings. Tier I should be considered the key component in successful tiered instruction.

Tier I, high-quality, core instruction is present at all three levels of the tiered model and should include the adoption and use of an evidence-based curriculum that is aligned to the Mississippi College- and Career-Readiness Standards (MCCRS). Tier I instruction should include the use of a developmentally appropriate universal screener for academics and behavior. The data obtained from the universal screening assessments, as well as formative and summative assessments, should be used to inform instruction and lesson plan development. Instruction should be differentiated and scaffolded based on the specific needs of students. During Tier I, students must be given time to observe explicit modeling of new concepts and skills that are introduced as well as allowed time for guided practice, and independent practice of the newly introduced skills. Effective classroom management, active student engagement, and positive behavioral supports are key components of Tier I instruction. With effective high quality instruction, approximately 80% of students’ needs are met at the Tier I level, therefore Tier I is the first level of prevention.

Here are questions to ask when evaluating the effectiveness of Tier I effectiveness:

- What percentage of students is achieving academic and behavioral expectations?
- What percentage of students in subgroups are achieving academic and behavioral expectations?
- Are the classroom and school environments conducive to learning?
- Are systems in place to ensure quality classroom instruction?
- Is implementation of culturally responsive practices in place?

Tier II is the TARGETED layer of support for SOME students that consists of supplemental academic and behavioral supports provided in addition to core high-quality instruction.

Tier II (typically 10-15% of the population) is supplemental, targeted academic and/or behavioral instruction that is provided in addition to the core instruction. Tier II interventions are designed for students who have not positively responded to Tier I efforts, instruction, and/or behavior management within the general classroom. It is recommended that a hearing screening and a vision screening take place at Tier II to rule out an underlying problem that might be causing lack of progress at Tier I. Within this tier of intervention support, the teacher typically provides additional instructional support aligned to core lessons. The interventions are carefully developed using various instructional planning resources. Tier II interventions should focus on specific, identified skill gaps, and they should be closely monitored. Tier II interventions should be data-driven and follow a progression of skills. The interventions should be scaffolded based on the individual needs of the student. Intervention sessions should be conducted one-on-one or in a small group setting for 20-30 minutes 3-5 days per week. Key instructional features that characterize Tier II intervention sessions are differentiated instruction, modeling, multiple student responses, and immediate feedback. Students receiving Tier II should be progress monitored minimally every other week (twice a month). Regular fidelity checks should be administered at equal intervals to ensure implementation of the intervention is carried out with integrity.

The MDE recommends that a documented review occurs at 4 weeks and again at 8 weeks after implementation of Tier II.

A student should be referred to the Teacher Support Team (TST) if progress monitoring data does not show adequate student progress and further support is needed. Additionally, students who populate the MSIS screen for one of the following indicators must be referred to TST within the first 20 days of school.

1. Grades K–3: Student has failed one grade. Grades 4–12: Student has failed two grades.
2. 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.
3. A student who did not score at the required achievement 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.

Tier III is the most INTENSIVE layer of support for FEW students and consists of the most intensive, targeted instruction and intervention specifically designed to meet the individual academic and behavioral needs of students.

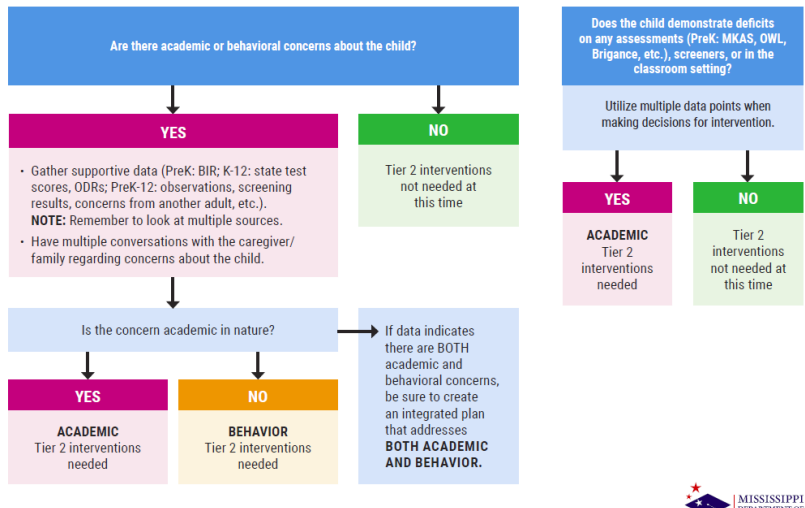
Tier III (typically 1-5% of population) provides the most intensive, targeted instruction specifically designed to meet the individual needs of the student. Tier III instruction should be designed to increase an individual student’s rate of progress, close deficit gaps between the student and their peers, based on the student’s need as determined by assessment data (universal screenings, hearing and vision screenings, diagnostic assessments, progress monitoring, etc.) and aligned to the core curricula. Intensive interventions should be evidence-based, taught explicitly and systematically, and judiciously monitored for fidelity during implementation. Intensive instruction is provided in small groups or on an individual basis as dictated by the collected data. Tier III intervention should occur:

- as outlined by the intervention program,
- in accordance with the individualized plan, or
- for 30-60 minutes daily.

Tier III interventions should be progress monitored weekly (one data point per week). Also, it should be determined that a student’s lack of growth is not due to a hearing or vision problem that may be keeping him/her from mastering skills.

Multi-Tiered System of Supports

PREK – 12TH GRADE FLOWCHART



NEXT STEPS (INTERVENTIONS ARE NOT SUCCESSFUL)

When data is reviewed and analyzed, a decision should be made regarding the success of the intervention plan. If it is concluded that the intervention plan was not successful the TST must decide if the intervention should be revised, goals adjusted, or the student should be referred to the **Multidisciplinary Evaluation Team (MET)** for a Child Find Study. (Note: A referral to the MET may be requested at any time, by anyone, for any student. The MTSS process is not a pre-referral for the evaluation process.)

Child Find is the district's responsibility to identify, locate, and evaluate all students suspected of having a disability. Students may be identified for a suspected disability regardless of tier or placement within the continuum of supports. School districts are required to identify all children who may need special education services even if the school is not providing special education services to the child. Schools are required to locate, identify and evaluate all children with disabilities from age 3 to age 21. The Child Find mandate applies to all children who reside within the state, including children who attend private schools and public schools, highly mobile children, migrant children, homeless children, and children who are wards of the state.

Students suspected of having a disability that are identified through Child Find continue to receive high quality classroom instruction and support for academics and behavior. All requests for comprehensive assessments for children suspected of having a disability should be submitted immediately to the district's special education director, school administrator or the Multidisciplinary Evaluation Team. Written consent for the evaluation must be obtained from the parent prior to the assessment.

The MTSS process cannot be used to deny, delay, or negate in any way the appropriate evaluation of a child suspected of having a disability.

IDEA does not require all students go through the MTSS process prior to a comprehensive assessment. Students eligible for special education services after comprehensive assessments will have an Individualized Education Program (IEP) put in place. Students that are not eligible for an IEP will return to the MTSS process and may be eligible for a 504 plan.

In MTSS, behavioral instruction and intervention is one layer provided in the continuum of supports for Tiers I, II, III. The Positive Behavioral Supports and Interventions (PBIS) framework provides guidelines and suggestions for each tier.

Tier I includes best practices that should be school, program, and/or facility wide and included in every classroom. Developing school, program, or facility wide expectations, classroom/area rules, a reinforcement and consequence system, and a consistent office discipline referral (ODR) system is the beginning of implementing Tier I supports. Teaching the developed expectations and rules as well as classroom and area procedures is the second step in implementing Tier I supports. Analyzing data from ODRs and other linked data sources and sharing this data with staff, students, families, and the community in order to plan for and make changes as needed is

the last step in implementing Tier I supports. The REACH MS website resource section contains forms, checklists, case studies, examples, etc. for Tier I implementation.

Tier II includes best practices for those students who are not making progress with Tier I supports. Unsuccessful behaviors are not only those external behaviors like physical aggression and not following rules (i.e., running in the hallway, repeatedly out of seat) and norms/laws (i.e., stealing, truancy) but also includes other, less noticeable external behaviors and internal behaviors. These less noticeable behaviors include off-task behavior, not completing assignments, difficulty with peer relationships, sleeping in class, etc. Behavioral interventions at Tier II include an individualized reinforcement and consequence system (i.e., where students need fewer positive behaviors to earn reinforcement), check-in and check-out, check and connect, behavioral contracting, teaching of social emotional skills, organizational aides, and increasing executive functioning through games, breaks, etc. A targeted support plan that includes specific intervention recommendations is encouraged. The REACH MS website resource section contains forms, checklists, case studies, examples, etc. for Tier II implementation.

Tier III includes best practices for students who are not making progress with Tier II support. The support provided at Tier III should be individualized to each student. In order to provide individualized support, it is important to understand the function(s) of a student's behavior(s). Without determining the function of a behavior, it is difficult to develop individualized interventions. Though not required by law, functional behavioral assessments (FBA) provide information from multiple sources in the form of observations, interviews, and anecdotal notes. The data collected through FBAs make it possible to develop function based behavior support plans (BSP), individualized to each student. BSPs define the target behavior(s), provide information on current behavior(s), and detail interventions to use in order to assist the student in meeting the target behavior(s). At a minimum, observation(s) notes should be used to create a BSP that lists possible interventions to use. Behavioral interventions at Tier III include individualized reinforcement and consequence systems with specific reinforcement options gathered through an interest inventory or observation, individualized schedules, replacement behaviors, etc. The REACH MS website resource section contains forms, checklists, case studies, examples, etc. for Tier III implementation.

For students who are in Tiers II or III due to behavioral needs, it is important to determine the amount of behavioral support needed versus the need for both academic and behavioral support as many inappropriate behaviors are exhibited due to struggles with academic work (in length, in difficulty, in type of assignment, etc.). For example, a student who talks to and disturbs others at the end of whole groups may do so because his attention span has ended. Another student may become angry or upset at the difficulty of a math worksheet and have verbal outbursts or kick chairs. These students may be provided with both academic and behavioral interventions.

**Additional Information about Multi-Tiered System of Support can be found in the following:
Multi-Tiered System of Supports GUIDANCE DOCUMENT**

Mississippi Early Warning System

The Mississippi Department of Education developed the Early Warning System (EWS) as a guide to assist school districts and schools in their efforts to help students succeed academically and emerge from Mississippi high schools well prepared for college and careers. As research indicates, a student's decision to drop out of school is a gradual process that starts well before high school. Therefore, it is important to identify at-risk students and provide support that leads to increasingly successful engagement in school as early as possible.

The Mississippi Board of Education adopted goals in its 2016-2020 Five Year Strategic Plan. Goal 2 is that Every Student Graduates from High School and is Ready for College and Career. One specific objective set for addressing this goal was that an Early Warning System be utilized to identify students in need of assistance to reach graduation so that appropriate interventions could be provided to assist each student with reaching the goal of exiting high school ready for college and career.

Early Warning System uses readily available data to:

- identify students at risk of missing key educational milestones,
- recognize factors that are negatively impacting their learning and behavior, and
- provide support and interventions that help get students back on track for success in school and, ultimately, to graduation.

Data gathered as part of the Early Warning System can be examined to better understand the needs of individual students, groups of students, or the school as a whole.

The strongest predictors of high school graduation are student attendance, behavior, and course performance (University of Chicago Consortium on Chicago School Research, 2014). Gathering and analyzing data pertaining to these indicators can assist a school in identifying students who are:

- On track for graduation (similar to Tier I in Multi-Tiered System of Supports),
- Sliding off track (similar to Tier II in Multi-Tiered System of Supports), or
- Off track (similar to Tier III in Multi-Tiered System of Supports).

The Wilkinson County School district is committed to utilizing the MS Early Warning System to identify struggling students (those in the 'sliding off track' and 'off track' categories), and providing and implementing appropriate interventions. This will ensure that each student has appropriate support matched to his challenge area(s), thereby resulting in each student getting back on track for graduation.

Additional Information about the Mississippi Early Warning System can be found in the following: MISSISSIPPI EARLY WARNING SYSTEM TO PROMOTE K-12 ACADEMIC SUCCESS DISTRICT GUIDANCE August 2016.

<https://www.mdek12.org/sites/default/files/documents/revised-ews.pdf>

Mississippi Social Emotional Learning (SEL) Standards

The overarching purpose of the Mississippi SEL Standards is to address the social and emotional needs of all students to ensure their success in school and in life. Developing SEL skills improves student capacity to engage in academic learning and prepares them to meet college and career readiness standards (CCRS). The Mississippi SEL Standards assists school staff with their respective roles in integrating social emotional learning into daily classroom and school experiences of students.

The goals of the Mississippi SEL Standards are to:

- Provide knowledge, skills, tools, and other resources to all school staff to help improve student social and emotional learning skills and encourage students to exhibit positive social behaviors
- Enhance the knowledge of all school staff of what teaching practices that focus on SEL look like in the classroom and in other areas of the school campus
- Describe examples of adult and student behaviors that foster teaching practices to promote SEL skills
- Enhance the ability of all school staff to knowledgeably engage in dialogue on SEL skills
- Provide strategies and resources to all school staff to help create a positive classroom experience for all students through defining clear expectations of good practice as well as opportunities for adults to reflect and grow from those experiences

Mississippi identifies five social and emotional domains aligned to CASEL's five core competencies, each of which is composed of multiple skills and abilities.



The Mississippi SEL standards are composed of 5 domains aligned to content and the national model from the Collaborative for Academic and Social Emotional Learning (CASEL).
The graphic below details the 5 domains and their corresponding anchor standards.

<p style="text-align: center;">Domain 1: Self-Awareness</p> <p>Self-awareness is the ability to identify one’s thoughts, values and emotions and recognize how these shape behaviors. Self-awareness involves the assessment of one’s abilities (i.e., strengths and areas of growth) and includes the need for confidence, optimism and knowledge of which areas can be improved.</p> <p>1A. Identify emotions and related feelings in one’s self.</p> <p>1B. Develop an accurate perception of one’s self (i.e., beliefs, values, skills, talents, and interests).</p> <p>1C. Determine one’s strengths and areas for growth.</p> <p>1D. Develop personal responsibilities and a feeling of one’s abilities, qualities and judgment.</p>	<p style="text-align: center;">Domain 2: Self-Management</p> <p>Self-management is the ability to self-regulate emotions, thoughts and behaviors across settings and to set and work towards personal and academic goals.</p> <p>2A. Develop skills necessary to control impulses and appropriately manage thoughts, stress, emotions, and behaviors in school, home and community life.</p> <p>2B. Identify and utilize skills needed in organization and self-motivation.</p> <p>2C. Demonstrate ability to set and accomplish specific tasks and goals.</p>
<p style="text-align: center;">Domain 3: Social Awareness</p> <p>Social awareness is the ability to empathize with and relate to others, including those from diverse backgrounds. Social awareness involves understanding societal norms for behavior and contribution to community well-being.</p> <p>3A. Demonstrate an understanding of others’ emotions and perspectives, including social cues.</p> <p>3B. Develop an awareness of and respect for individual differences, including cultural diversity.</p> <p>3C. Identify and develop an understanding of societal norms for the well-being of school, home, and community.</p>	<p style="text-align: center;">Domain 4: Relationship Skills</p> <p>Relationship skills include the ability to effectively communicate, cooperate, seek and provide support to others, manage conflict, and effectively handle peer pressure in order to establish and maintain positive relationships.</p> <p>4A. Demonstrate the ability to effectively communicate, utilize social skills, and support others.</p> <p>4B. Develop and maintain positive relationships with others.</p> <p>4C. Demonstrate the ability to successfully manage and resolve conflict in relationships.</p>
Domain 5: Responsible Decision-Making	
<p>Responsible decision-making includes the ability to make constructive choices and problem-solve based on safe, ethical, and social norms while evaluating the outcomes of previous choices.</p>	<p>5A. Develop, implement, and model effective choice-making skills at school, at home, and in the community.</p> <p>5B. Analyze outcomes of decisions including the consideration of their effects on others.</p>

Additional Information about the Mississippi SEL standards can be found in the following: K-12 SEL Resource Guide SOCIAL EMOTIONAL LEARNING STANDARDS.

https://www.mdek12.org/sites/default/files/Offices/Secondary%20Ed/sel_standards_final_updated.pdf

Professional Learning

The purpose of the school district's professional learning system is to improve student learning. Professional learning is designed to facilitate individual, school-wide, and district-wide improvements for the purpose of increasing student achievement.

The professional learning system is designed to enhance and extend professional knowledge and practice through the application of content and strategies in the following areas:

- Support of student achievement
- The science of evidence-based teaching
- The science of learning
- The art of teaching for learner success

Professional learning is the means by which educators acquire or enhance the knowledge, skills, and expectations necessary to increase student learning and must meet the following criteria.

Standards for Professional Learning outline the characteristics of professional learning that leads to effective teaching practices, supportive leadership, and improved student results. All approved professional learning is aligned to the following standards developed by **Learning Forward**:

Learning Communities:

Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment. Professional Learning Communities focus attention on educator learning that relates to successful student learning. According to Learning Forward, when educators engage in professional learning communities to increase their effectiveness, student learning will increase.

WCSD school leaders provide frequent and uninterrupted time for Professional Learning Communities to meet. Each school has multiple PLCs. PLCs are formed by special need, grade level or subject area. Leadership PLCs are present in each school. District wide PLCs include the CORE team and the administrative team. The big ideas of PLCs are: ensuring that students learn (learning for all), a culture of collaboration (teamwork, and focus on results (data driven decisions). PLCs meet at the building level twice a week. District teams meet on a weekly basis. The questions PLCs ask are:

- What is it we expect our students to learn?
- How will we know when they have learned it?
- How will we respond when they don't learn?
- How will they respond when they already know it?

WCSD PLCs are committed to working together to achieve the collective purpose of improving student learning. WCSD cultivates a collaborative culture through development of high-performing teams. PLCs use a systematic process in which they work together, inter-

dependently, to analyze and impact professional practice in order to improve individual and collective results.

Leadership:

Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

WCSD administrators work as a PLC. Together, they attend professional conferences and share best practices. Each administrator attends at least one national or state conference annually. Meetings include a shared professional development activity. The team regularly completes book studies and has a shared professional library. They work together to develop observation tools to monitor classroom instruction and assessment.

Resources:

Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

The WCSD provides numerous resources for the instructional staff to use in their professional learning. Each teacher, administrator, and teacher has access to appropriate technology, and training is provided for all instructional resources so that they may be used effectively and efficiently.

Data:

Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

The WCSD is a data-driven district, and all assessment data are used in PLCs to improve learning for students and adults. District curriculum team members provide data to instructional staff regularly as common assessments and benchmark assessments are scored and the data disaggregated.

Administrators meet with the superintendent to review nine weeks' data. Then, the administrators meet with their leadership teams and school level PLCs to review data. They identify areas of strength and weaknesses that guide professional learning activities and learning goals.

Learning Designs:

Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

- The WCSD provides comprehensive professional development for faculty and staff. Teachers engage in multiple learning situations from training to developing curriculum documents.
- Teachers complete peer observations and engage in learning walks within their building, within the district, and within other districts.
- Professional Learning Teams create on the job opportunities for instructional staff to continually learn and grow.

Implementation:

Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.

On-going support is given to staff through coaching and constructive feedback. Administrators are trained to give classroom observation feedback regularly. Pre and post conferences are held each semester to provide one on one coaching.

Mentors are provided to all new teachers within the district. District administrators regularly visit classrooms in order to support principals, assistant principals, and teachers.

Outcomes:

Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

All teachers and administrators have performance standards that specify what they need to know and do. The Mississippi Professional Growth System specifies the standards that instructional staff must meet. Growth plans are developed and implemented based on how individual educators score on the rubrics.

School Level Professional Collaborative Meetings

The following meetings are conducted at each school site at the frequency indicated. Agendas, sign-in sheets, and the minutes of the meetings will be documented.

- Faculty meetings (1 time per month)
- Subject/Grade Level Professional Learning Community Meetings (At least 2 times per month)
- School Leadership Team Meeting (At least 1 time per month)
- MTSS/TST Meeting (At least 1 time per quarter)

District Level Professional Collaborative Meetings

- District Administrators' Meeting (Monthly)
- Principals' Meeting (Monthly)

- Curriculum and Instruction Meeting (Monthly)
- District MTSS/TST Meeting (1 time per quarter)

Stakeholder Roles and Responsibilities

A **stakeholder** is a person, group, organization, member or system who affects or can be affected by an organization's actions.

School Board – The Board will:

- Adopt goals that provide a well-balanced curriculum resulting in improved student learning;
- Establish policies to direct and support ongoing curriculum development and evaluation;
- Adopt a budget that provides for the development, implementation, training, and evaluation of curriculum;
- Authorize the implementation and review of an instructional management plan for the district that identifies expectations of curriculum; and
- Communicate to its constituents the Board’s curricular expectations.

Superintendent – The Superintendent will:

- Implement board policies related to curriculum;
- Report to the board concerning implementation; and
- Oversee the work of district staff in accomplishing their responsibilities.

Superintendent and District Curriculum Staff - The Superintendent or designee will:

- Provide district-wide professional development needed to implement the curriculum;
- Provide materials and support instructional programs that deliver district curriculum effectively;
- Support principals and teachers in their roles of delivering and managing curriculum and professional development; and
- Provide support for analysis and interpretation of assessment data.

Principals - Principals will:

- Develop a working knowledge of the curriculum content for all subjects/courses to effectively monitor delivery of the curriculum;
- Translate the importance of effective curriculum and instructional practices on a daily basis;
- Monitor and ensure effective delivery of the district curriculum and supervise instruction through the following basic strategies:
 - Walk-through/Drop-in observations
 - Formal classroom observations
 - Weekly review of lesson plans and curriculum documents

- Collaborate with individuals and learning teams;
- Work with teams to review and interpret assessment data, set goals, and plan for continuous improvement of achievement; monitor learning of students;
- Ensure that student progress in achievement is reported regularly to parents in an understandable manner;
- Facilitate and participate in professional development; and
- Promote the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Teachers – The teachers will:

- Deliver the District curriculum, using strategies most effective for the students;
- Assess student learning with a variety of classroom, district, and state assessments;
- Use assessment data to drive instructional decisions;
- Involve students in the learning and assessing process;
- Involve parents in the learning process;
- Communicate strengths and weaknesses to students, parents, and others as appropriate; and
- Participate in district, campus, and personal professional development.

Appendix A: Mississippi College- and Career-Readiness Standards

Content standards outline the skills and knowledge expected of students from grade to grade and subject to subject. In addition to the Mississippi College- and Career-Readiness Standards, the MDE has developed a wide variety of training materials for educators and administrators across the state, linked below. For more information, related to the standards, please visit one of the following pages.

Arts

- [College- and Career-Readiness Arts Learning Standards for Dance](#) (2017)
- [College- and Career-Readiness Arts Learning Standards for Media Arts](#) (2017)
- [College- and Career-Readiness Arts Learning Standards for Music](#) (2017)
- [College- and Career-Readiness Arts Learning Standards for Theatre](#) (2017)
- [College- and Career-Readiness Arts Learning Standards for Visual Arts](#) (2017)

For more information, visit the [Arts webpage](#).

Business & Technology (Academic)

- [Business and Technology Framework by Courses](#) (2014)

For more information, visit the [Business & Technology webpage](#).

Career and Technical Education

Over 100 different curricula are offered through Mississippi Career Education and available online in a PDF document. Six vocational areas in both the Secondary and Postsecondary levels are available as well as curricula for the Tech Prep Courses.

- [Secondary Curriculum](#)
- [Postsecondary](#)

For more information, visit the [Career and Technical Education webpage](#).

Computer Science

- [College- and Career-Readiness Standards for Computer Science](#) (2018)

English Language Arts

- [College- and Career-Readiness Standards for English Language Arts](#) (2016)
- [Instructional Planning Guides for English Language Arts K-12](#)
- [ELA Scaffolding Document](#)
- [ELA Training Materials](#)
- [EQuIP Lesson and Unit Plan Exemplars](#)

For more information, visit the [English Language Arts webpage](#).

Early Childhood

- [Early Learning Standards for Classrooms Serving Infants through Four-Year-Old Children](#) (2018)

For more information, visit the [Early Childhood webpage](#).

Health

- [Contemporary Health: K-8](#) (2012)
- [Contemporary Health: 9-12](#) (2012)

For more information, visit the [Healthy Schools webpage](#).

Mathematics

- [College- and Career-Readiness Standards for Mathematics](#) (2016)
- [Instructional Planning Guides for Mathematics K-12](#)
- [Mathematics Scaffolding Document](#)
- [Math Training Materials](#)
- [EQuIP Lesson and Unit Plan Exemplars](#)

For more information, visit the [Math webpage](#).

Physical Education

- [Physical Education Curriculum: K-12](#) (2013)

For more information, visit the [Healthy Schools webpage](#).

Science

- [College- and Career-Readiness Standards for Science](#) (2018)
- [Instructional Planning Guides for Science K-12](#)
- [Support Documents and Resources](#)

For more information, visit the [Science webpage](#).

Social Emotional Learning

- [Social Emotional Learning Standards](#)

Social Studies

- [College- and Career-Readiness Standards for Social Studies](#) (2018)

For more information, visit the [Social Studies webpage](#).

World Languages

- [World Languages Framework](#) (2016)
- [World Language Teaching Guide](#) (2017)

For more information, visit the [World Languages webpage](#).

Instructional Materials to Support Academic Standards

To view high-quality instructional materials that support the Mississippi College- and Career-Readiness Standards, please visit <https://msinstructionalmaterials.org/>

Appendix B: Instructional Planning Guides (IPGs) from MDE

The purpose of the IPGs is to assist teachers in planning rigorous, coherent lessons that focus on critical content at each grade level through an intentional grouping of standards, time considerations, and resources for consideration.

The IPGs may be accessed by clicking the links below or by visiting the Secondary Education homepage located at <https://mdek12.org/ESE/Home>

English Language Arts

- [English Language Arts Instructional Planning Guide Grades K-1](#)
- [English Language Arts Instructional Planning Guide Grades 2-3](#)
- [English Language Arts Instructional Planning Guide Grades 4-5](#)
- [English Language Arts Instructional Planning Guide Grades 6-8](#)
- [English Language Arts Instructional Planning Guide Grades 9-10](#)
- [English Language Arts Instructional Planning Guide Grades 11-12](#)

Mathematics

- [Mathematics Instructional Planning Guide Kindergarten](#)
- [Mathematics Instructional Planning Guide Grade 1](#)
- [Mathematics Instructional Planning Guide Grade 2](#)
- [Mathematics Instructional Planning Guide Grade 3](#)
- [Mathematics Instructional Planning Guide Grade 4](#)
- [Mathematics Instructional Planning Guide Grade 5](#)
- [Mathematics Instructional Planning Guide Grade 6](#)
- [Mathematics Instructional Planning Guide Grade 7](#)
- [Mathematics Instructional Planning Guide Grade 8](#)
- [Mathematics Instructional Planning Guide Geometry](#)
- [Mathematics Instructional Planning Guide Foundations of Algebra](#)
- [Mathematics Instructional Planning Guide Algebra I](#)
- [Mathematics Instructional Planning Guide Algebra II](#)

Science

- [Science Instructional Planning Guide Kindergarten](#)
- [Science Instructional Planning Guide Grade 1](#)
- [Science Instructional Planning Guide Grade 2](#)
- [Science Instructional Planning Guide Grade 3](#)
- [Science Instructional Planning Guide Grade 4](#)
- [Science Instructional Planning Guide Grade 5](#)
- [Science Instructional Planning Guide Grade 6](#)
- [Science Instructional Planning Guide Grade 7](#)
- [Science Instructional Planning Guide Grade 8](#)
- [Science Instructional Planning Guide Foundations of Biology](#)
- [Science Instructional Planning Guide Biology](#)
- [Science Instructional Planning Guide Chemistry](#)

Appendix C: MTSS & Other Intervention Resources

Mississippi Department of Education Intervention Services website

<https://www.mdek12.org/OAE/OEER/InterventionServices>

The Office of Intervention Services (Pre-K – 12) in the Mississippi Department of Education supports educators and parents who are working with struggling learners, including students who are learning English as a second language. This office is focused on improving academic and behavioral outcomes for students. Staff coordinates the local implementation of policies and procedures and provides professional development on Multi-Tiered System of Supports (MTSS) for school-based teams, administrators, staff, and parents.

This office also offers guidance and professional development opportunities for educators and parents related to intervention selection, data-based decision making, evaluation, progress monitoring, dyslexia, gifted learners, and English learners to ensure all students graduate high school ready for college and career.

Center on Multi-Tiered System of Supports @ the American Institutes for Research

<https://mtss4success.org/>

The MTSS Center has been a national leader in supporting states, districts, and schools across the country in implementing an MTSS framework that integrates data and instruction within a multi-level prevention system to maximize student achievement and support students' social, emotional, and behavior needs from a strengths-based perspective.

Understood.org

<https://www.understood.org/en/school-learning/special-services/rti>

This site includes basic resources on RtI (information about the three tiers, What RtI should and should not include, and questions to ask your school about RtI). It also has a “Parenting Coach” that gives parents practical ideas for social, emotional, and behavioral challenges based on the child’s issue and grade level.

Identifying and Implementing Educational Practices Supported By Rigorous Evidence: A User Friendly Guide

<http://www.ed.gov/rschstat/research/pubs/rigorousvid/index.html>

This site links to publication that provides educational practitioners with user-friendly tools to distinguish practices supported by rigorous evidence from those that are not.

Response to Intervention Blueprints: District Level

<http://www.centeroninstruction.org/files/DISTRICT.pdf>

This pdf document is one of three documents that provides concrete guidance and a framework around which the implementation of RtI can be built. This particular document is meant for use at the district level.

A Cultural, Linguistic, and Ecological Framework for Response to Intervention with English Language Learners

http://www.centeroninstruction.org/files/Framework_for_RTI.pdf

This pdf document discusses the benefits of the RtI process for ELL learners.

Promising Practice Network

<http://www.promisingpractices.net>

This site provides quality evidence-based information about what works to improve the lives of children, families, and communities. A wide variety of programs are reviewed including academic, behavioral, physical and mental development, after school, and mentoring.

Interventions Best Evidence Encyclopedia (BEE)

<http://www.bestevidence.org/>

This site includes detailed program overviews and reviews, broken down into categories: Mathematics programs, Reading programs, Science programs, Comprehensive School Reform programs, and Early Childhood programs. In each program category, there are program ratings; you can find top-rated programs for school or district use – these have strong or moderate evidence of effectiveness – as well as limited evidence programs and other programs.

What Works Clearinghouse

<http://ies.ed.gov/ncee/wwc/>

This site publishes reviews on the research of different programs, products, practices, and policies in education and tries to answer the question “What works in education?” based on high-quality research. The goal of the site is to provide educators with the information they need to make evidence-based decisions.

Intervention Central

<http://www.interventioncentral.org>

This site includes ideas for both academic and behavioral interventions, as well as information on curriculum based measures and a Behavioral Intervention Planner.

Roadmap to Pre-K RtI

http://www.florida-rti.org/Resources/_docs/roadmaptoprekrti.pdf

This pdf document details the implementation of RtI in pre-k classrooms in order to prevent early delays from becoming language, literacy, and academic learning difficulties.

Florida Center for Reading Research (FCRR)

<http://www.fcrr.org/>

The FCRR site explores all aspects of reading research – basic research into literacy-related skills for typically developing readers and those who struggle, studies of effective prevention and intervention, and psychometric work on formative assessment.

Early Literacy Resources

<http://www.free-reading.net>

This site contains activities and intervention materials for the following early literacy skills, including: print concepts, phonological awareness, letter sounds, sounding out, word recognition, etc. The site is primarily useful for Tier 1 and Tier 2 interventions.

Improving Adolescent Literacy: Effective Classroom and Intervention Practices [Grades 4–12]

<http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=8>

This site links to a pdf document that presents strategies for classroom teachers and specialists to use in increasing the reading ability of adolescent students.

Behavior Positive Behavioral Interventions and Supports (PBIS) National Technical Assistance Center

<http://www.pbis.org/>

This site is meant to define, develop, implement, and evaluate PBIS frameworks and emphasizes the impact of implementing PBIS on social, emotional, and behavioral outcomes for students with disabilities.