



Research over the last 30 years reveals that there is a positive and convincing relationship between family involvement and student success, regardless of race/ethnicity, class, or parents' level of education. This session will discuss the National PTA Standards for Parent Involvement that have been endorsed by the KSBE. These standards identify what factors are effective components of high-quality family involvement and how to incorporate families in their child's learning process. In addition to the National PTA Standards, other tools to help build and measure family involvement will be shared.

**D. MTSS Social Learning in Middle School: Our Journey to Tier 3**

*Cedar Room*

*Lea Ann Pasquale*

*This session will address the MTSS social learning process, driven through Positive Behavior Supports, in two Shawnee Mission Middle Schools. Teachers from these schools will walk the audience through their "implementation journey" to Tier 3. They will share data through the 3- year process, as well as the strategies implemented at each tier.*

**E. Logistics of Literacy Intervention Elementary** *Joanne Allain*

*Walnut Room*

**F. What Really Matters in Reading: They Can All Read the Words;**

**Now What?**

*Birch Room*

*Debra Berlin*

**G. Defining Appropriate Math Intervention: Placement and Content**

**K-3**

*Cypress B Room*

*Michelle Douglas*

**H. Strategies for Managing Challenging Students in Classroom**

**Settings** *Cypress A Room*

*Terry Scott*

**11:45 – 1:00**

**Lunch**

**1:00 - 2:15**

**General Session II**

*Cara Shores*

**2:15 – 2:30**

**Break**

**2:30 -4:00**

**Concurrent Sessions II**

**I.**

*Cara Shores*

*Redbud A/B/C*

**J. How a Model of Support Can Address All Learners: A Tale of Two Schools**

*Maple Room*

*Dawn Miller*

*This session will describe how a district protocol for MTSS can be tailored by each building to address their own unique needs. Building leadership*

*from two schools will share how they have tailored the model of support to meet the needs of their learners and outcomes associated with their efforts. They will share the basic protocol and structures to support ongoing staff development and support. The leadership from Brookwood Elementary will share their early efforts to create the model of support around high ability students.*

**K. Good Enough Wasn't Good Enough: Why and How JCHS Implemented MTSS Within an Academy Structured High School**

*Osage Room*

*Stan Dodds*

**N. Fidelity in the of Implementation in the MTSS Model**

*Cypress A*

*Melinda McKnight*

*This session will provide an understanding of fidelity and its importance at multiple levels, an understanding of how fidelity fits into MTSS, specifically at the classroom level, and knowledge about how to assess fidelity within your school.*

**M. Logistics of Literacy Intervention Elementary**

*Walnut Room*

*Joanne Allain*

**O.**

*Birch Room*

*Debra Berlin*

**P. Defining Appropriate Math Intervention: Placement and Content**

**K-3**

*Cypress B Room*

*Michelle Douglas*

**Q.**

*Cypress A Room*

*Terry Scott*

**4:00**

**Day One Concludes**

# Agenda

## Friday, September 11

7:30 – 8:30

### Registration/Continental Breakfast

*(Willow Room and Reception Area)*

8:30 – 10:00

### Concurrent Sessions III

R.

*Cara Shores*

*Cypress A*

L.

*Steve Kukic*

*Redbud A*

S. Strengthening the Core: The “How, What and Why “ of Explicit and Effective Instruction

*Oak*

*Lori Jensen*

How can you strengthen the core instruction in your MTSS model? Research shows that effective teachers need a methodology when planning and presenting a lesson. Lori and Nancy will guide you through the steps of *Effective and Explicit Teaching* as first identified by Madeline Hunter. Strategies will be provided for working through an entire lesson – from planning, implementation, assessment and review.

T. Tools for the MTSS Journey

*Terri Kimball*

*Cedar Room*

Having the correct leadership team membership, a plan for communication, teacher engagement and job-embedded professional development are critical considerations for schools on the MTSS journey. Come learn ways to establish an effective leadership team and how to engage staff in team building, collaboration, consensus building and problem solving. The activities shared can be used with any initiative but will be embedded in the MTSS framework to give schools a jump start for future Structuring training. The presenters are KSDE Recognized MTSS Facilitators and have worked with schools in Structuring and Implementation for MTSS.

U. Logistics of Literacy Intervention Middle & High School

*Redbud B Room*

*Joanne Allain*

V. What Really Matters in Reading: Content Area Teachers Matter, Too

*Walnut Room*

*Debra Berlin*

**W. Improving Instruction to Close the Achievement Gap in Math**

**Grades 3-12**      *Maple Room*      *Michelle Douglas*

**X. Strategies for Managing Challenging Students in Classroom Settings**

*Birch Room*      *Terry Scott*

**10:00 – 10:15**

**Break**

**10:15 – 11:30**

**Concurrent Sessions IV**

**Y.**

*Cara Shores*

*Cypress A*

**Z. Ready or Not? Is Your School Ready For The MTSS Implementation Process?**

*Cedar Room*

*Sharon*

*Bechtel*

*During this session, schools that have been through the MTSS Structuring Process will be able to discover and decide if they are ready to start through the MTSS Implementation Phase or not.*

**AA.Intervention Design: Using the Hierarchy of the Big Ideas in Reading**

*Redbud A*

*Vera Beach*

*Participants will be asked to think in terms of the hierarchy of the five areas of reading as identified by the National Reading Panel 2000. Within each of the 'Big 5 Ideas', instruction should be focused on the lowest level needed by each student. The areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension will be presented and levels of difficulty in each will be highlighted. A variety of intervention ideas will be discussed.*

**D. Squeezing Learning into Every Minute**

*Pam Leiker*

*Oak Room*

*Severy Elementary squeezes learning aligned to state standards into every minute of the school day. This session presents many activities that are easily implemented to support vocabulary development, reading fluency, and math concepts. These are ongoing filler activities and programs that support relentless teaching without being relentless.*

**BB. Logistics of Literacy Intervention Middle & High School**

*Redbud B Room*

*Joanne Allain*

**CC. What Really Matters in Reading: Content Area Teachers Matter, Too**

*Walnut Room*

*Debra Berlin*

**DD. Improving Instruction to Close the Achievement Gap in Math**

**Grades 3-12**

*Maple*

*Michelle Douglas*

**EE. Strategies for Managing Challenging Students in Classroom**

**Settings**

*Birch*

*Terry Scott*

**11:30 – 12:45**

**Lunch**

**12:45 – 2:15**

**Concurrent Sessions V**

**FF.**

*Steve Kucic*

*Cypress A*

**GG. Use of Reading Specialists for Reading Comprehension**

**Strategy Instruction at All Levels of MTSS** *Karla Reed*

*Cedar*

*MTSS calls for the efficient use of resources in buildings. The reading specialist is in a key role not only for providing high quality reading instruction for students identified for intervention, but to model and influence instruction in Tier I and to assist with the diagnostic assessment process when progress is unsatisfactory. This session highlights a three-district collaborative aimed at sharing and shaping comprehension strategy instruction at all three tiers and sharing efforts at developing a needed assessment process that allows for the customization of strategy instruction for those students whose progress is inadequate.*

**M. Math Interventions**

*Kelli O'Neal-Hixson*

*Redbud A*

*Mathematics instructional decisions are closely linked with the identified curriculum and assessments. Decisions regarding the methods, strategies and techniques are influenced by content standards, curricular materials and assessment results. However, instructional methods, strategies and techniques can also be applied or adapted to various content and materials. It is the purpose of this presentation to identify at least some of those identified by research and provide examples of how they can be applied to various curricular content/materials.*

**HH. Be Informed - To Transform - So Students Perform**

*Redbud A*

*Mark McBeth*

*How teachers teach is just as important as the curriculum they teach and the summative results they attain with students. Explore ways that teachers can use classroom formative assessment data to inform instructional practice, plan for interventions and most of all, assess student learning. Discover the correlation of rigor, relevance, relationships and results in association with your classroom formative exams. Learn from two perspectives: that of a middle school Math teacher, and that of a school administrator/consultant. Participants will be engaged within an interactive technology-rich lecture and Q & A.*

**II. Logistics of Literacy Intervention Middle & High School**

*Redbud B Room*

*Joanne Allain*

**JJ. What Really Matters in Reading: Creating Meaningful Vocabulary**

**Instruction**

*Walnut Room*

*Debra Berlin*

**KK. The Power of Multiple Strategies in Mathematics Grade 4-8**

*Maple Room*

*Michelle Douglas*

**LL. Strategies for Managing Challenging Students in Classroom**

**Settings**

*Birch Room*

*Terry Scott*

**2:15**

**Symposium Adjourns**