



**PRESS** is an evidence-based framework that structures literacy achievement in elementary grades within a Response to Intervention (RtI) or multi-tiered system of supports (MTSS) context. Developed through a research partnership at the **Minnesota Center for Reading Research, University of Minnesota**, under the direction of **Drs. Matt Burns, Lori Helman, and Jennifer McComas**, the goal of PRESS is to work with educators to establish school-based systems and practices for all K-5 students to become capable readers. PRESS complements a school's literacy curriculum and can be used with a variety of assessment programs.

*Join us for a **FREE** informational session!*

**March 13, 2015**

**8:30 – 10:00 A.M.**

**Monona Grove School District Office**

**5301 Monona Drive, Monona, WI**

This overview is for district, regional, and state leaders. It will include recent research findings and suggestions for using PRESS to close gaps and raise state report card scores.

*For more information, contact **John Humphries, Dodgeville School District** at **(608) 438-6109***

Please RSVP at: [www.cesa3.org](http://www.cesa3.org)