

All Means All:

Resources to Improve Equitable Outcomes for All Students

January 28, 2020



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Office of Elementary Education and Reading
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Office of Federal Programs

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 STRATEGIC PLAN

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



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EVERY
School and District is Rated "C" or Higher




 MISSISSIPPI DEPARTMENT OF EDUCATION

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Session Goals

- Mississippi Department of Education Updates
- ALL Means All: Who Are our Students?
- Pursuing Equity for ALL
- Resources to Improve Equitable Outcomes for ALL
- Accreditation Dates

 MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

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All Means All:

MDE Updates

Increasing Student Outcomes for ALL



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Laying the Foundation for Success

- Reorganized state education department around strategic plan goals
- Adopted rigorous, college- and career-ready standards statewide
- Developed assessments aligned to academic standards and the National Assessment of Educational Progress (NAEP)
- Implemented strong accountability system for all schools and districts
- Improved data quality and transparency
- Built teacher and leader capacity through major professional development initiative to ensure students master higher academic standards



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Early Learning Collaborative Act: Key Components

- Provides funding to local communities to establish or expand high-quality early childhood education programs called Early Learning Collaboratives (ELCs)
- ELCs include a lead partner (public school or nonprofit group) and collaborators including school districts, Head Start sites, child care centers and nonprofit organizations
- Enables state education department to establish first Office of Early Childhood Education
- Professional development offered, for free, to all early childhood providers in public and private settings



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Literacy-Based Promotion Act: Key Components

- Trains educators statewide to be more effective at teaching reading
- Deploys literacy coaches to lowest-performing schools to support teachers
- Adds K-3 monitoring and assessment system, including a 3rd grade reading test for students to qualify for 4th grade promotion
- Requires schools to engage parents and communicate with them regularly
- Enables state education agency to establish first Office of Elementary Education and Reading



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Laws that Enhanced Literacy-Based Promotion Act

Teacher Certification

- Law enacted in 2016 requires elementary education candidates to pass “a rigorous test of scientifically research-based reading instruction and intervention” to ensure they know effective practices for teaching reading
- Mississippi requires candidates to pass the Foundations of Reading Assessment

Higher Expectations for 3rd Grade Reading

- Amendment passed in 2016 to raise the passing score on the 3rd grade reading test starting in the 2018-19 school year
- Students are now required to score above the lowest **two** achievement levels, which shows they are approaching proficiency

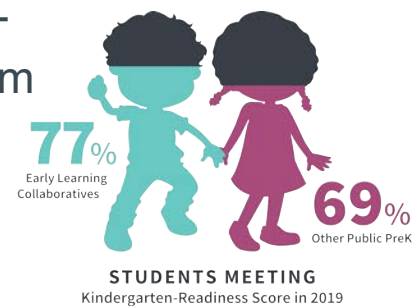


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Early Childhood Education Results

- **77% of Early Learning Collaborative (ELC) students** met target kindergarten-readiness score in 2019, an increase from 59% in 2015
- **ELC students show higher rates of kindergarten readiness (77%)** than students in other public pre-K classes (69%)



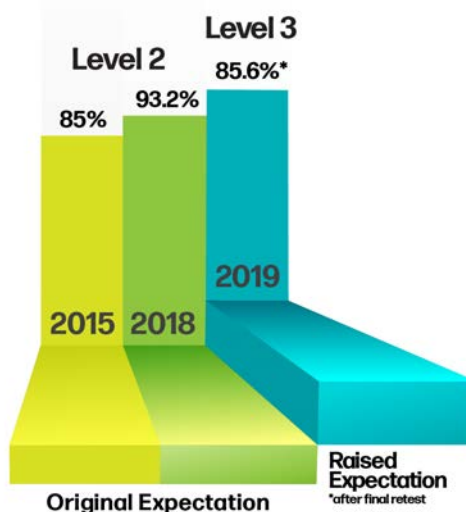
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3rd Grade Reading Results

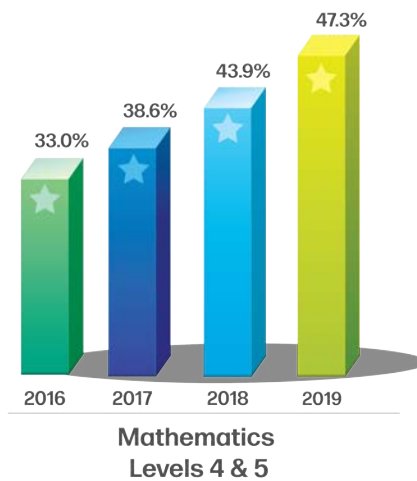
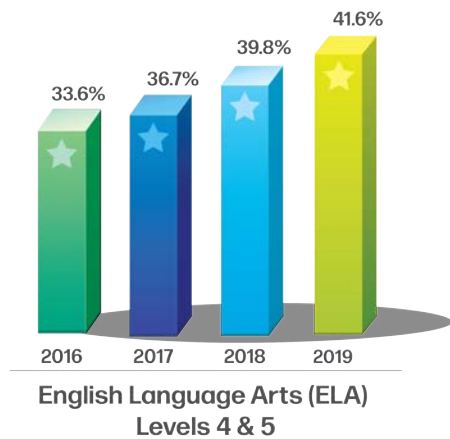
- Literacy-Based Promotion Act originally required 3rd graders to score at Level 2 on a reading test to be promoted to 4th grade
- Students are now expected to score at Level 3, which is closer to proficient
- When **expectations were raised** in 2019, **85.6% of students met the highest reading standard ever required** under the Literacy-Based Promotion Act

3rd Grade Reading Achievement



English Language Arts and Mathematics Proficiency Gains

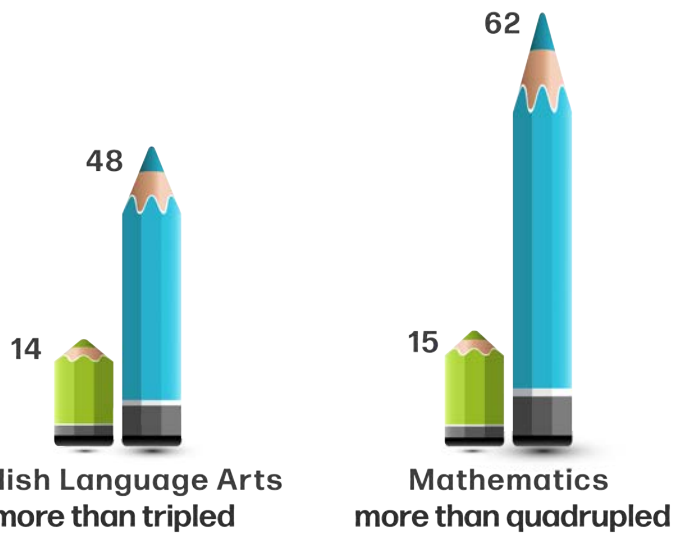
Mississippi Academic Assessment Program (MAAP)



English Language Arts and Mathematics Proficiency Gains in Districts

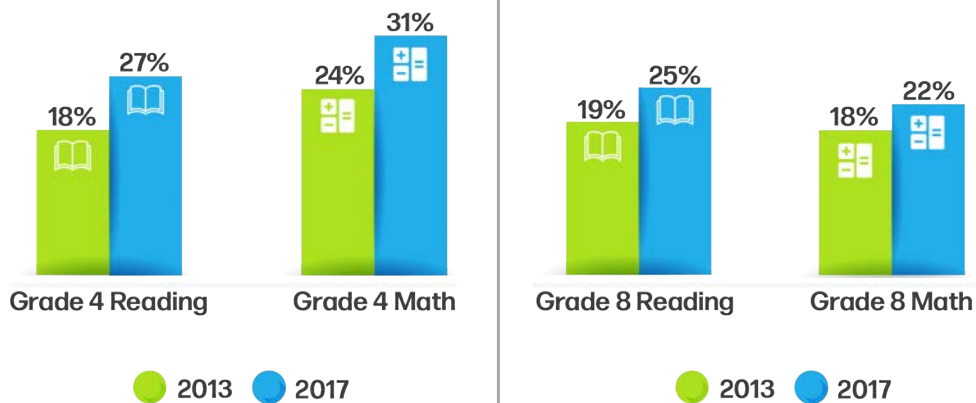
Total districts with more than 45% of students scoring proficient or advanced

● 2016 ● 2019



National Assessment of Educational Progress (NAEP) Proficiency Gains

National Assessment of Educational Progress (NAEP)



National Assessment of Educational Progress (NAEP)

Mississippi National Rankings NAEP Gains



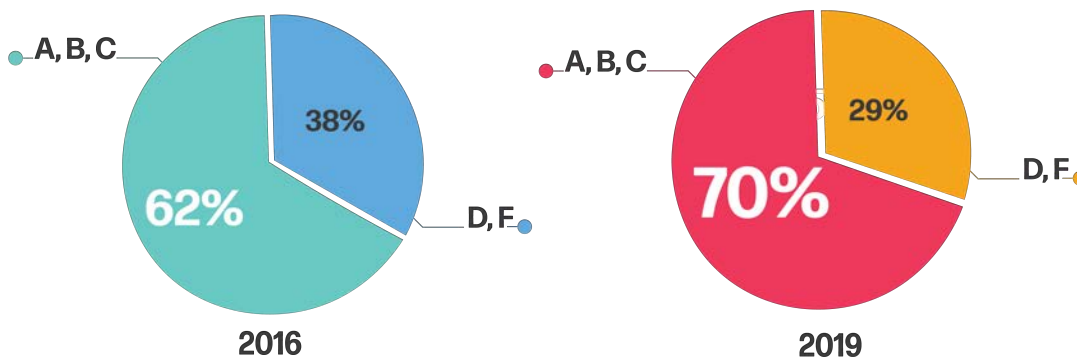
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Outcome 5: Increase the percentage of districts rated C or higher

DISTRICT GRADE IMPROVEMENTS

●●●●●●●● 2016 - 2019 ●●●●●●●●



Note: Percentages have been rounded

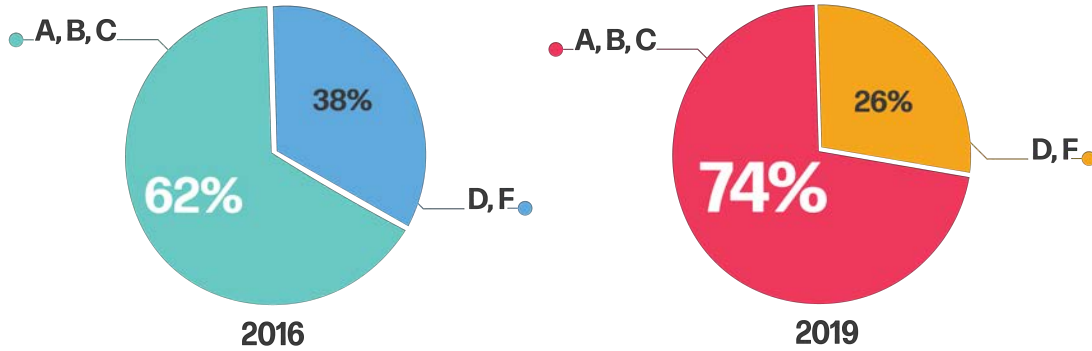
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Outcome 6: Increase the percentage of schools rated C or higher

SCHOOL GRADE IMPROVEMENTS

●●●●● 2016 - 2019 ●●●●●



Note: Percentages have been rounded

Next Steps: Strengthen Educator Preparation Programs

- Requiring professional learning and testing for Educator Preparation Program (EPP) faculty teaching Early Literacy I and II
- Redesign the 15-hour sequence for Reading
- Requiring additional clinical experiences for candidates
- Requiring all programs embed culturally and linguistically responsive pedagogy to support [Mississippi's Equity Plan](#)



All Means All:

Ensuring ALL Students are Supported

Office of Federal Programs



MISSISSIPPI
SUCCEEDS!!

McKinney-Vento
ACT

21st Century Learning

Supporting Special
Populations

Increasing Equity
and Inclusiveness

Family and Community
Engagement



21st CCLC Grant Period & Award Amounts

- A subgrant award is made available for an approved project period up to four **(4) years** contingent upon evidence of progress as documented in the annual evaluation report, increased student achievement as documented in the required common data elements, and adherence to the annual Specific Program Assurances.
- Grants for eligible organizations will range from **\$50,000 - \$400,000** per year.



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21st CCLC Grant Continued

- Grantees receive funding at **100%** for the first two (2) years of the program. Subsequently, grantees receive **80%** of their original funding in year three (3) and **60%** in year four (4) pending congressional appropriations.
- The Office of Federal Programs anticipates the release of the 21st CCLC FY 2021 RFP in Spring 2020.



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McKinney-Vento FY20 Awardees



The Office of Federal Programs is pleased to announce the following districts as awardees of the McKinney-Vento Grant for FY20:

- | | |
|--------------------------------------|-----------------------------|
| Alcorn County School District | Corinth School District |
| Harrison County School District | Hattiesburg School District |
| Jackson Public School District | Moss Point School District |
| Starkville-Oktibbeha School District | Tupelo School District |



Monitoring FY19 M-V Awardees



Both programmatic and fiscal indicators will be monitored for compliance and implementation for the following LEAs based on the FY19 McKinney-Vento Grant:

- | | |
|-----------------------------------|----------------------------------|
| Harrison County School District | Humphreys County School District |
| Oxford School District | |
| Vicksburg-Warren School District | |
| Winona-Montgomery School District | Jackson Public School District |



Reminder of Period of Availability

FY19 McKinney-Vento grantees have until **March 1, 2020** to obligate funds with a liquidation date of **June 12, 2020**.

FY 20 McKinney-Vento grantees have until **January 1, 2021** to obligate funds with a liquidation date of **March 12, 2021**.



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M-V Application to be released in MCAPS...

- We are scheduled to release the FY21 McKinney-Vento application in MCAPS **June 2020**.
- FY21 McKinney-Vento application and revision processes will be completed through MCAPS only. Paper applications will no longer be accepted.



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All Means All:

WHO ARE OUR STUDENTS?

Mississippi's English Learner (EL) Population and Your Diverse Classroom

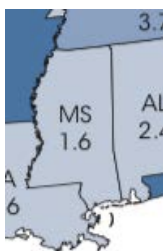


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Our Mississippi EL Learners – Population Increases

Percentage of public school students who were ELs: 2014-2015



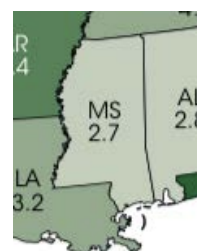
- Less than 3.0 percent (13)
- 3.0 to less than 6.0 percent (12)
- 6.0 to less than 10.0 percent (18)
- 10.0 percent or higher (8)

Percentage of public school students who were ELs: Fall 2015



- Less than 3.0 percent (9)
- 3.0 percent to less than 6.0 percent (14)
- 6.0 percent to less than 10.0 percent (20)
- 10.0 percent or higher (8)

Percentage of public school students who were ELs: Fall 2016



- Less than 3.0 percent (8)
- 3.0 percent to less than 6.0 percent (15)
- 6.0 percent to less than 10.0 percent (19)
- 10.0 percent or higher (9)



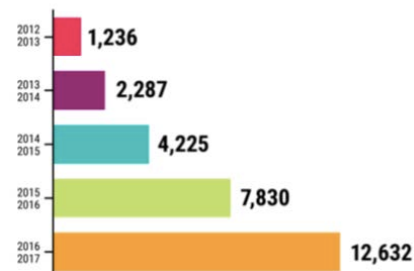
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Who are our students? EL Population Facts

Nationally	Mississippi
Approximately 4.6 million English Learners	Increase of 3,000 ELs within the past 2 years
Spanish is the most commonly spoken non-English language	In 2018, the majority of Mississippi school districts had at least one EL
1 in 5 children between 5-17 years old live in immigrant families	In 2018, 14 Mississippi districts served more than 300 ELs
Immigrant parents account for 25% of the overall U.S. population	During the 2016-17 school year, approximately 12,630 ELs entered Mississippi schools

2012-2018 Mississippi EL Population



Mississippi schools have seen a 1,000% increase in English Learners over the past 10 years.



Who are our students? Mississippi Languages

2018-2019 Top 5 Most Common EL Languages in Mississippi		
Spanish	12,696 EL speakers	21 countries represented
Arabic	925 EL speakers	26 countries represented
Vietnamese	548 EL speakers	1 country represented
Chinese	416 EL speakers	5 countries represented
Gujarati	111 EL speakers	1 country represented

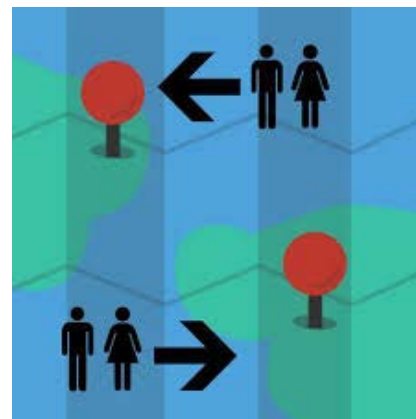
2018-2019 Top 5 Least Common EL Languages in Mississippi		
Twi	1 EL speaker	4 countries represented
Somali	1 EL speaker	7 countries represented
Persian	1 EL speaker	1 country represented
Maori	1 EL speakers	1 country represented
Lithuanian	1 EL speaker	19 countries represented



Who are our students? Why ELs Come to Mississippi

“Hispanic immigrant families move to the South drawn to jobs in construction, agriculture, and food processing industries.”

“Immigrants from the Middle East and South Asia are filling shortages in medical professions.”



New America

Who are our students? Mississippi's Immigrant Facts

- More than 2% of Mississippi residents are immigrants, while another 2% are native-born U.S. citizens with at least one immigrant parent.
- 1/3 of all immigrants in Mississippi are naturalized U.S. citizens.
- Almost one in four of Mississippi's adult immigrants have a college degree or more education; nearly one in three had less than a high school diploma.

Education Level	Share (%) of All Immigrants	Share (%) of All Natives
College degree or more	24.8	20.7
College	18.0	32.0
High school diploma only	24.7	31.2
Less than a high school diploma	32.5	16.0



All Means All:

PURSUING EQUITY



A transfer student walks into your room...



Implicit Bias and Education

“Research has shown that before teachers even have a conversation with a student, they have already formulated a number of opinions based on that student's race, appearance, and other factors—and begun to form a certain set of expectations...the reality is that our subconscious is at work. We are studying the every move of our students: their dress, their personal grooming, their hair style, their use of language, and their mannerisms. Admitting it may be uncomfortable, but almost all of us have looked at a student at one time or another and thought, solely based on their appearance, ‘That kid is going to be someone,’ or ‘that kid is going to make my life miserable...’ These subconscious thoughts and feelings are known as **implicit biases**. These biases are ever-present, and as such they require constant monitoring. Ignoring our implicit biases guarantees that we further impoverish the already poor or marginalized student. As educators, we must be mindful of not just how we teach students, but how we approach them, how we talk to them, and how we convey our academic expectations for each of them.”



- Melissa Garcia₃₅

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Understanding Implicit Bias

What is **implicit bias**?

- Attitudes we hold towards people or associated stereotypes with them without our conscious knowledge
- Predicts how we'll behave more accurately than our conscious values
- Universal phenomenon, not limited by race, gender, or even country of origin

<https://implicit.harvard.edu/implicit/takeatest.html>



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Being a Leader for Equity

Leaders for equity are educators who gracefully stand up and stand for others, demonstrate courage, and take risks to forge improvement.

Equality



Equity ★



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Resources

https://nces.ed.gov/programs/coe/indicator_cgf.asp

<https://www2.ed.gov/about/offices/list/oela/ffcmelp.pdf>

<https://www.newamerica.org/education-policy/edcentral/southeast-els/>

<http://res.dallasnews.com/interactives/migranroute/>

<https://www.edweek.org/tm/articles/2018/07/25/why-teachers-must-fight-implicit-biases.html%3Fintc=main-mpsmvs>



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All Means All:

Resources to Improve Equitable Outcomes for All Students

Offices of Elementary Education and Reading, Professional Development and Special Education



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Technical Assistance Provided to Increase Inclusive Practices

Phonics First® reading system, developed by Brainspring is a multisensory, systematic, structured, sequential, phonics-based, direct-instruction approach to teaching beginning, at-risk, struggling, learning disabled, dyslexic and EL readers.

Rooted in the Orton-Gillingham principles of instruction, *Phonics First®* uses scientifically research-based learning strategies to teach students systematic processes for decoding (reading) and encoding (spelling). Students who use the *Phonics First®* system make significant gains in reading and spelling while building a lifelong understanding of the structure of language.



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Phonics First Courses

Courses include:

- Phonics First (K-5) for K-3 general education teachers, K-5 special education teachers, literacy coaches and interventionists
- Phonics First (6-12) for middle and high school special education teachers, interventionists and the literacy coaches who support them
- Level II for anyone who has attended the K-5 or 6-12 courses and has used the program for at least 3 months
- Refresher and Syllabication Workshops



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Phonics First Courses

- Seats are currently available for the spring and summer across the State
- Districts with 25 or more participants registered can host the training and MDE will cover the cost
- To see all dates and locations, visit the RESA website at <http://nmec.msresaservices.com/all-workshops/categories-mde/categories-mde-special-education>
- Contact Teresa Laney at 601-359-3498 if you have questions



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Upcoming Professional Development

Phonics First K - 5	Phonics First 6 - 12	Level II
Gulfport – March 9	Gulfport – March 16	Meridian – February 10
Gulfport – March 12	Gulfport – March 19	Oxford – March 23
Greenville – June 1	Jackson – June 22	Hattiesburg – April 20
Tupelo – June 8		Biloxi – June 15
Jackson – June 15		



Alternate Diploma



Alternate Diploma

- Only students who have met the IEP criteria as a student with a significant cognitive disability (SCD) may participate in a program of study to earn the Alternate Diploma.
- The Alternate Diploma is not the equivalent of a traditional high school diploma and is not recognized by post-secondary entities that require a traditional high school diploma.
- IEP TEAM Committee decision
- MSIS Course Codes can be found in the Course/Work Area Codes Report.



Alternate Diploma

Which high school Alternate Diploma courses currently require a Mississippi Academic Assessment Program – Alternate (MAAP-A)?

- Alternate Biology
- Alternate English II
- Alternate Algebra

Alternate Diploma Course Substitutions

- Currently working on a list of general education courses that may be substituted in lieu of the alternate courses mentioned on previous slide.
- Open for public comment soon.



Alternate Diploma Informational Sessions

School Counselor Regional Workshops

- February 12 – Hattiesburg, MS
- February 19 – Oxford, MS
- February 21 – Vicksburg, MS
- February 25 – Jackson, MS
- February 28 – Jackson, MS

Mississippi ABLE



MS ABLE ACCOUNT



What is an ABLE account?

ABLE accounts are tax-advantaged savings accounts for individuals with disabilities which will not affect their public benefits. These accounts can be used for daily transactions and/or long-term savings. Income earned in the accounts is not taxed if spent on qualified disability-related expenses. Contributions can be made to an account by anyone and may qualify for a state tax deduction.

MS ABLE ACCOUNT

When will ABLE accounts be available in Mississippi?
ABLE accounts are available now!!



For more information or to register, visit: <https://www.mdrs.ms.gov/Pages/able-act.aspx>



Social and Emotional Learning Standards



MS's Current Efforts Around Social Emotional Learning

- Attended Collaborative for Academic, Social, and Emotional Learning (CASEL) SEL Exchange in Chicago, IL in October 2019
- Submitted an application for a CSI grant to fund SEL efforts
- Developing a state definition of Social Emotional Learning
- Selected a model for K - adulthood competencies and is currently being drafted through MDE's partnership with REACH MS



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Students with Significant Cognitive Disabilities



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Students with Significant Cognitive Disabilities

- The Every Student Succeeds Act (ESSA) established a participation cap of 1% on students with the most significant cognitive disabilities (SCD) participating in the MS Academic Achievement Program – Alternate (MAAP-A.)
- Although states are held to a 1% cap, States cannot cap participation at the district level.



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Students with Significant Cognitive Disabilities

- In an effort to come into compliance with ESSA, the MDE OSE will be asking districts to review data regarding the participation rate of students identified as SCD in the MAAP-A.
- The Special Education Director of each district will receive data regarding the district's 1% and be asked to provide justification if the district has more than 1% of its student population participating in the MAAP-A



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Students with Significant Cognitive Disabilities

Content Area	Number Participating in Alternate Assessment			Number Participating in Statewide Assessment			Percent Participating in Alternate Assessment		
	2016-2017	2017-2018	2018-2019	2016-2017	2017-2018	2018-2019	2016-2017	2017-2018	2018-2019
English Language Arts	4,113	3,789	3,701	261,047	262,403	260,214	1.58%	1.44%	1.4%
Math	4,142	3,934	3,646	256,603	260,324	255,916	1.61%	1.51%	1.4%
Science	1,881	1,578	1,707	107,986	113,144	110,274	1.74%	1.39%	1.5%

Approximately 1.43% of Mississippi's students participated in content areas of the MAAP-A in 2018-2019



Students with Significant Cognitive Disabilities

- In order to support districts in the identification of students with the most significant cognitive disabilities, the MDE OSE has developed the SCD Determination Guidance Document.
- The Guidance Document can be found online at: www.mdek12.org/ose/IP



Save the Date



Special Education Director Meeting and Brustein & Manasevit



TUESDAY
March 3, 2020

WEDNESDAY & THURSDAY
March 4-5, 2020

Special Education Director Meeting

Joint Fiscal Conference WITH BRUSTEIN & MANASEVIT

VICKSBURG CONVENTION CENTER

Registration and additional information coming soon.



Technical Assistance Provided



SSIP –
Coaching
Supports

On-Demand
Technical
Assistance



Online Courses

Regional
Meetings



Additional PD to
increase
inclusive
practices and
differentiated
instruction



Inclusive Practices for ALL

Who Can Benefit from the AFA Guide?



- Student struggling with academic concepts
- Any student with behavioral or social issues impacting his/her access to the Mississippi College and Career Readiness Standards
- Any student with limited memory or learning deficits
- Any student receiving academic or behavioral interventions through the Multi-Tiered System of Supports
- Any student with an IEP



Resources to Improve Equitable Outcomes for All Students

LETRS

3rd Edition



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Inclusive Supports and Professional Learning Opportunities

- Open to General Education (K-12), Special Education, Teacher Assistants, Emergency Certified Teachers, and Long-term Substitutes
- Participants will still receive 4 face to face days, but these days will be broken out into ***individual days rather than delivered in pairs.*** – 1 day after units 1 and 2, 1 day after units 3 and 4, 1 day after units 5 and 6, 1 day after units 7 and 8.



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Assessment Overview

- **3rd edition has a robust assessment system.** Every new trainee takes a pretest for units 1-4. This establishes a baseline.
- There is then a post-test after each unit, and then a cumulative post-test of units 1-4 combined. This process repeats for units 5-8.



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In summary...

With **LETRS 3rd edition**, educators receive:

- Updated information about the brain and learning to read
- Information about identification and treatment of dyslexia
- Explicit assignments for teachers to apply what they are learning
- Embedded videos that connect content to classroom applications
- Literacy development for English learners
- Curriculum development of classroom and small-group instruction



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Resources

<https://www.voyagersopris.com/resources>



VOYAGER SOPRIS
LEARNING®



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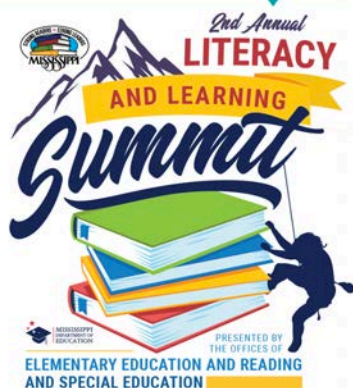
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2nd Annual Literacy and Learning Summit

2020 **MAKING
CONNECTIONS
CONFERENCE**

*Save
THE
Date*

FEATURING



**JUNE
2-5
2020**

MISSISSIPPI
GULF COAST
CONVENTION
CENTER »»
BILOXI



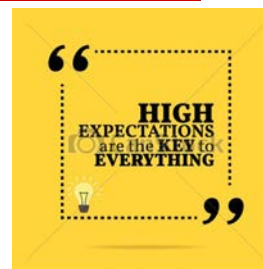
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Family and Community Engagement



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Goals



Your child can generate a number or shape pattern that follows a given rule. Your child can identify equivalent features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 2" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Your child can explain informally why the numbers will continue to alternate in this way.

- Practice with patterns involving numbers or shapes which reflect equal or given.
- Create and extend number and shape patterns.

HELP AT HOME
Provide your child with a sheet of pattern already drawn or written. Then, provide her with graph paper. Have her extend each pattern by the next 3 shapes or numbers.

VOCABULARY
A **PATTERN** is a sequence that repeats the same process over and over.
A **SHAPES** decision what that process will look like.
Patterns are one of the most important ways to describe a number's characteristics.
When to begin using patterns, sequences, and rules in regularity, he will have a deeper understanding of how to solve mathematical problems.



believe
necessary
important
crucial
smart
communicate
reading
counting
needed
must have
volunteer
wanted
Parent Involvement



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Family Guide for Student Success



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

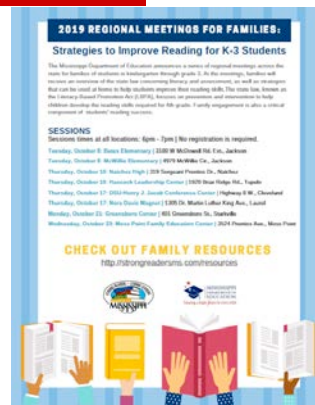
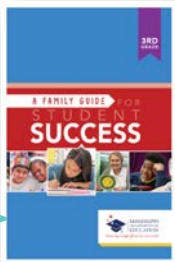
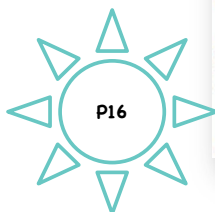


W. K. Kellogg Foundation

Special thanks to the W. K. Kellogg Foundation for supporting the Mississippi Department of Education’s efforts to assist families, schools and communities with acquiring the tools necessary to advance the success of Mississippi’s Children.



Family and Community Engagement



MISSISSIPPI LITERACY SUMMIT



Parent and Family Guide to Understanding Response to Intervention

What to Look for When Observing a Kindergarten and Pre-K Classroom Checklist



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Parent Engagement Conference Schedule

Date	Location
February 6-7	University of Southern MS Cochran Center Hattiesburg, MS
February 19-20	Jackson State University e-Center Jackson, MS
February 25-26	Greenville Higher Education Center Greenville, MS

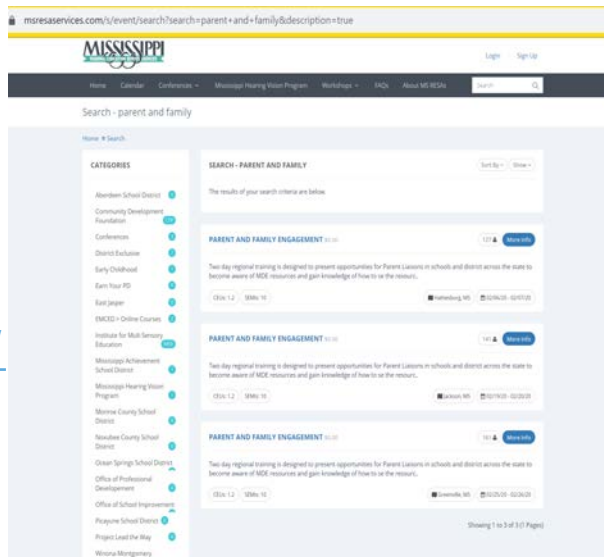


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Registration



- Mississippi Regional Education Service Agencies (MS RESA) at <http://www.msresaservices.com/>
- Search for parent and family



Professional Development



mde_literacy



Superheroes in Training: Literacy Basic Training for

Paraprofessionals and Uncertified Teachers (K-4)

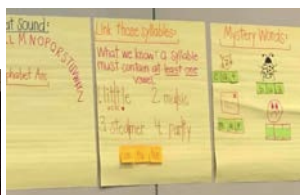
This training was designed specifically for paraprofessionals and uncertified teachers who have been tasked with providing explicit literacy instruction to their K-4th grade students. Session topics included:

- the difference between phonics and phonological awareness and the importance of each,
- an explicit routine for teaching phonological awareness, and how to fill gaps in Tier I instruction.



Participant Data

	Hattiesburg	Oxford
# of Districts Represented	23	53
# of Participants	148*	148*
	*Registration was waitlisted	*Registration was waitlisted



In addition...



Kiana Pendleton
Monday at 9:12 PM · 🌐

I am so proud of my TA's! They showed up and showed out today at their training! I am so grateful for the opportunity that was provided to build their capacity as well!



Laurel Magnet School of the Arts
Monday at 8:09 PM · 🌐

LMSA TEACHER ASSISTANTS ATTENDED THE SUPERHEROES IN TRAINING: LITERACY BASIC TRAINING FOR PARAPROFESSIONALS... See More



Ensuring a bright future for every child

- West Point School District, Clinton School District, and Columbus Municipal School District requested and received district-based PD to accommodate the number of paraprofessionals they wanted trained.
- This professional development will be offered in Durant on 11/4/19 through the RESA.

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Additional Fall 2020 MDE Statewide Literacy Trainings


- “Parents as Partners” Informational Meetings
- ABCs of Coaching (Curriculum Coordinators and Instructional Coaches)
- Regional Literacy Trainings for Teachers (pre-K-3rd)
- Regional Literacy Trainings for Elementary Administrators
- Multi-Tiered Systems of Support
- Rethink Literacy Trainings for Teachers (3rd-12th)
- Annual Early Childhood Conference
- Annual Literacy Summit



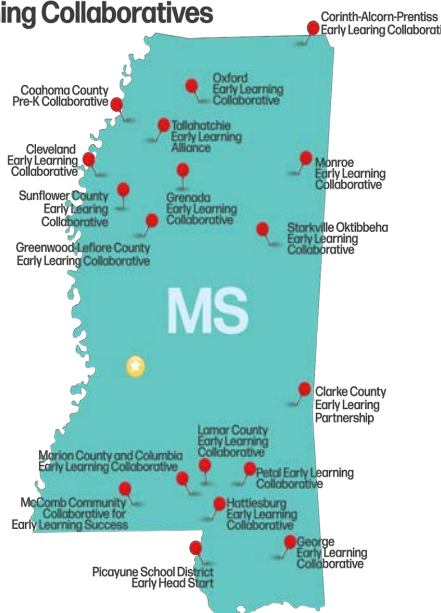
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DEPARTMENT OF
EDUCATION
Ensuring a bright future for every child


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EARLY CHILDHOOD




Early Learning Collaboratives





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Professional Development

- Little Learners, Little Hands: Fine Motor Development
Tupelo – January 30th;
Hernando – March 26th
- Family Connections: One-Day Mini-Conference
Tupelo – February 4th
- Looping Literacy into Early Learning
Hernando – February 4th;
Biloxi – February 11th;
Jackson – March 10th




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Professional Development

- Early Childhood Leadership Training
Greenwood – February 11th
- Family Engagement: Train the Trainer
Belden – February 28th



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Resources

- Early Childhood Webpage: www.mdek12.org/ec
Guidelines, Standards, procedures, and technical assistance
- GoSignMeUp: www.mdek12.org
Registration site for all professional development opportunities:



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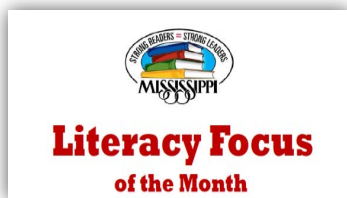
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Additional Resources & Publications



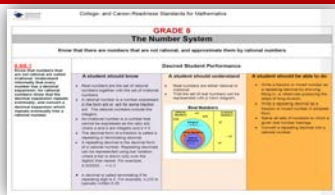
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Resources & Publications



Literacy Focus of the Month

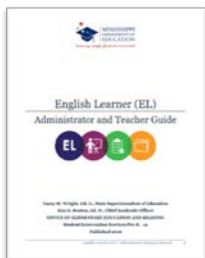
[Literacy Focus of the Month](#)
(Transdisciplinary: Grades PK-12)



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



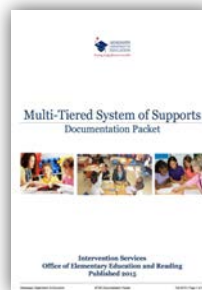
[English Learner Videos and Resources](#)



[English Learner Guide](#)



[Implementing Evidence-based Literacy Practices](#)
(Grades K-12)



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

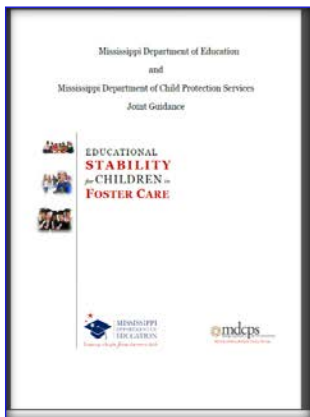


[Integrated Kindergarten Centers Activities](#)
(Transdisciplinary, Kindergarten)

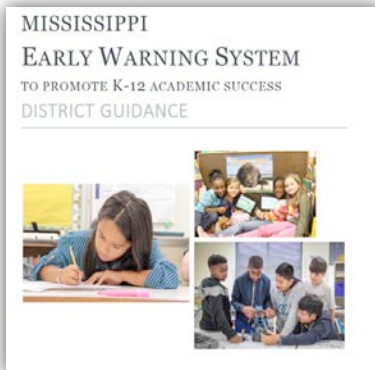


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Resources & Publications



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



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



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



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Resources & Publications for Administrators



Administrator Annual Calendar
***NEW Publication**



MSIS User Manual
<https://www.mdek12.org/sites/default/files/documents/MSIS/STUDENT/msis-user-student-training-manual-2017-2018.pdf>



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Office of Accreditation – Important Dates

- Class size overload waiver requests were due January 24, 2020.
- Annual School Board Member Attendance Reports are due February 7, 2020.
- Corrective Action Plans (CAPS) for districts assigned an accreditation status of PROBATION are due to the Office of Accreditation by February 10, 2020.
- Parent of the Year applications will be forthcoming.



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Quentin Ransburg

Executive Director of Federal Programs

Tenette Y. Smith, Ed.D.

Executive Director of Elementary Education and Reading

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