

TRANSFORMING SCHOOLS

Meeting the Needs of All Learners



October 15-16, 2019

Lake Terrace Convention Center
1 Convention Center Plaza | Hattiesburg, MS



DR. CRYSTAL LAURA

Crystal Laura is a professor of educational leadership at Chicago State University (CSU). Laura's teaching, research, and service have focused on the social foundations of education, diversity, and equity in schools and building the capacity of teachers and school leaders to intervene in the school-to-prison pipeline. Laura taught African American History and Communication at Sister Jean Hughes Adult High School (previously St. Leonard's Adult High School) for formerly imprisoned men and women.

Her scholarship on the school-to-prison pipeline has appeared in journals such as *Race, Ethnicity and Education*, *Cultural Studies-Critical Methodologies*, *Gender and Education*, *Critical Questions in Education*, and also in her award-winning book, *Being Bad: My Baby Brother and the School-to-Prison Pipeline* (Teachers College Press, 2014). She has co-authored two additional books—*Diving In: Bill Ayers and the Art of Teaching into the Contradiction* and “*You Can’t Fire the Bad Ones!*” and *18 Other Myths About Teachers, Teachers’ Unions, and Public Education*.

Laura served as co-director of CSU's Center for Urban Research and Education, where she partnered with schools in high-needs neighborhoods to conduct collaborative research and develop practical approaches for stakeholders to keep students from entering or further traveling the school-to-prison pipeline. Laura is the recipient of a Chicago Women & Femmes to Celebrate award, three Outstanding Book awards, and a CSU Faculty Excellence Award in Research—the university's highest honor for distinguished research. She lectures across the United States and is a frequent presenter at the annual meeting of the American Educational Research Association, the largest professional organization in the field, within which she now serves as chair of the Equity and Inclusion Council. Her work is a labor of love, dedicated to her younger brother, Chris, who is currently incarcerated in the Illinois Department of Corrections.



MR. ROBERT JACKSON

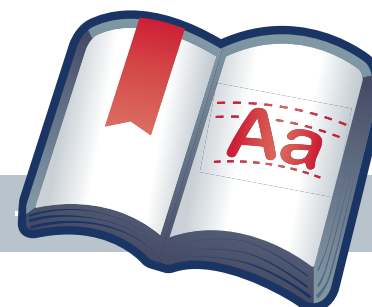


Robert Jackson graduated with a B.S. in industrial technology from Western Kentucky University (WKU), where he also lettered four years in football and track. At WKU Jackson studied and competed alongside classmates who were broken by trauma, causing them to deal with issues far beyond juggling school activities. Inspired to stop this cycle, Jackson determined not to focus on problems, but instead create solutions that empower students in coping with inner pain and navigating the education system. His philosophy informs his motto: “for every problem, there is a solution.”

After playing for the NFL’s Minnesota Vikings, Jackson began teaching in Indianapolis Public Schools where he maintained a “no more excuses” teaching approach. As an educator, he disallowed his students’ indulgence in self-pity, instead encouraging them to build their own futures despite difficult circumstances. Those youth were transformed from low performing students into successful professionals on a variety of illustrious career paths.

Jackson’s success with traumatized students distinguished him as one of the most sought-after speakers in the country. His reputation provides him opportunities to speak at prestigious national conferences where Jackson encourages educators and administrators to use their influence to “educate, activate, and motivate all students to be successes.”

Jackson’s résumé also boasts articles published in ASCD EL Leadership magazine and five books with another on the way. His curriculum has been featured in national publications and is utilized in both American and Canadian K-12 and university settings. Jackson has received numerous awards, including the NOBLE Justice by Action Youth Award, the Collaborate to Save our Sons Award, and the Do Something Positive, Be Something Positive Award. He also received the Key to the City of Miami from Congresswoman Frederica Wilson. Jackson is a Life Member of Kappa Alpha Psi Fraternity and the NFL Players Association.



AGENDA

Tuesday, October 15, 2019

7:30 a.m. – 8:15 a.m.	Registration	
8:15 a.m. – 8:50 a.m.	Welcome (Overview)	Exhibit Halls B and C
9:00 a.m. – 11:00 a.m.	Keynote Session (Group 1) Strategies for Educating Black and Latino Males: Become the Educator They Need Mr. Robert Jackson <p>This interactive session will provide eight factors that affect Black and Latino Male students and strategies for how to educate them. These young men are the most suspended, expelled, incarcerated, and victims of homicide. Strategies include how to teach these students to become success stories along with self-care for educators. Participants will be provided with strategies that can be used immediately to become the educator students need.</p>	Exhibit Halls B and C
9:00 a.m. – 10:00 a.m.	Concurrent Sessions (Group 2)	
	Strategies to Support English Language Learners Ms. Sandra Elliott	Forrest 1 and 2
	Roadmaps for Student Success: High Leverage Practices (HLP) Dr. Margaret Ellmer <p>Special education in the American educational landscape has evolved over the past half-century. <i>High Leverage Practices in Special Education</i> offers a roadmap for student success that will benefit educators, administrators, and policymakers alike. <i>High Leverage Practices for the Inclusive Classrooms</i> offers practices that are integral to the support of student learning and can be systematically taught, learned, and implemented by those entering the teaching profession as well as current practitioners. In this interactive session, attendees will participate in HLP demonstrations.</p>	Lakeview 2
	Supporting Struggling Learners with Algebra Nation Ms. Shauna Hedgepeth <p>Wondering how to support your teachers with the resources and reports available in Algebra Nation? We will take a deep dive into Algebra Nation to explore the resources for students, teachers, and parents from sixth grade mathematics to Algebra 2.</p>	Garden Room
	Restorative Practices: A Practical Approach to Building Healthy Relationships in the School Community Dr. Curt Green <p>Restorative practices promote a positive, safe, and orderly school environment. With restorative practices in schools, all members of the school community can learn and practice self-discipline, empathy, and accountability. Restorative practices are an effective alternative to punitive responses to wrongdoing and can lead to repairing the harm done.</p>	Lakeview 1
	Leadership Teams That Work Dr. LeKeisha Sutton and Ms. Jeanne Parks <p>School Leadership Teams (SLT) are an integral part of improving schools. This session is focused on ways SLTs can effectively support school improvement efforts.</p>	Lamar 1
	Is It Working? Ms. Dana Seymour <p>Now that you've examined the evidence and selected an intervention, how do you know if it's working? Whether you're just starting with a program or have used it for several years, this session will give you some practical tips for finding out.</p>	Lamar 2



TRANSFORMING SCHOOLS

10:10 a.m. – 11:10 a.m. Concurrent Sessions (Group 2)

Deliberate Sense of Urgency

Ms. Likisha Coleman

This session serves to provide strategies for school leaders who are driven to improve the academic outcomes for students with disabilities, English language students, students who struggle with poverty issues, and African American students.

Lamar 2

Chronic Absenteeism: Understanding the Impact of Student Absences

Ms. Toni Kersh

Participants will be able to define chronic absenteeism, understand its impact on positive student outcomes, and utilize strategies to reduce it in their schools and/or districts.

Forrest 1
and 2

Utilizing MCAPS as a Tool for Improving Student Outcomes

Dr. Sharita Giles and Ms. Shakinna Patterson

In an effort to align school improvement processes, the Office of School Improvement has made plans to move closer to utilizing one platform (MCAPS) that allows schools and districts to effectively plan and strategically monitor indicators supported with 1003 funding. Participants will be guided through the process of identifying priority indicators and developing school improvement plans within the MCAPS platform. Practical guidance will also be shared on the processes schools and districts should use to ensure alignment of the planning and funding application.

Lakeview 1

Monitoring the Implementation of School Wide Plans

Mr. Michael McDonald, Ms. Nina Guthrie, and Ms. Julie Wade

Monitoring plan implementation is integral if schools are anticipating immediate and sustainable improvements, and it requires strategic planning and an intentional focus on implementation. This session will address supports by the district's school improvement facilitator to ensure the implementation of evidence-based interventions within school plans, and it will allow participants to engage in activities that demonstrate practices that support effective monitoring of plan implementation.

Lamar 1

Leading the Learning with High Impact Practices

Dr. Kim Benton

School leadership requires a carefully crafted balance of organizational and instructional leadership. This interactive session will highlight three high impact instructional practices based on strategies from the Center on School Turnaround, Academic Development Institute, Robert Marzano's School Leadership for Focused Results model, and CEEDAR's High Leverage Practices for Students with Disabilities, and will introduce no-cost, evidence-based instructional resources that can be used in professional learning sessions with faculty.

Lakeview 2

Envisioning Academic Achievement and Parental and Community Engagement Through Development of Effective P-16 Councils

Ms. Rachel Mayes and Ms. Brenda Hyde

This presentation will discuss the various components of comprehensive planning and improving student and school success as it relates to the charge of P-16 Councils to create a healthy school and community plan. Participants will learn approaches and strategies to strengthen relationships between school administration, personnel, and the broader community that lead to the overall success of students, parents, schools, and districts.

Garden Room

11:15 a.m. – 12:45 p.m. Lunch (On Your Own)

12:45 p.m. – 2:45 p.m.

Keynote Session (Group 2)

Strategies for Educating Black and Latino Males: Become the Educator They Need

Mr. Robert Jackson

This interactive session will provide eight factors that affect Black and Latino Male students and strategies for how to educate them. These young men are the most suspended, expelled, incarcerated, and victims of homicide. Strategies include how to teach these students to become success stories along with self-care for educators. Participants will be provided with strategies that can be used immediately to become the educator students need.

Exhibit Halls B
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12:45 p.m. – 1:45 p.m. Concurrent Sessions (Group 1)

Strategies to Support English Language Learners

Ms. Sandra Elliott

Forrest 1
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Roadmaps for Student Success: High Leverage Practices (HLP)

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Special education in the American educational landscape has evolved over the past half-century. *High Leverage Practices in Special Education* offers a roadmap for student success that will benefit educators, administrators, and policymakers alike. *High Leverage Practices for the Inclusive Classrooms* offers practices that are integral to the support of student learning and can be systematically taught, learned, and implemented by those entering the teaching profession as well as current practitioners. In this interactive session, attendees will participate in HLP demonstrations.

Lakeview 2

Supporting Struggling Learners with Algebra Nation

Ms. Shauna Hedgepeth

Wondering how to support your teachers with the resources and reports available in Algebra Nation? We will take a deep dive into Algebra Nation to explore the resources for students, teachers, and parents from sixth grade mathematics to Algebra 2.

Garden Room

Restorative Practices: A Practical Approach to Building Healthy Relationships in the School Community

Dr. Curt Green

Restorative practices promote a positive, safe, and orderly school environment. With restorative practices in schools, all members of the school community can learn and practice self-discipline, empathy, and accountability. Restorative practices are an effective alternative to punitive responses to wrongdoing and can lead to repairing the harm done.

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Dr. LeKeisha Sutton and Jeanne Parks

School Leadership Teams (SLT) are an integral part of improving schools. This session is focused on ways SLTs can effectively support school improvement efforts.

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Now that you've examined the evidence and selected an intervention, how do you know if it's working? Whether you're just starting with a program or have used it for several years, this session will give you some practical tips for finding out.

Lamar 2

2:00 p.m. – 3:00 p.m. Concurrent Sessions (Group 1)

Deliberate Sense of Urgency

Ms. Likisha Coleman

This session serves to provide strategies for school leaders who are driven to improve the academic outcomes for students with disabilities, English language students, students who struggle with poverty issues, and African American students.

Lamar 2

Chronic Absenteeism: Understanding the Impact of Student Absences

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Garden Room

3:00 p.m. – 3:15 p.m.	Break	
3:15 p.m. – 3:45 p.m.	District Team Time	Exhibit Halls B and C
3:45 p.m. – 4:00 p.m.	Closing Announcements and Adjournment	Exhibit Halls B and C

Wednesday, October 16, 2019

7:30 a.m. – 8:15 a.m.	Registration	
8:15 a.m. – 8:50 a.m.	Reflection	Exhibit Halls B and C
9:00 a.m. – 11:00 a.m.	Keynote Session (Group 1) Leadership for Equity-Focused Teaching: 10 Action Steps for Mississippi Administrators Dr. Crystal Laura	Exhibit Halls B and C

Participants will discover the equitable literacy skills required for Mississippi educators to better support the learning needs of vulnerable and/or minority students. With a focus on exploring connections between educator beliefs and behaviors, school climate and culture, and student outcomes, participants will expand their knowledge base and build their capacity to provide equitable and culturally responsive teaching. By the end of this session, participants will be able to identify 10 specific areas of professional development where their support and strategic planning are sorely needed.



TRANSFORMING SCHOOLS

9:00 a.m. – 10:00 a.m. Concurrent Sessions (Group 2)

WIN: Using Data PLCs

Dr. Fredrick Robinson, Ms. Chawonea Presley, and Ms. Keshia Tanna

This session will highlight Quitman County Elementary School's use of data professional learning communities to move from a "D" to an "A" in a year. Participants will be provided strategies for engaging in meaningful discussions on data within the professional learning community that will impact student achievement.

Lamar 2

Supporting Struggling Schools from a District Level Perspective (Leading Courageously and Intentionally)

Dr. Jamone Edwards

From an "F" school to nine points from a "B." This presentation is centered around ways to offer maximum support to faculty at the building level and designed to challenge central office personnel to lead courageously and intentionally. Participants will learn strategies designed to explicitly impact student achievement if applied with fidelity.

Forrest 1
and 2

Strategically Supporting High-Poverty, Low-Achieving Learners

Ms. Brendsha A. Roby

This session will provide participants with the best practices and resources for allowing Local Education Agencies (LEAs) to support high-poverty, low-achieving learners. It will also provide LEAs support in the coordination of funding sources that promote literacy, college and career readiness, teachers and leaders, and early childhood programs. Through the implementation of systematic and strategic coordination, LEAs can maximize their impact on high-poverty, low-achieving learners.

Lakeview 1

Math Strategies that Work

Ms. Amy Pinkerton and Ms. Denise Harrison

This session will provide effective, research-based strategies for meeting the needs of struggling math students. After identifying common areas of math weakness, participants will engage in the study and hands-on exploration of the Concrete-Pictorial-Abstract approach to math instruction, an essential framework for building students' conceptual understanding of mathematics.

Lamar 1

Equity is an Idea (In the Absence of Instructional Details)

Mr. Phelton Moss

This session will highlight ways to close gaps in student performance by leveraging the Mississippi Professional Growth System. Participants will walk away recognizing the Mississippi Professional Growth System as a lever for driving out inequity.

Garden Room

MTSS (An Early Warning Process)

Ms. Jada Brantley and Ms. Laura Weathersby

This session will offer an overview of the Multi-Tiered System of Supports (MTSS), including the six essential components and how to best implement the process in schools. Participants will be able to ask questions throughout and will leave with a better understanding of MTSS and the intervention process in the elementary and secondary classroom.

Lakeview 2

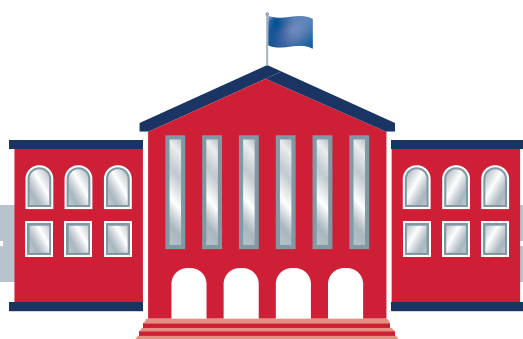
10:10 a.m. – 11:10 a.m. Concurrent Sessions (Group 2)

P-16 in Action: Getting Started

Dr. BoNita Harris

School districts and schools have the duty of building quality schools accessible to all children regardless of race, ethnicity, class, gender, disability, or status. This requires the meaningful participation of parents, students, and other parts of the community in the formation and implementation of policy at the district and school levels. Community Engagement Councils, or P-16 Councils, are an essential opportunity to build this process, and participants in this session will gain strategies for planning and holding effective, focused P-16 Council meetings.

Lakeview 1



High Quality Instructional Materials: How to Evaluate and Select Quality Math Material

Dr. Tenette Smith

In this interactive session, participants will review the Mississippi High Quality Instructional Mathematics Material Review Rubric (HQIM2R2). Participants will also explore the process for identifying and selecting additional high quality instructional material (HQIM) for use in Mississippi classrooms.

Lamar 2

Literacy Learning Walks

Ms. Christine Spell and Ms. Casey Wilberding

A learning walk is a brief classroom visit utilizing a researched-based tool that provides principals and teachers opportunities to reflect on what students are learning, learning strategies, student interaction with the content, and student engagement.

Lamar 1

Mississippi's Family Engagement Framework and Toolkit Launch

Ms. Monica May

This is the exciting, long-anticipated launch of the Family Engagement Framework and Toolkit, a collaborative effort between the Mississippi Department of Education (MDE) and internal and external stakeholder groups that is designed to provide guidance, outcomes, strategies, activities, and resources to implement the family engagement goals identified in the framework. Participants will learn about family engagement coaching and leadership opportunities and upcoming family engagement events across the state.

Lakeview 2

Literacy Strategies that Work

Ms. Jasmine Bell and Ms. Jacqueline Thweatt-Burton

This session will provide insight into common issues struggling readers face. By analyzing the Simple View of Reading, participants will be able to pinpoint issues in decoding and language comprehension and then be able to explore specific strategies to help with instruction and intervention to ensure success for all learners.

Garden Room

Making the Most of Your Special Education Performance Determination Report

Ms. Sharon Coon

This session will provide participants with an overview of the Special Education Performance Determination Report and the opportunity to discuss the meaning of the data in the report and how to use the data to improve outcomes for students with disabilities.

Forrest 1
and 2

11:15 a.m. – 12:45 p.m. Lunch (On Your Own)

12:45 p.m. – 2:45 p.m. **Keynote Session (Group 2)** **Leadership for Equity-Focused Teaching: 10 Action Steps for Mississippi Administrators**

Dr. Crystal Laura

Participants will discover the equitable literacy skills required for Mississippi educators to better support the learning needs of vulnerable and/or minority students. With a focus on exploring connections between educator beliefs and behaviors, school climate and culture, and student outcomes, participants will expand their knowledge base and build their capacity to provide equitable and culturally responsive teaching. By the end of this session, participants will be able to identify 10 specific areas of professional development where their support and strategic planning are sorely needed.

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Lakeview 2

2:00 p.m. – 3:00 p.m. Concurrent Sessions (Group 1)

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Lamar 2

Writing Quality Individualized Reading Plans

Ms. Christine Spell and Ms. Corey Wilberding

Individual Reading Plans are for students identified as having a substantial reading deficit according to the school's chosen Universal Screener. IRPs are designed to target specific deficits and ensure teachers are implementing research-based interventions.

Lamar 1

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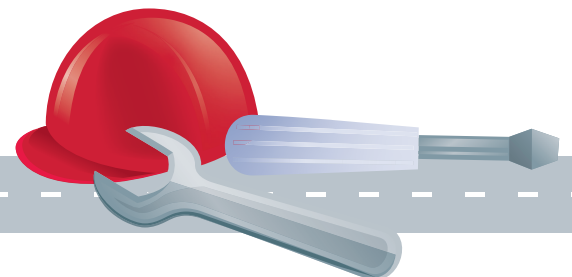
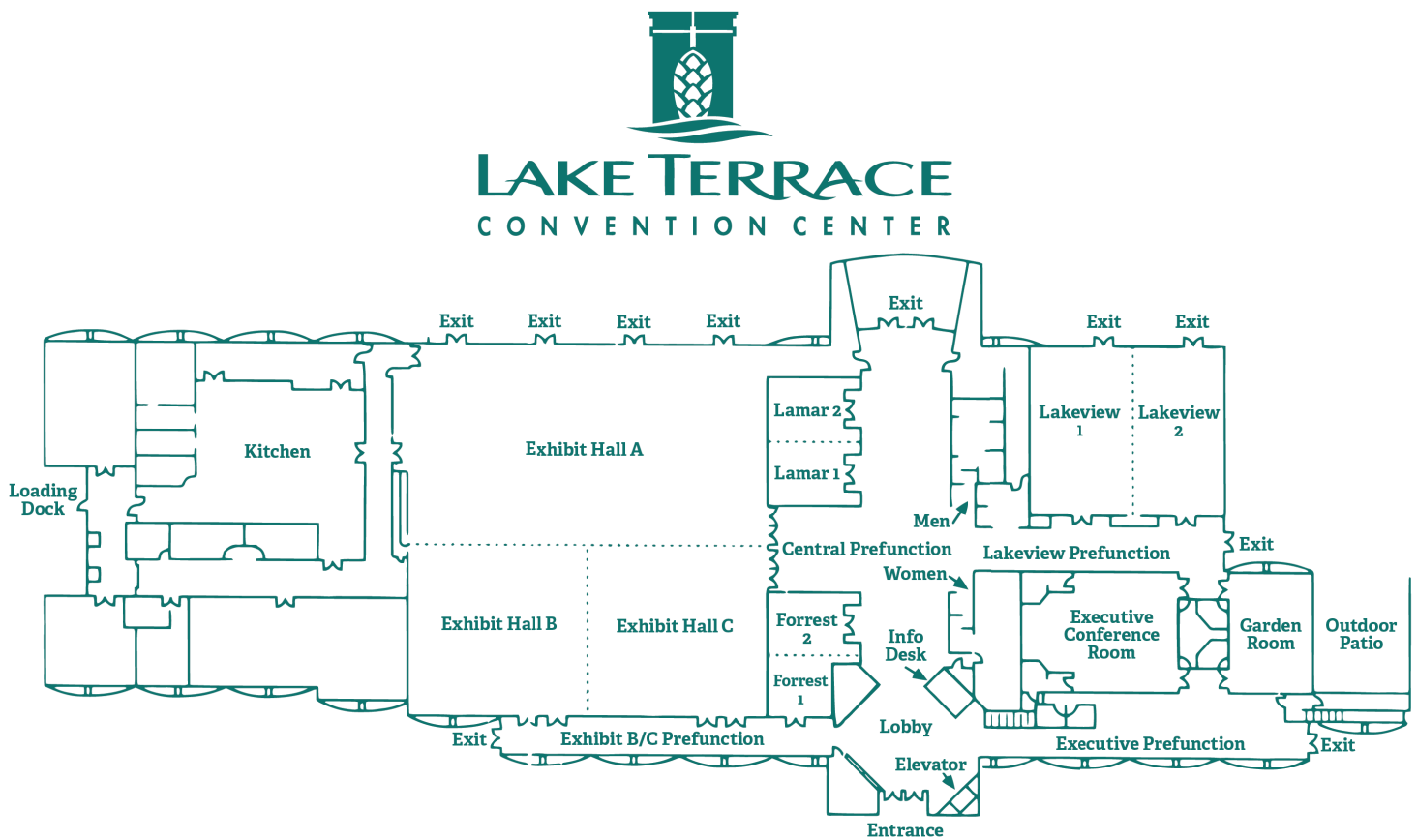
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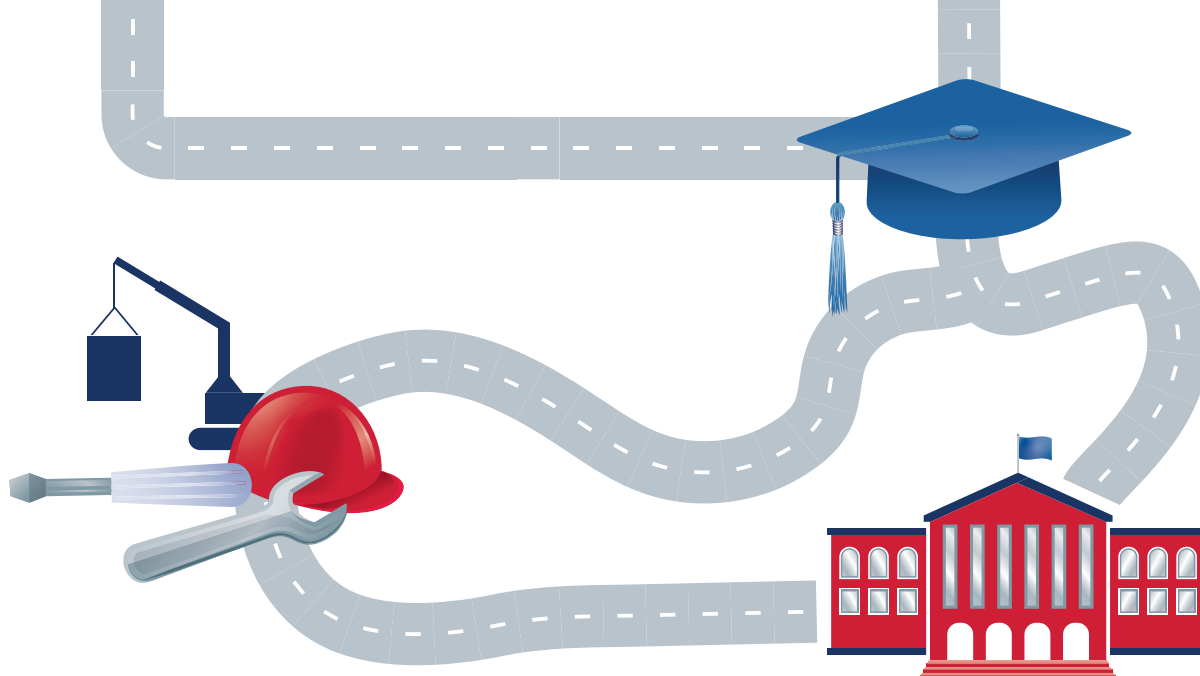
Forrest 1
and 2

3:00 p.m. – 3:30 p.m.

Closing Remarks and Adjournment

Exhibit Halls B
and C





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