



STRATEGIC PLAN 2024

Submitted to Legislative Budget Office for 2026-30 Five-Year Term



MISSISSIPPI
DEPARTMENT OF
EDUCATION



OUR 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

OUR 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 STRATEGIC PLAN GOALS



1

ALL Students Proficient and Showing Growth in All Assessed Areas

EVERY School Has Effective Teachers and Leaders

4



2

EVERY Student Graduates from High School and is Ready for College and Career

EVERY Community Effectively Uses a World-Class Data System to Improve Student Outcomes

5



3

EVERY Child Has Access to a High-Quality Early Childhood Program

EVERY School and District is Rated "C" or Higher

6





GOAL 1

ALL Students Proficient And Showing Growth In All Assessed Areas.

Outcome 1: Increase the percentage of students who pass the grade 3 reading assessment (level 3 or above) at the first administration in each subgroup

Outcome 2: Increase the percentage of students proficient (levels 4 and 5) on statewide assessments (grades 3-8 and high school composite) in each subgroup

Outcome 3: Decrease the percentage of students scoring levels 1-3 on statewide assessments in each subgroup

Outcome 4: Increase the percentage of students demonstrating growth on statewide assessments in each subgroup

Objective 1: Continue to implement the Literacy-Based Promotion Act with fidelity

Strategies:

1. Provide intensive literacy professional development and literacy resources for all pre-K-3 teachers, administrators, coaches, non-certified staff, paraprofessionals, and Institutions of Higher Learning (IHL) staff related to: (1) resources for 90-minute literacy block, (2) evidence-based reading interventions, (3) protocol for extended school time, (4) the five components of reading (5) dedicated training on multi-tiered systems of supports, and (6) provision of coaching training for all schools
2. Deploy literacy coaches to all elementary schools with the highest percentage of students scoring at levels 1 and 2 on English Language Arts (ELA) assessments
3. Expand the Campaign for Grade-Level Reading across the state to inform and engage parents and community members
4. Expand the number of literacy coaches to grades K-8 through collaboration with the Office of Special Education
5. Provide professional learning opportunities to school-based coaches and curriculum coordinators to support the application and implementation of effective literacy instruction (including strategies to utilize digital learning technologies/resources to enhance literacy instruction)
6. Revise the Pre-K through grade 12 State Literacy Plan (*How to Build Strong Readers*) to include recommendations for adolescent and emergent literacy and High-Quality Instructional Materials (HQIM) aligned to the science of reading
7. Strengthen parental involvement and engagement efforts for students with disabilities through the development of Family Guides for Special Education, an annual Parent Conference, continued collaboration with the Mississippi Parent Training Information Center (MSPTI), providing parents with free access to Least Restrictive Placement (LRP), and holding regional parent trainings across the state
8. Strengthen parental involvement and engagement efforts through development of a parent-friendly mobile website for the *Family Guides for Student Success*
9. Support districts and schools with the implementation of effective, evidence-based writing instruction through professional learning and resource development
10. Require schools identified as Literacy Support Schools to submit an annual School Literacy Plan



11. Monitor district records through building audits to ensure districts are documenting and implementing the Good Cause Exemption policy correctly
12. Provide synchronous and asynchronous trainings for literacy to include the three shifts (text complexity, finding evidence and building knowledge)
13. Provide multisensory, Orton-Gillingham-based literacy training to K-12 teachers
14. Develop a repository of model lessons in partnership with Mississippi Public Broadcasting (MPB) for educators and families to access specific to effective literacy instruction
15. Strengthen parental involvement and engagement through Strong Readers website and text-messaging service, *EPIC Mississippi*
16. Expand the State Systemic Improvement Plan (SSIP) to include Other Health Impaired eligibility to the existing Specific Learning Disability and Language-Speech eligibilities

Objective 2: Continue to implement the Mississippi College and Career Readiness Standards and Shifts

Strategies:

1. Provide targeted professional development to teachers, coaches, non-certified staff, paraprofessionals, and administrators in all content areas based on data
2. Expand content coaches in literacy and mathematics
3. Deploy mathematics coaches to select schools serving grades 5-8 with the highest percentage of students scoring at the lowest three achievement levels for the 2017-2018, 2018-2019, and 2020-2021 academic school years. Train teachers and school leaders in data-coaching model.
4. Provide teachers, parents, and other stakeholders with comprehensive *Family Guides for Student Success* based on pre-K-8, ELA and Mathematics Mississippi College and Career Readiness Standards (MCCRS) and assessment literacy
5. Provide teachers with comprehensive *Exemplar Lesson Plans* based on pre-K-8, in all content areas. Collaborate with districts and community organizations to engage parents, including parents of students with disabilities.
6. Continue to facilitate the Special Education Advisory Panel as a federally mandated opportunity for community participation and input regarding unmet needs of students with disabilities
7. Provide districts with strategies (e.g., training, resources) to identify and address chronic absenteeism
8. Design a comprehensive system for the evaluation and implementation of high-quality standards-aligned curriculum materials and related professional development for pre-K through grade 12 (Council of Chief State School Officers/CCSSO project)
9. Design a comprehensive system for the evaluation and implementation of high-quality professional learning vendors
10. Develop a curated list of high-quality standards-aligned ELA, mathematics, social studies and science curriculum materials for distribution to districts and schools (CCSSO project)



11. Develop a repository of standards-aligned model lessons in partnership with MPB for educators
12. Provide professional learning opportunities to teachers and leaders on the ELA/Literacy Instructional Shifts associated with high-quality, standards-aligned, instructional materials
13. Develop an informative platform for teachers to find and utilize high-quality standards-aligned ELA and mathematics curriculum materials
14. Develop assessment literacy professional development sessions for educators on the purpose and use of assessments, creation of balanced assessments, and selection of high-quality, commercial assessments and include this offering on demand
15. Establish task force to review and make recommendations for Gifted and Talented programming
16. Provide training and support regarding Gifted instructional connections to academic achievement
17. Provide professional development focused on the Mississippi Academic Assessment Program (MAAP) writing rubric, writing strategies, and resources for grade 3-12 educators
18. Provide training for writing assessments (prompt development, interpretation of scoring rubric) and offer training guidance for district use
19. Provide professional development focused on the Mississippi Academic Assessment Programs – Alternate (MAAP-A), Teacher Resource Guides, and Mississippi Alternate Academic Achievement Standards for teachers of K-12 students with significant cognitive disabilities (SCD)

Objective 3: Decrease achievement gaps among student subgroups

Strategies:

1. Offer blended professional development for general education and special education teachers to strengthen equitable access to advanced course instruction for students with disabilities, including the development of the *Access for All Guide 2.0*
2. Provide district and school level training on interpreting subgroup data from assessments
3. Expand resources for teachers to include:
 - a. the development of K-12 Instructional Planning Guides (IPGs) in ELA, mathematics, Science, and Social Studies
 - b. revised exemplar unit lessons, which include additional scaffolding supports for teachers and students;
 - c. English Learner (EL) resources and additional professional learning opportunities for EL teachers; and,
 - d. guidance for teachers of mathematics to assist them with developing students' conceptual understanding of mathematics through the use of manipulatives (pre-K- Algebra I)
 - e. professional development on each of the state-approved interventions included on the list for each content area



- f. updated *Parent Read at Home Plan for Student Success* to provide parents with suggested strategies to use to support students at during Individual Reading Plan (IRP) meetings
 - g. Specially Designed Instruction (SDI) guidance document for teachers of students with disabilities
 - h. guidance and training to utilize digital learning technologies/resources to enhance instruction for special population students
 - i. a dictionary (and associated training) that promotes access, inclusion, diversity and equity for students with disabilities
4. Annually publish achievement gap data to identify districts that demonstrate an increase in subgroup achievement and identify districts that need additional technical assistance
 5. Annually publish the Mississippi Succeeds Report Card to provide stakeholders with district, school and state accountability results
 6. Include school, district and state chronic absenteeism rates on the Mississippi Succeeds Report Card
 7. Pilot “2/6 Initiative” to explore the efficacy of identifying and remediating the lowest deficit skills through the lens of the Simple View of Reading in grade 2-6 students
 8. Provide training to school counselors on integrating early warning system and MTSS into the counseling program
 9. Provide training for teachers and paraprofessionals in dyslexia and other related disorders

Objective 4: Enhance virtual learning opportunities for all students

Strategies:

1. Publicize availability of Mississippi Online Course Application (MOCA) process
2. Publicize availability of Digital Education Network hosted by MPB
3. Publicize and grow availability of high-quality instruction through MPB Classroom TV
4. Enhance student access to counseling services through the training of school counselors on tele-counseling
5. Continue with MOCA review, adding new courses as driven by demand
6. Offer formula grants to fund online courses, contingent upon Mississippi Department of Education (MDE) appropriation
7. Support innovation across the state to identify, develop, share and curate high-quality virtual courses through MOCA process

Objective 5: Increase capacity of teachers and leaders to implement digital learning

Strategies:

1. Provide guidance on digital learning strategies and professional development opportunities as aligned to Professional Growth System standards and indicators
2. Offer virtual PGS trainings to model digital educator observation and coaching
3. Provide support and guidance to districts creating digital action plans



Objective 6: Increase capacity of teachers, district leaders, instructional technology specialists, and school administrators to provide a rigorous, engaging and secure digital learning experience to every public-school student in the state, whether in a classroom or at home

Strategies:

1. Provide resources and professional development opportunities that focus on
 - a. best practices in digital learning, including the evaluation of digital learning and instructional practices
 - b. effective use and implementation of technology, including devices, learning management systems, software and other web-based tools
 - c. planning, developing, and delivering high-quality digital instruction aligned to the MCCRS
2. Provide Digital Learning Coaches to support the implementation of professional development and resources to improve digital instructional practices
3. Analyze metadata to understand the use of devices, effectiveness of digital instruction, and impact of digital learning and instructional practices on student outcomes
4. Identify and promote districts and schools with innovations in digital learning and implementation of digital learning best practices





GOAL 2

EVERY Student Graduates from High School and is Ready for College and Career

Outcome 1: Increase the percentage of students graduating from high school ready for college or career in each subgroup

Outcome 2: Increase the percentage of students ready for college as measured by ACT benchmarks in each content area (public school class data, grade 11)

Outcome 3: Increase the percentage of students participating in and passing dual credit in each subgroup

Outcome 4: Increase the percentage of students participating in and passing Advanced Placement (AP), International Baccalaureate (IB) and Cambridge Advanced International Certificate of Education (AICE) exams in each subgroup

Outcome 5: Increase the number of students career ready

Objective 1: All students enter Mississippi colleges prepared for credit-bearing courses

Strategies:

1. Provide resources to districts in how to use an Early Warning System based on student level data to provide students with appropriate interventions
2. Collect and publish available data on all high school graduates regarding success in postsecondary education (credit-bearing course completion, persistence, degree completion)
3. Collect data regarding postsecondary success on students earning the new diploma endorsement options
4. Administer ACT to all grade 11 students and use results to plan courses for students during senior year
5. Continue requiring all high schools to offer the Essentials for College Literacy and the Essentials for College Math courses for seniors with an ACT sub-score between 15 and 18 in English/reading and/or mathematics
6. Recommend all high schools offer the SREB Literacy Ready and Southern Regional Education Board (SREB) Math Ready courses for seniors with an ACT sub-score below 15 in English/reading and mathematics
7. Continue implementation and teacher professional development of the grade 8/9 transition courses for students that need intervention supports in English/reading and/or mathematics through the SREB Ready for High School courses
8. Provide professional development for administrators and counselors on course-taking sequencing for ACT and advanced coursework success
9. Continue implementation of the JumpSTART Test Prep's ACT Complete Review Program (science and reading) in selected high schools to improve ACT scores
10. Continue statewide implementation of the Algebra Nation platform to improve all students Algebra I content knowledge and performance in the Algebra I course and on the Algebra I EOC assessment
11. Continue to provide training on all the MCCRS and course assessments in all content areas



12. Provide training on writing instructional methods across content areas
13. Provide support for districts to foster social and emotional skills in a safe and supportive environment based on identified increased needs
14. Provide training to school counselors integrating the core components of American School Counselor Association (ASCA) with social and emotional learning (SEL) standards
15. Target three strands of professional learning in the middle grades to build the capacity for teachers and leaders to develop the whole child: strengthening the middle school academic experience; creating strong social and emotional development supports for students; and mentoring students as they explore authentic career pathways

Objective 2: All students graduate prepared for careers, meeting academic and employability standards

Strategies:

1. Continue training all counselors to meet the ASCA standards of practice
2. Advise districts to design programs of study that align to local industry demands
3. Establish a statewide Advisory Committee for Career and Technical Education (CTE) including representation of parents of students with disabilities
4. Provide continued guidance to districts on helping students acquire the CTE graduation endorsement option
5. Provide continued guidance to districts to assist students with disabilities in obtaining the Alternate Diploma
6. Implement the Individual Success Plan (ISP) for all grade 7 students and revise annually through grade 12
7. Expand opportunities for students to acquire post-secondary credentials that are recognized by local business and industry
8. Provide indirect support to counselors through training of District Test Coordinators (DTC), such as advising DTCs to ensure counselors are aware of graduation options, required assessments for graduation and State Board Policies affecting graduation
9. Provide increased opportunities for CTE students to acquire skills through digital platforms
10. Provide guidance to districts on implementing work-based learning opportunities to improve student awareness of career opportunities and meet employer demands
11. Expand the implementation of career academies in school throughout the state and provide collaborative support and resources for existing and emerging career academies
12. Provide district support and guidance on employability skills needed for students who acquire Certificate of Completion
13. Continue the statewide chronic absenteeism awareness and prevention campaign through publications and statewide training
14. Promote the acquisition of work-ready skills through the ACT WorkKeys assessment and related supports to all students
15. Collaborate with other states through CCSSO and the California State University Northridge, the Center for Research on Evaluation, Standards, and Student Testing



(CRESST) to increase knowledge of best practices to support EL student achievement and growth

16. In partnership with the Mississippi Department of Rehabilitation Services (MDRS), create a statewide transition team for students with disabilities, including students with SCD
17. Implement the Advanced Technical Mathematics course for CTE students in year two or in the process of completing year two of a CTE pathway

Objective 3: Increase the number and percentage of students participating in and successfully completing advanced coursework, such as Advanced Placement courses, dual credit/dual enrollment courses, articulated credit, advanced science, technology, engineering, and mathematics (STEM)-related curriculum pathways and national industry certifications

Strategies:

1. Provide expanded access for students to dual credit/dual enrollment opportunities, AP, IB diploma program courses, and AICE courses, and STEM pathways
2. Expand national industry certification programs tied to high-skilled, high-wage employment reflective of regional needs in Mississippi
3. Communicate to districts and parents the new opportunities available through earning college credit for AP courses and diploma endorsements
4. Provide expanded access to computer science skills needed to prepare all students for the increasing technology influence in college and all careers
5. Provide AP workshops statewide for experienced and novice AP teachers
6. Develop a state plan for career awareness and exploration that exposes all K-12 students to various career options with special consideration to non-traditional fields
7. Expand and promote opportunities for students to access advanced courses in other districts through digital learning
8. Promote the importance of the Seal of Biliteracy program to local school districts
9. Expand support of gifted students within the regular education classrooms via “push-in” service

Objective 4: Build the capacity of counselors, educators and administrators to provide guidance and opportunities to students to help them successfully complete high school

Strategies:

1. Provide district and school teams with guidance and supports on implementation of approved diploma endorsements
2. Provide professional development and resources to support students with disabilities in earning a high school diploma
3. Provide professional development and resources to support the implementation of the alternate academic achievement standards for students with SCD to obtain the alternate diploma
4. Provide support and professional development for district leadership in the use of innovative practices/programs to improve student outcomes. This includes



innovative activities (online and personalized learning), innovative programs (project-based and mastery-based learning), and innovative school models (career academies, early college high schools, and middle college programs).

5. Provide support for districts with the Additional Targeted Support and Improvement (ATSI) designation due to special education subgroup performance through MDE cross-office collaboration
6. Provide professional development and resources to aid districts with the creation and use of dropout prevention plans
7. Implement a robust College Guidance Management System, including College and Career Ready (CCR) planning and e-transcript functionality

Objective 5: Collect and analyze data about the graduation options used by students to graduate

Strategies:

1. Monitor the impact of high school diploma endorsement options on postsecondary attainment
2. Continue to issue Special Education Performance Determination Reports and provide technical assistance to districts to focus on the overall performance measures for students with disabilities
3. Utilize new data entry fields in Mississippi Student Information System (MSIS) for better tracking of students who graduate using means other than passing the MAAP assessments
4. Utilize new data entry fields in MSIS for tracking the delivery of dual credit courses. For the first time, MSIS will track which community colleges and IHLs are providing dual credit to each school.





GOAL 3

EVERY Child Has Access to a High-Quality Early Childhood Program

Outcome 1: Increase percentage of pre-kindergarten students in public schools attaining kindergarten readiness on the pre-K end-of-year assessment

Outcome 2: Increase percentage of kindergarten students achieving end-of-year target score on Kindergarten Readiness post-test

Outcome 3: Increase percentage of children with disabilities in general education early childhood programs while decreasing the percentage in self-contained special education early childhood classrooms

Outcome 4: Increase the percentage of 4-year-olds enrolled in publicly-funded pre-K

Outcome 5: Increase the percentage of Early Learning Collaborative sites meeting required rate of readiness

Objective 1: Define a high-quality early childhood model and share the model with all stakeholders

Strategies:

1. Provide professional development to public and private early childhood providers and leaders on the Mississippi Early Learning Standards for Infants through Four-Year-Old (4YO) Children
2. Continue to implement a comprehensive monitoring process for public early childhood providers (Early Learning Collaboratives, public and private schools, Head Start, childcare centers, and Title-funded, special education)
3. Provide support services to public/private early childhood classrooms to increase high-quality, developmentally appropriate practices through technical assistance and professional development opportunities, (including strategies to utilize digital learning technologies/resources to enhance early childhood instruction)

Objective 2: Increase access to high-quality early childhood programs

Strategies:

1. Work collaboratively with public/private partnerships to strengthen early childhood education
 - (birth to age 2 and age 3 to age 4) and
 - the transition to the public-school setting
2. Increase access to high-quality early childhood programs by requesting additional funding of for Early Learning Collaboratives
3. Expand the number of Title I-funded pre-K programs, with an emphasis on schools rated D or F by sharing guidance on blending and braiding funding
4. Administer the statewide Kindergarten Readiness Assessment in pre-K through kindergarten to measure the quality of early childhood education programs and inform instructional decisions in all publicly funded pre-K classrooms
5. Increase opportunities to offer blended pre-K classes for students with disabilities



6. Work collaboratively with Mississippi Department of Health (MSDH) to ensure smooth transition of IDEA eligible children from Part C (birth through age 2) to Part B (age 3 through 21)

Objective 3: Develop comprehensive integrated data profile for every pre-K student to evaluate pre-K programming

Strategies:

1. Examine existing data systems used to capture information on pre-K students and programs
2. Support teachers as they develop transition portfolio for every pre-K student to inform instructional and programmatic needs
3. Create a more comprehensive process for data collection and reporting through MSIS modernization project





GOAL 4

EVERY School Has Effective Teachers and Leaders

Outcome 1: Increase the percentage of districts reporting Professional Growth System (PGS) ratings for teachers and leaders

Outcome 2: Increase the percentage of teacher candidates passing licensure exams on the first attempt

Outcome 3: Increase the percentage of licensed, diverse teachers and leaders

Outcome 4: Reduce the percentage of inexperienced teachers in schools that are both High Poverty and High Minority

Outcome 5: Reduce the percentage of non-certified teachers in schools that are both High Poverty and High Minority

Objective 1: Strengthen Mississippi Educator and Administrator Professional Growth System (PGS) implementation

Strategies:

1. Partner with the Region 7 Comprehensive Center (R7CC) to address findings from PGS pilot districts implementing all components of the Mississippi Educator and Administrator Professional Growth System (PGS)
2. Build local district and educator preparation capacity to effectively engage in PGS growth cycles through improved training, coaching, and data systems
3. Implement observer calibration and assessment tools to assess the teacher observation readiness of local district leaders responsible for carrying out PGS cycles
4. Provide high-quality, ongoing professional development to teachers and administrators based on PGS feedback
5. Require districts to submit PGS evaluation ratings annually
6. Establish a locally relevant virtual case study library of exemplar unit plans, lesson plans, and instructional videos
7. Establish guidance for new Teacher, Principal, and Superintendent mentoring and induction statewide
8. Ensure alignment between Mississippi and national selection criteria for Administrator and Teacher of the Year
9. Implement the Professional Growth Rubric for special education teachers
10. Ensure alignment between the PGS and supports provided by MDE coaches to provide clear, consistent and mutually reinforcing guidance and supports for teachers and administrators
11. Provide guidance to assist teachers and administrators as they align digital learning best practices with the domains and standards of the PGS

Objective 2: Support preparation for day-one ready teachers and leaders

Strategies:

1. Analyze licensure exam scores by the number of attempts and use data to inform preparation programs



2. Monitor and link K-12 student learning outcomes to a teacher's institution of preparation to identify strengths and potential areas for improvement in preparation
3. Require candidates in special education and early childhood programs to complete coursework related to the Science of Reading
4. Provide professional development opportunities for Educator Preparation Program (EPP) faculty as related to ELA and mathematics instruction based on HQIM aligned to MCCRS
5. Collaborate with the Office of Early Childhood and Reading on the revision to the statewide literacy plan to include recommendations for EPPs
6. Partner with the Center for Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) to increase the rigor of leadership program preparation, especially inclusive leadership practices, and to address special education teacher shortages
7. Partner with CEEDAR, EPPs, and IHL to strengthen partnerships through the establishment of P-20 Collaboratives
8. Collaborate with EPPs to redesign and strengthen alternate route licensure programs
9. Partner with the CCSSO HQIM initiative and EPPs to establish year-long residency models for clinical practice
10. Partner with MDE's Office of Technology and Strategic Services (OTSS) and the State Longitudinal Data System (SLDS) to improve data reporting practices and develop an EPP data dashboard
11. Provide resources for new teachers, including the *Access for All Guide 2.0*, Teacher Resource Guides, and SEL standards guidance
12. Develop resources and disseminate training based on High Leverage Practices in special education and inclusion
13. Partner with IHL/EPPs to enhance digital learning preparation and strengthen digital learning related degree requirements

Objective 3: Diversify the Educator Workforce

Strategies:

1. Provide districts with support and resources for diversifying the pipeline through Grow-Your-Own (GYO) strategies
2. Analyze and present findings from the performance-based licensure pilot in partnership with Harvard University's Center for Education Policy Research
3. Analyze and present findings from the Mississippi Teacher Residency pilot in partnership with the National Center for Teacher Residencies
4. Develop policy recommendations for increasing educator diversity through performance- and residency-based pathways based on pilot findings
5. Partner with OTSS to improve data reporting practices and develop an educator workforce dashboard (including but not limited to: EPP diversity, EPP graduation rates by content area and region, district vacancies, content area vacancies, educator attrition)



6. Expand the Elevate Teachers Conference to focus on increasing workforce diversity across the educator continuum
7. Continue partnership with CEEDAR to develop strategies to strengthen and diversify the teacher pipeline

Objective 4: Increase Opportunities for Teacher Leadership

Strategies:

1. Implement the statewide teacher leadership initiative
2. Recognize teacher leadership in the licensure structure
3. Continue partnership with TeachPlus to develop teacher leaders as policy advocates
4. Increase capacity for teachers to lead through statewide mentoring and induction for new teachers and coaching support for veteran teachers
5. Pilot special education teacher mentorship through collaboration with CEEDAR
6. Develop a Digital Learning Career Ladder and other professional growth opportunities for teachers who effectively develop and deliver a rigorous, engaging and secure digital learning experience to their students
7. Create a system of credentials to demonstrate knowledge and skills in the use of technology and best practices in digital learning

Objective 5: Improve Equitable Access to Effective Teachers and Leaders for all Students

Strategies:

1. Assess the current critical teacher shortage formula to ensure the State Board policy reflects the current needs of the state
2. Assist in recruitment of educators to schools with disproportionate numbers of inexperienced and non-certified teachers and administrators
3. Provide Praxis training workshops through partnerships with Mississippi Association of Educators (MAE) and Mississippi Professional Educators (MPE) and other training providers as appropriate
4. Provide information to districts on how to leverage ESSER funding for National Board Certification, particularly in high-needs schools
5. Support efforts to increase the number of National Certified School Counselors (NCSC) in all school districts
6. Utilize digital learning to expand student access to qualified teachers and advanced coursework opportunities offered in other schools throughout the state

Objective 6: Decrease the Number of Incidents of Educator Misconduct

Strategies:

1. Recommend technical amendments for the 2022 Legislative session to include stronger sanctions, such as permanent revocation of licenses for educators violating and/or not reporting violations of Standard 4 of the *Mississippi Educator Code of Ethics and Standards of Conduct*



2. Require completion of an ethics training module prior to issuing licenses, including renewals
3. Conduct *Mississippi Educator Code of Ethics and Standards of Conduct* reporting requirements awareness training

Objective 7: Reinforce *Mississippi Public School Accountability Standards*

Strategies:

1. Continue to provide training to the appropriate district personnel on the revised accreditation policies and process standards during PGS sessions
2. Add process standard that requires districts to report and update vacancy data to the MDE





GOAL 5

EVERY Community Effectively Uses a World-Class System to Improve Student Outcomes

Outcome 1: Modernize the Mississippi Student Information System (MSIS)

Outcome 2: Increase capacity of MDE to manage, secure and use data

Outcome 3: Increase capacity of districts to provide a rigorous, engaging and secure digital learning experience

Objective 1: Modernize Mississippi Student Information System (MSIS) environment to become state-of-the-art (full modernization pending available funding and procurement authorization)

Strategies:

1. Develop three-year modernization roadmap for federal FY2022- FY2024 to develop MSIS 2.0, achieving year-one milestones by the end September 2022, with the following outcomes to be achieved by the end of September 2024:
 - a. Collect and return data to educators in near real-time to support local decision-makers with data and analysis
 - b. Simplify data submission process and increase validation level
 - c. Automate reporting processes to achieve consistency, timeliness and accuracy across reports
 - d. Establish data and data transfer standards to integrate and automate district and state systems
 - e. Add frequently requested data to Mississippi Succeeds Report Card
2. Develop skills within OTSS to design, document, develop and deliver a modernized MSIS

Objective 2: Support MDE program offices with technology and strategic services

Strategies:

1. Provide program offices with training and support to increase their capacity to analyze and report data
2. Develop web applications to help staff automate workflow
3. Ensure agency-wide website compliance under the Americans with Disabilities Act (ADA) and Section 508

Objective 3: Improve governance processes necessary to deliver timely, reliable, high-quality, actionable information

Strategies:

1. Develop a data governance program to promote data quality, availability, usability, privacy, and security
2. Implement a data governance charter and assemble a cross-agency data governance committee to resolve data issues through a transparent process



3. Implement and annually review internal Data Quality Plan that includes processes, communications, trainings, and data monitoring
4. Create and publish a data dictionary to help manage and validate data, and review annually
5. Manage data sharing agreements to grant access to data and reports in a secure manner
6. Develop project governance to evaluate Information Technology (IT) initiatives and prioritize the development of new applications and other significant OTSS efforts
7. Develop standards manage data and develop applications
8. Develop technology governance to establish hardware and software standards and minimum specifications

Objective 4: Increase capacity of district technology staff to support technology and infrastructure required for a rigorous, engaging and secure digital learning experience

Strategies:

1. Develop a district technology staff capacity and infrastructure assessment to support the technology required for digital learning, including devices, software, networks and connectivity, security, and data integration
2. Expand technical assistance to district personnel to improve local infrastructure, security, privacy, online safety, data entry, data submission, data quality, and data governance
3. Deploy digital learning coaches to provide professional development and other digital learning resources
4. Create a professional learning community for district technology staff to provide professional learning and opportunities for collaboration
5. Develop and recommended minimum qualifications for district technology staff
6. Support districts as they apply for and use E-Rate and other funding to improve their infrastructure (including hardware and connectivity)

Objective 5: Continuously increase information security to protect MDE systems and sensitive data from evolving threats

Strategies:

1. Enhance and strengthen security of MDE infrastructure and data management to protect student data and other sensitive information
2. Implement existing cloud-based tools to detect and respond to suspicious and malicious behavior
3. Strengthen MDE's disaster recovery strategies including breach response, system failure, application or network inaccessibility, and other infrastructure threats
4. Upgrade data backup and replication environment to enhance OTSS's ability to restore data quickly and reliably
5. Implement multi-factor authentication and other best practices for user authentication
6. Give districts control over removing staff access to MDE data when staff leave the district



7. Develop process governance to support MDE employee onboarding
8. Develop and implement internal policies to evaluate, monitor, manage, and mitigate security and privacy risks





GOAL 6

EVERY School and District is Rated "C" or Higher

Outcome 1: Increase the growth of D and F districts by improving the letter grade and/or increasing the number of points within a letter grade

Outcome 2: Increase the growth of D and F schools by improving the letter grade and/or increasing the number of points within a letter grade

Outcome 3: Increase the growth of Districts of Transformation by improving the letter grade and/or increasing the number of points within a letter grade

Outcome 4: Increase the growth of schools under Districts of Transformation by improving the letter grade and/or increasing the number of points within a letter grade

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

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

Objective 1: Improve academic outcomes in schools rated D or F, including schools in Districts of Transformation and the Achievement School District

Strategies:

1. Utilize student leading (student/teacher attendance, discipline, formative assessment, advanced coursework, etc.) and lagging (summative assessment, graduation rate, etc.) assessment data to support districts with schools identified as Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI) with the development of a professional development plan aligned to the required CSI and/or Targeted Support and Improvement (TSI) plan
2. Provide coaching to teachers and administrators in CSI schools to implement professional learning communities focused on improvement of instructional practices
3. Train and place literacy coaches in K-8 schools that are identified as needing literacy support based on grade 3 and 8 ELA MAAP data. Coaches will assist with training teachers to deliver effective literacy instruction and providing growth-promoting feedback to teachers
4. Provide guidance to schools and districts to develop and implement collaborative efforts that promote positive community engagement and stakeholder support
5. Provide professional learning opportunities to school leaders and teachers through the MDE Professional Development Catalog and program offices on ELA, mathematics, science, instructional leadership, data, and high-quality instructional materials, and other identified areas of need
6. Develop and implement an interview protocol with targeted school/district teams to address opportunities for improving outcomes for all students
7. Monitor CSI plans to determine implementation effectiveness of interventions, strategies, and activities aligned to federally allocated funds
8. Continue to provide technical assistance based on special education programmatic and fiscal risk assessments
9. Improve outcomes for students with disabilities through MDE cross-office collaboration



10. Provide ongoing support to directors of special education through virtual office hours regarding provision of Free Appropriate Public Education (FAPE) and stakeholder-generated topics
11. Develop a state-wide MTSS contact workgroup to provide training, guidance, and supports around new resources and best practices
12. Participate in the Cross State High School Collaborative in partnership with Johns Hopkins University Everyone Graduates Center to implement evidence-based improvement strategies in CSI high schools
13. Implement a robust needs assessment process for identified CSI, Targeted Support and Improvement (TSI) and ATSI schools to guide school improvement plan development



Acronym Directory

Additional Targeted Support and Improvement (ATSI)
Advanced Placement (AP)
American School Counselor Association (ASCA)
Americans with Disabilities Act (ADA)
Cambridge Advanced International Certificate of Education (AICE)
Career and Technical Education (CTE)
Center for Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR)
Center for Research on Evaluation, Standards, and Student Testing (CRESST)
College and Career Ready (CCR)
Comprehensive Support and Improvement (CSI)
Council of Chief State School Officers (CCSSO)
District Test Coordinator (DTC)
Educator Preparation Program (EPP)
Elementary and Secondary School Emergency Relief (ESSER)
English Language Arts (ELA)
English Learner (EL)
Every Student Succeeds Act (ESSA)
Free Appropriate Public Education (FAPE)
Grow-Your-Own (GYO)
High-Quality Instructional Materials (HQIM)
Individual Reading Plan (IRP)
Individual Success Plan (ISP)
Information Technology (IT)
Institutions of Higher Learning (IHL)
Instructional Planning Guides (IPGs)
International Baccalaureate (IB)
Least Restrictive Placement (LRP)
Mississippi Academic Assessment Program (MAAP)
Mississippi Academic Assessment Programs – Alternate (MAAP-A)
Mississippi Association of Educators (MAE)
Mississippi College and Career Readiness Standards (MCCRS)
Mississippi Department of Education (MDE)
Mississippi Department of Health (MSDH)
Mississippi Department of Rehabilitation Services (MDRS)
Mississippi Online Course Application (MOCA)
Mississippi Parent Training Information Center (MSPTI)
Mississippi Professional Educators (MPE)
Mississippi Public Broadcasting (MPB)
Mississippi Student Information System (MSIS)
National Board Certified Teacher (NBCT)
National Certified School Counselor (NCSC)
Office of Technology and Strategic Services (OTSS)
Professional Growth System (PGS)
Region 7 Comprehensive Center (R7CC)
Science, Technology, Engineering and Mathematics (STEM)
Significant cognitive disabilities (SCD)
Social and Emotional Learning (SEL)
Southern Regional Education Board (SREB)
Specially Designed Instruction (SDI)
State Systemic Improvement Plan (SSIP)
Targeted Support and Improvement (TSI)

