



# **Midlothian ISD - DEIC**

***District-wide Education Improvement Council***  
***2019-2020***

# Agenda

- Department of Learning Updates
- District and Campus Improvement Plans
- Tentative Next DEIC Meeting Topics
- Adjourn





# **Welcome & Introductions**

*Judy Walling - Deputy Superintendent*

[\*DEIC Member List\*](#)

# **DEIC Responsibilities**

*In compliance with Education Code 11.251, the District-wide Educational Improvement Council (committee) shall advise the Board or its designee in establishing and reviewing the District's educational goals, objectives, and major Districtwide classroom instructional programs identified by the Board or its designee. The committee shall serve exclusively in an advisory role except that the committee shall approve staff development of a Districtwide nature.*





# **Department of Learning Updates**

M\*Powered Professional Learning, CTE & The Mile,  
and Accountability 2018-19



# **M\*Powered 2020 & Beyond**

**Becki Krsnak**  
***Director of Elementary Learning***

## M\*POWERED 2020

THREE-YEAR PLAN

Year1



### CAPACITY

*Creating a foundation of shared understandings*

**Year 1:** Professional learning focuses on continuous teacher support. The learning community is getting acquainted with how teaching and learning has been impacted by the 1:1 device implementation and the rollout of new curriculum documents.

### CREATIVITY

*Personalizing learning for teachers*

**Year 2:** Professional learning focuses on the thoughtful designing of lessons with full integration of technology. The learning community is able to explore creative and innovative options for accomplishing teaching and learning goals.



Year2

Year3



### TRANSFORMATION

*Personalizing learning for students*

**Year 3:** Professional learning focuses on designing and implementing transformational, personalized learning. The learning community can celebrate the student's ability to choose from a robust set of aligned learning options that fit in the learner's needs.

- Year 1 (2017-2018)
- Year 2 (2018-2019)
- Year 3 (2019-2020)



# **M\*Powered 2020 Data Points**

## **Qualitative**

*PD Feedback, iSupport, etc.*

## **Quantitative**

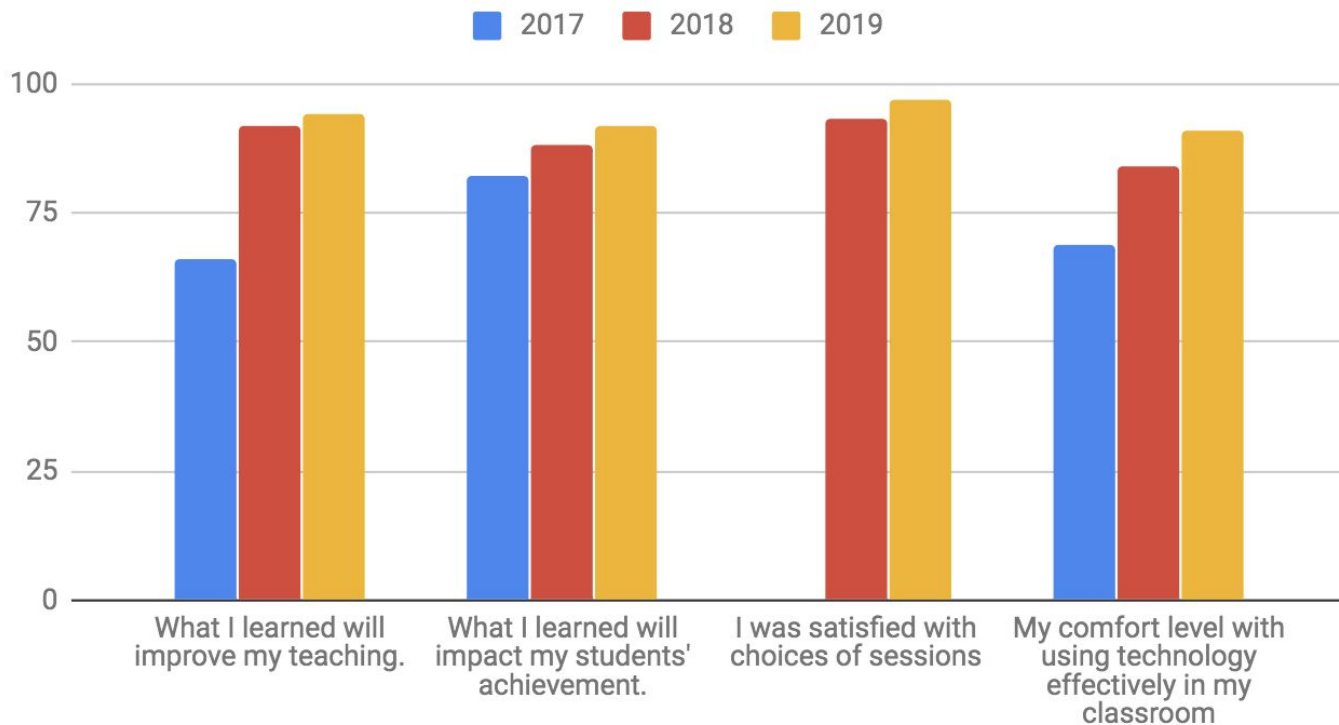
*TTESS, BrightBytes, & Student Achievement*

# M\*Powered Summer Academy

Year 1: 2017-2018	Year 2: 2018-2019	Year 3: 2019-2020
Structured two-day professional learning for all teachers on the TEKS Resource System and a 1:1 environment, conducted by Instructional Specialists and MITCrew	Two-day professional learning for all teachers with a keynote on today's education with a choice of 11 sessions conducted by district specialists, library media specialists, and interventionists	A choice of any two of six offered days of professional learning that included approximately 33 session choices conducted by district specialists, teachers, counselors, interventionists, library media specialists, McGraw Hill ELAR trainers, Region 10 specialists, Speech Pathologists, and Special Education teachers

# M\*Powered Summer Academy Feedback

M\*Powered Summer Academy Feedback Data



# M\*Powered iPlan Days

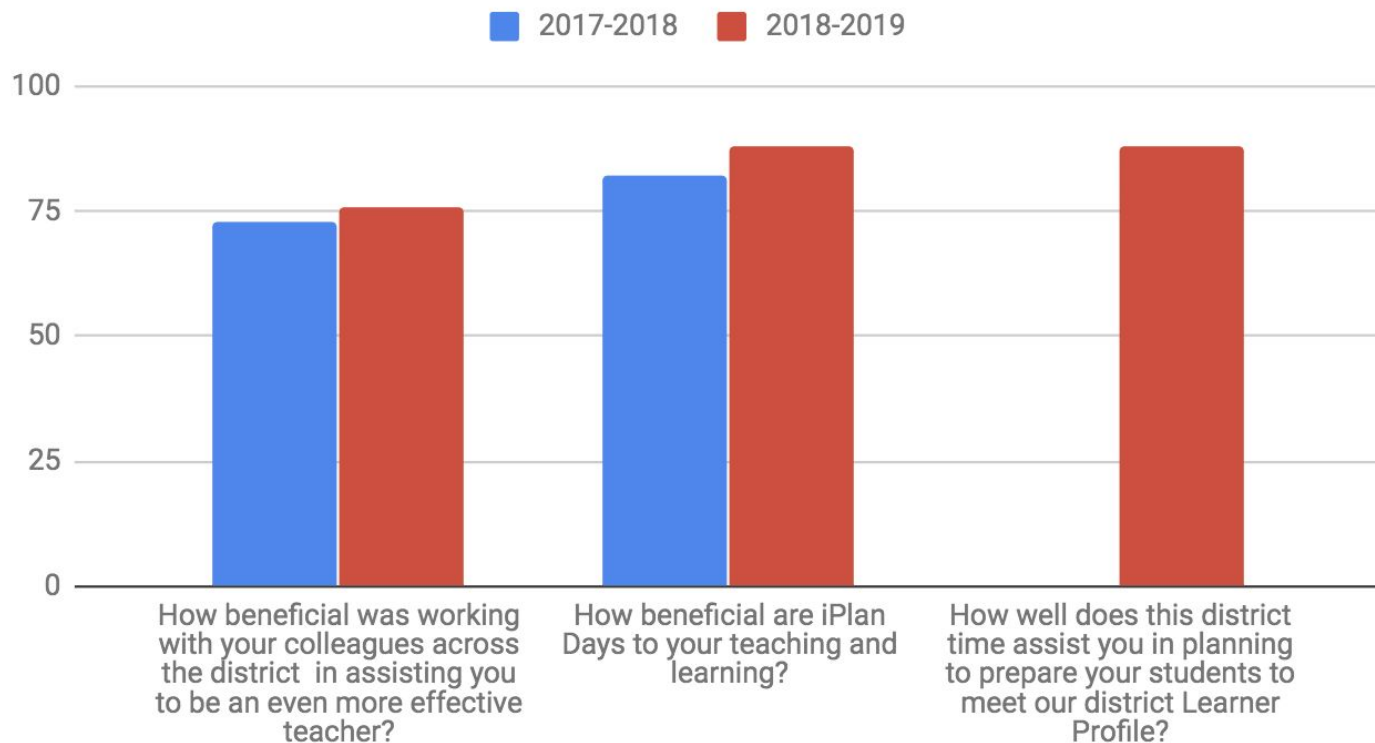
Year 1: 2017-2018	Year 2: 2018-2019
<ul style="list-style-type: none"><li>• Structured six-full day teacher-led, collaborative planning sessions focused on full implementation the TEKS Resource System curriculum with technology integration</li><li>• 34 Instructional Lead Learners</li></ul>	<ul style="list-style-type: none"><li>• Four half-day district teacher-led, collaborative planning sessions focused on exemplar lesson planning</li><li>• Four half-day on campuses for grade level planning</li><li>• 37 Instructional Lead Learners and 23 Technical Lead Learners</li></ul>





# M\*Powered iPlan Day Feedback

## iPlan Days Feedback



# M\*Power Hours and iSupport

	<b>Year 1: 2017-2018</b>	<b>Year 2: 2018-2019</b>
<b>M*Power Hours</b>	Campus led technology integration support based after school hours based on campus need, approximately once a month, led by Technical Lead Learners	Campus led technology integration support based after school hours based on campus need, led by Technical Lead Learners
<b>iSupport</b>	Three times a year an instructional specialist and a technology specialist meet with every teacher during conference periods to engage in dialogue and listen in regards to M*Powered implementation	Two times a year an instructional specialist and a technology specialist meet with every teacher during conference periods to engage in dialogue and listen in regards to M*Powered implementation



# M\*Powered TTESS

Year 1: 2017-2018	Year 2: 2018-2019
<p>Created M*Powered measurements for classroom indicators to build teacher capacity within M*Powered Initiative components, used for classroom walkthroughs</p>	<p>Build teacher capacity within M*Powered Initiative components through goal setting, walkthrough feedback, classroom observation feedback, and summative observation feedback</p>

# M\*Powered: Year 3 (2019-2020)

## M\*Powered Summer Academy 2019

- **Purpose:** 2-day summer academy for all teachers in building personalized learning experiences for all students
- **Presenters:** iCoaches, Selected Classroom Teachers, outside experts
- **Audience:** All teachers

## iPlan Days

- **Purpose:** Personalized based on district PLC needs and goal
- **Facilitators:** Instructional Lead Learners
- **Audience:** All teachers



# M\*Powered: Year 3 (2019-2020)

## M\*Power Hours

- Additional teacher support before or after school for new teachers and any in need of training

## iSupport Services

- As needed throughout the year where a team (iCoaches and Tech Specialists) meets with every teacher on campus to engage dialogue and listen in regards to M\*Powered

## M\*Powered Indicators on TTESS

- Allows for measurement of implementation & sustainability of M\*Powered in Planning, Instruction, Learning Environment, and Professional Practices and Responsibilities



# M\*Powered - BrightBytes Rigor & Relevance

***Future-ready learning*** requires an ***innovative support system***.

Learning and innovation skills required for an increasingly *complex life* and *work environment* in today's world:

***BrightBytes Measures:***

- *Creativity and Innovation*
- *Critical Thinking and Problem Solving*
- *Communication*
- *Collaboration*



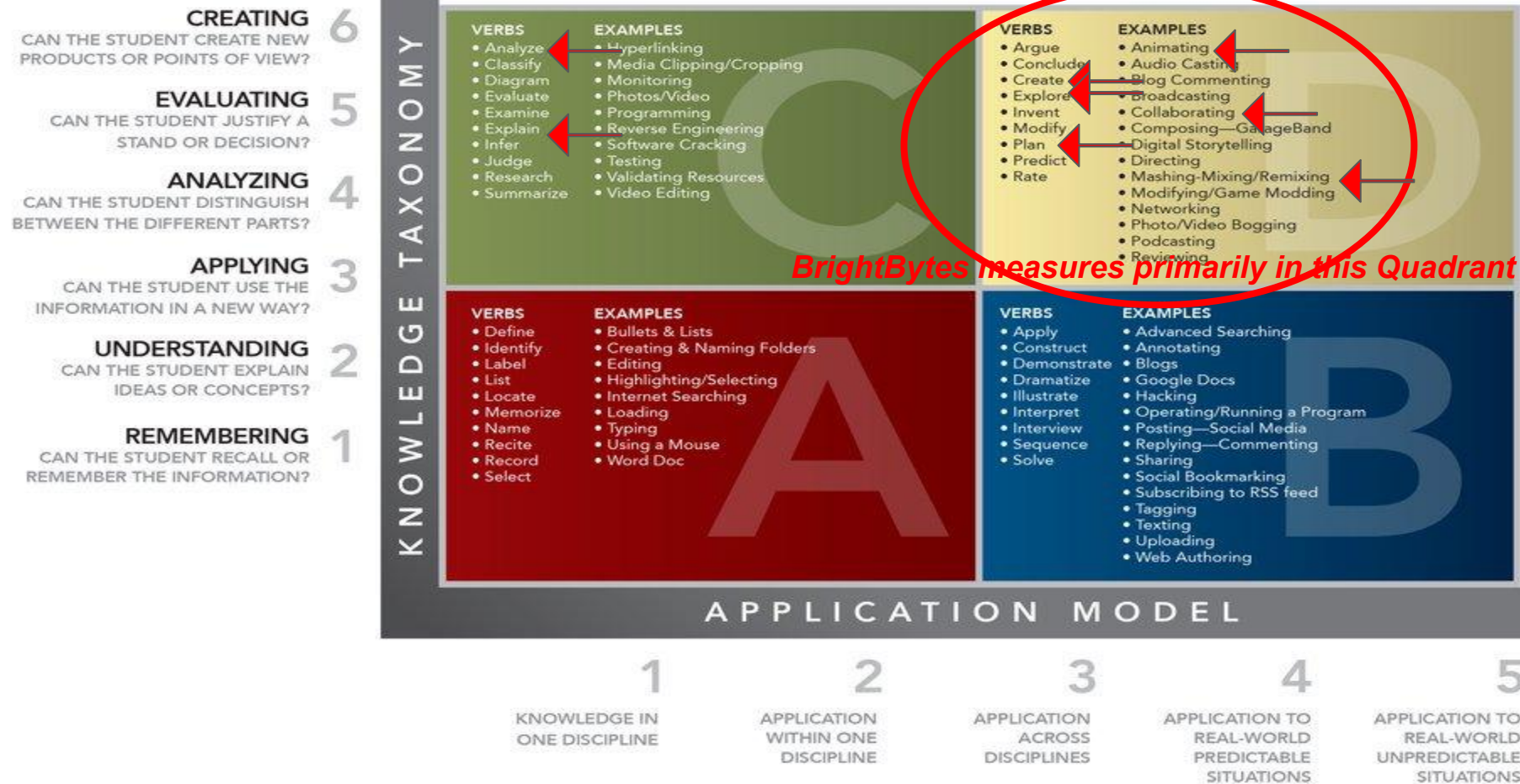
# Clarity BrightBytes Overview

- MISD exceeded international, national, state, and regional levels in the CASE framework of technology integration
  - MISD was at **Proficient in 2015**. MISD has sustained **Advanced for two years 2018 and 2019**.
  - International (8 countries), national (47 states & over 2,800 districts), state, and region 10 districts scored at an overall **Proficient** level in 2019 data.

DISTRICTS	DATE RANGE	OVERALL
Midlothian Isd	Jan 1, 2019 to Jun 30, 2019	1134 
	Jan 1, 2018 to Jun 30, 2018	1132
	Jul 1, 2017 to Dec 31, 2017	1126
	Jul 1, 2015 to Dec 31, 2015	1090



# Technology Use By Quadrant



# Year 4 & Beyond - 2024

Graphics are “in progress” and descriptions of various components will be updated in the coming weeks.

**Year 4**

**Year 5**

**Year 6**

**Year 7**



## M\*POWERED 2024 7 YEAR PLAN

### YEAR 1: CAPACITY



Professional learning focuses on continuous teacher support. The learning community is acquainted with how teaching & learning has been impacted by the I:1 device implementation & rollout of new curriculum documents. 2017-2018

### YEAR 2: CREATIVITY



Professional learning focuses on the thoughtful designing of lessons with full integration of technology. The learning community is able to explore creative & innovative options for accomplishing teaching & learning goals. 2018-2019

### YEAR 3: CUSTOMIZATION & PERSONALIZATION



Professional learning focuses on designing & implementing transformational, personalized learning. The learning community can celebrate the student's ability to choose from a robust set of aligned learning options that fit the learner's needs. 2019-2020

### YEAR 4: CUSTOMIZATION & PERSONALIZATION OF CAPACITY



Professional learning focuses on providing teachers with customized learning to meet individual goals of district PLCs and teacher needs. The learning community can celebrate the student's ability to utilize a variety of ways to show mastery. 2020-2021

### YEAR 5: CUSTOMIZATION & PERSONALIZATION OF CREATIVITY



Professional learning focuses on providing teachers with customized learning to meet individual goals of district PLCs and teacher needs. The learning community focuses on designing lessons to build student creativity in showing what has been learned. 2021-2022

### YEAR 6: CUSTOMIZATION & PERSONALIZATION FOR STUDENTS



Professional learning focuses on providing teachers with customized learning to meet individual goals of district PLCs & teacher needs, focusing on personalization for students. Learning community focuses on building teacher understanding of the difference between differentiation & personalization. 2022-2023

### YEAR 7: FULL IMPLEMENTATION & INTEGRATION OF MISD LEARNER EXPERIENCE



Professional learning focuses on providing teachers with customized learning to meet individual goals of district PLCs & teacher needs, focusing on personalization for students through implementing the Learner Experience. The learning community focuses on providing student self-determined learning with implementation of the Learner Experience. 2023-2024



# **CTE Update & The MILE**

***Nikki Nix - Director of Secondary Learning***

***Shelle Blaylock - Administrator of The MILE***

# 14 Programs of Study 2020-2021 and beyond

- Agriculture
- Architecture & Construction
- Arts, AV, Tech & Communication
- Business, Marketing & Finance
- Education & Training
- Energy
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law & Public Service
- Manufacturing
- Science, Technology, Engineering & Math
- Transportation, Distribution & Logistics



# MISD Offers 13 of 14 Programs of Study

2020-2021 and beyond

- Agriculture
- Architecture & Construction\*
- Arts, AV, Tech & Communication
- Business, Marketing & Finance
- Education & Training
- Energy
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law & Public Service
- Manufacturing
- Science, Technology, Engineering & Math
- Transportation, Distribution & Logistics

\*Surveyed students for 19-20...not enough interest





	HHS	MHS	Total
Interview Skills	7	59	66
ServSafe Food Handlers		27	27
CPR	14	117	131
CNA	4	7	11
EMT	10		10
HIPPA		7	7
AWS Welding	5		5
TDLR Cosmetology		3	3
ASE Automotive	1	16	17
Texas Beef Cattle Nutrition Feeds & Feeding		17	17
Texas Beef Cattle Quality Assurance		29	29
Navarro College DC/NCCER Welding Level II	6		6
Navarro College DC/NCCER Welding Level I	16		16
TPWD Hunters EDU	16		16
<b>Total</b>	<b>79</b>	<b>282</b>	<b>361</b>



# Certifications

## Year Over Year Certification Numbers

	<u>PER</u>	<u>IBC</u>	<u>Good for Students</u>
2016-2017	3	N/A	No data
2017-2018	16	16	No data
2018-2019	75	68	361



# Certifications

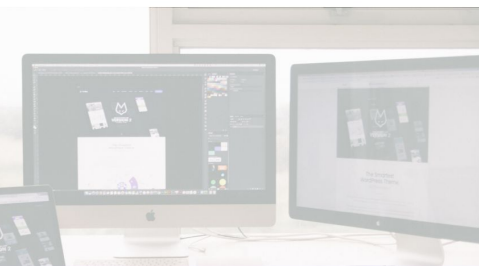
Cybersafety	2,381
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*\*Earned at both Middle School and High School*



# Rack Cards

## MIDLOTHIAN ISD



### CAREER & TECHNICAL EDUCATION GRAPHIC DESIGN

The Graphic Design Pathway allows students to find their creative voice and develop an in-demand skill set as they create illustrations, logos and advertisements.

Students will learn the fundamentals of traditional and digital art as well as advertising and marketing concepts to excel in these professional industries.

#### CAREERS IN GRAPHIC DESIGN

##### TECHNICAL CAREERS

Apprenticeship, Associate's Degree, Advanced Certification, Experience, etc.)

Graphic Designer  
Foley Artist  
Logo Designer  
Social Media Strategist  
Communication Specialist

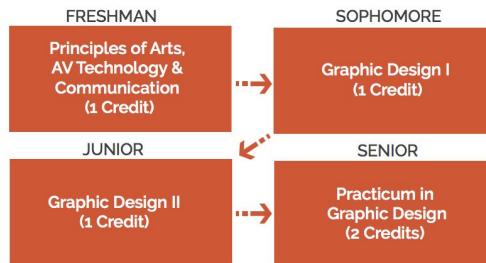
##### PROFESSIONAL CAREERS

(Bachelor's, Master's, Ph.D., Specialized Training, Experience, etc.)

E-Commerce Designer  
Visual Effects Producer  
Social Media Director  
Web Content Developer  
Creative Director

### GRAPHIC DESIGN COURSE SEQUENCE

CLUSTER: Arts, AV Technology & Communication  
CAMPUS: MHS & MHHS  
ENDORSEMENT: Business & Industry



#### ADDITIONAL COURSE OPTIONS

Business Management (1 credit)  
Digital Media (1 credit)  
Graphic Design (1 credit)  
BIM (1 credit)  
Virtual Business (0.5 credit)  
HR Management (0.5 credit)  
Advertising (0.5 credit)  
Social Media Marketing (0.5 credit)  
Entrepreneurship (1 credit)  
\*Business English (1 credit)  
\*Political Science (1 credit)  
\*Financial Math (1 credit)  
\*Forensic Science (1 credit)  
\*Medical Microbiology (1 credit)  
Professional Communications (0.5 credit)

\*Course also fulfills graduation requirement for English, Math, Science, Social Studies or Fine Arts.

## MIDLOTHIAN ISD

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### CAREER HEALTH

The Health and lab physiology. Students and have (CNA) or obtain a further it also join for leader

### CAREER AGRICULTURE

In the Agriculture about m electrical

### CAREER AEROSPACE

As they experience projects of Amer awards. Center f certification

### CAREER AUDIO

The Pro Pathway and con high-de Federal. The Aud students cinema

### CAREER CONSTRUCTION

Students they film service a opportu talent de broadcas

### CAREER VIDEO

The Cor building. As each Constru engineer manage architect

### CAREER VIDEO

In the V of the la emerge

### CAREER FAMILY

Student work to challenge whole.

### CAREER AUTO

As stud program game di advance web anc

### CAREER TECHNICAL

Apprenticeship, Associate's Degree, Advanced Certification, Experience, etc.)

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# MISD CTE

### CAREER & TECHNICAL EDUCATION ENTREPRENEURSHIP

In the Entrepreneurship Pathway, students will learn the necessary principles to start up and operate a business. The primary focus of the pathway is to teach students the process of researching and analyzing a business opportunity, preparing a business plan and developing a plan to organize and promote the business.

By the end of their high school career, students will be able to define their organization's mission, vision and core values, effectively analyze their chosen industry, understand basic marketing concepts and develop a prototype.

#### CAREERS IN ENTREPRENEURSHIP

##### TECHNICAL CAREERS

Apprenticeship, Associate's Degree, Advanced Certification, Experience, etc.)

Small Business Owner  
Brand Developer  
Virtual Business Developer  
Social Media Director  
Corporate Events Manager

##### PROFESSIONAL CAREERS

(Bachelor's, Master's, Ph.D., Specialized Training, Experience, etc.)

Venture Capitalist  
E-Commerce Manager  
Community Services Manager  
Chief Executive Officer  
Human Resources Executive



# Growth Summary

	2018-2019	2019-2020
Career Clusters ➡ Programs of Study	14 of 16	13 of 14
Pathways	17	24
New Courses	5	10
Certifications on PER	16	75
Total Certifications	16	361



# **The MILE**

# Current Industry Demands

- ❑ According to TEA, the Career Clusters with Highest Labor Market Demand

Business Management & Administration  
Information Technology  
Health Science



- ❑ North Central Texas Workforce Commission: targeted industry growth from 2007-2017

Corporate Headquarters - 83%  
Healthcare - 46%  
Digital Technology - 35%



# Program Design

- Cybersecurity - CISCO  
(Information Technology)
- Entrepreneurship - INCubatoredu  
(Business Management)
- PLTW Aerospace Engineering
- PLTW Civil Engineering
- Culinary Arts



The background features a series of concentric, curved stripes in various shades of blue, ranging from dark navy to light sky blue, creating a sense of motion and depth. These stripes curve from the left side of the frame towards the right, where they meet a solid, very light blue background.

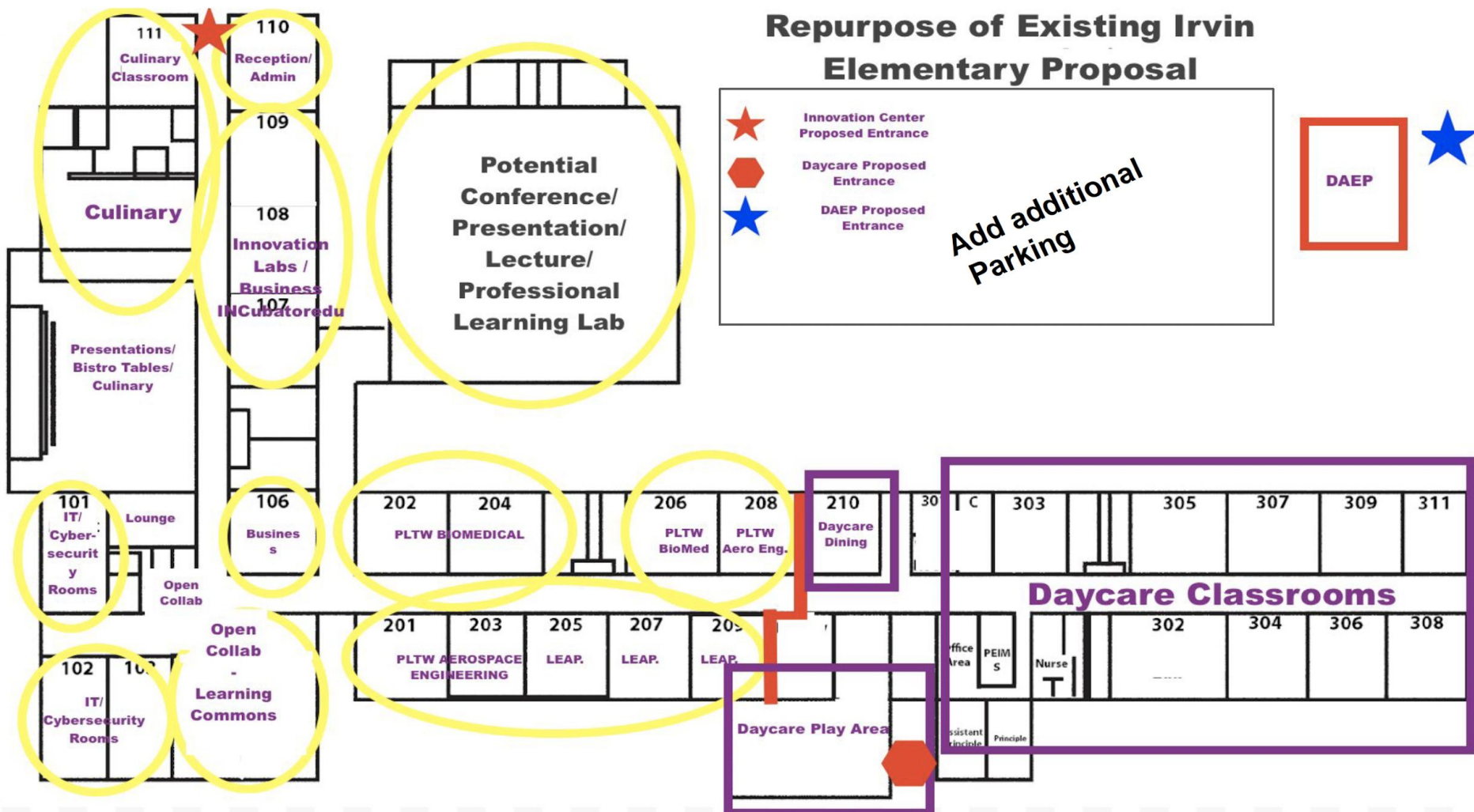
**Design**



# Repurpose of Existing Irvin Elementary Proposal

 Innovation Center Proposed Entrance  
 Daycare Proposed Entrance  
 DAEP Proposed Entrance

Add additional Parking





# Career Statistics

- On average, a millennial will need to change jobs 15 times in their lifetime
- 70-80% of the jobs today will be disrupted due to rapid technical advancement
- Only 27.5% of college graduates are working in a job related to their major
- 72% of HS graduates plan to be entrepreneurs
- Majority of future job needs don't require a college degree, only a certification or license
- 140 years of technical advancement has created more jobs than destroyed them
- By 2030, **85% of the jobs that exist wouldn't have existed prior**

*Sources: US Bureau of Labor Statistics, DeLoitte Touche Research Study, Forbes Magazine*



# Space Design

## Does NOT

- Doesn't look like school
- Doesn't feel like school

## Does

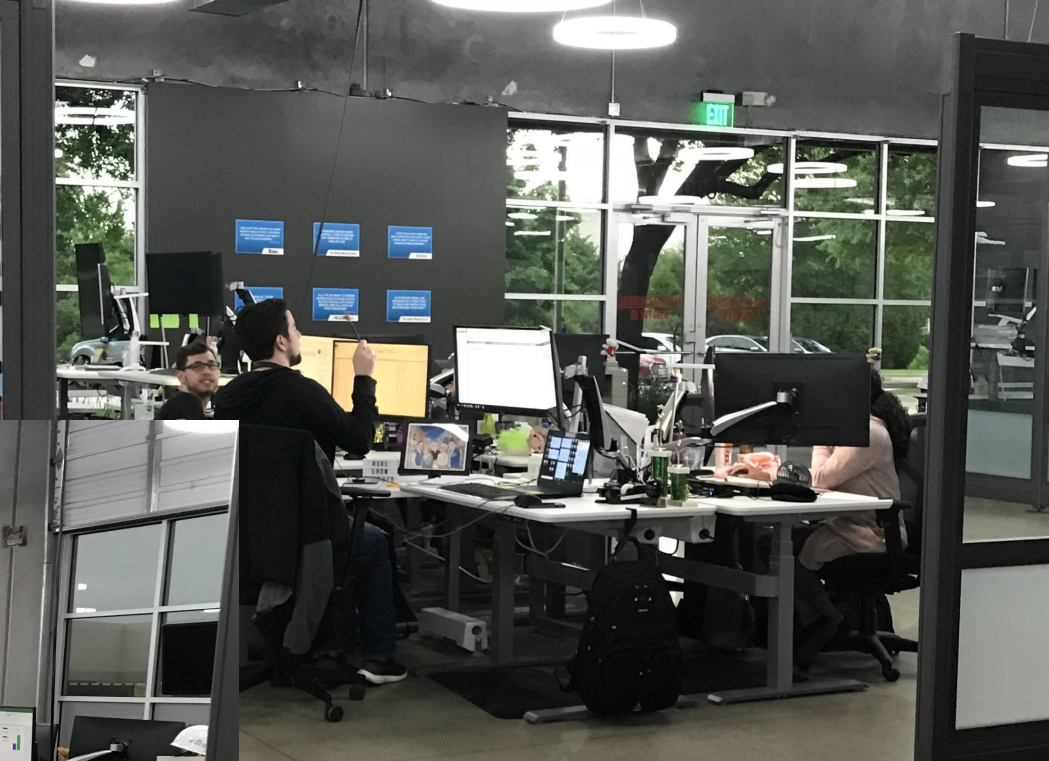
- Looks and feels like a work place
- Business and Industry to recognize it as a workplace
- Flexible - 85% of jobs don't exist yet



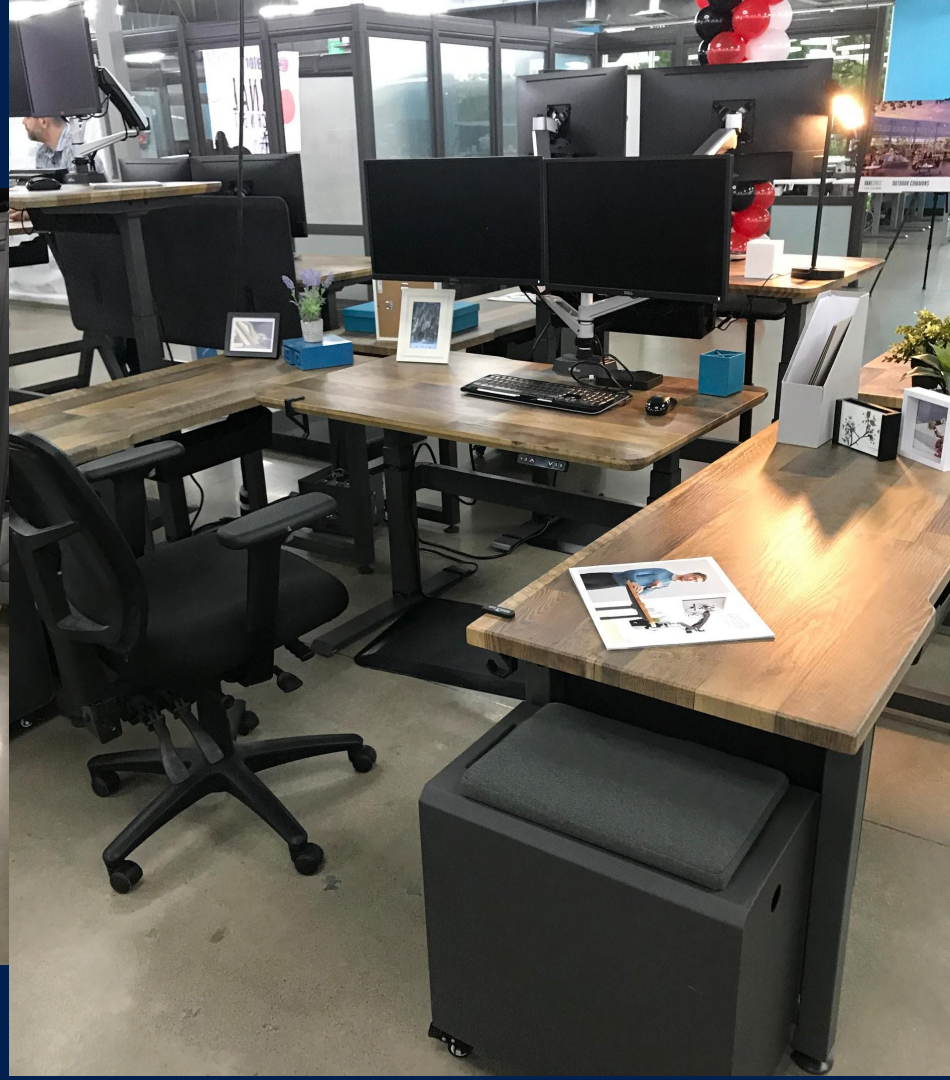
# Space Design













**Functional/Flexible Walls**



# Huddle Rooms





VARIDESK<sup>®</sup>  
— WELCOME —

MIDLOTHIAN ISD

















INTERMEDIATE  
DISTRIBUTION  
FRAME











# **State Accountability 2019**

***Judy Walling - Deputy Superintendent***

***Overall, results compare favorably to our peers and  
exceed the state results.***



# Texas Student Performance Levels

			
Master's Grade Level	Meets Grade Level	Approaches Grade Level	Did Not Meet Grade Level
Shows mastery of the course content - student is on track for college and career readiness.	Shows strong knowledge of course content - student is prepared to progress to the next grade level.	Shows some knowledge of the course content, but may be missing critical elements - student may need additional support in the coming year.	Shows a lack of basic understanding of course content - student needs significant support in the coming year.

# Strong Performance

- **Approaches:**

- All core areas: district was greater than the state and region in ALL tested areas with first time testers at the high school level

- **Masters:**

- Reading = greater or equal than the state overall
- Math = greater than state and region in 3rd-8th grade and overall continues to increase
- Social Studies and Science = outperforming the state and region in all grade levels
- Math, Science, and Social Studies at the Masters Level lead the district compared to Reading and Writing





# District Challenges

- The **Masters** Level has maintained in Reading across the district and 7th grade reading is a challenge compared to the state and region
- Reading and Writing overall at the **Masters** Level falls lower than expected compared to other subject areas
- In Writing at the **Masters** Level, the district continues to be challenged when compared to the state and region
- In Algebra I at the **Masters** Level, the district increased but is still lagging behind the state and region



# Responses to Challenges

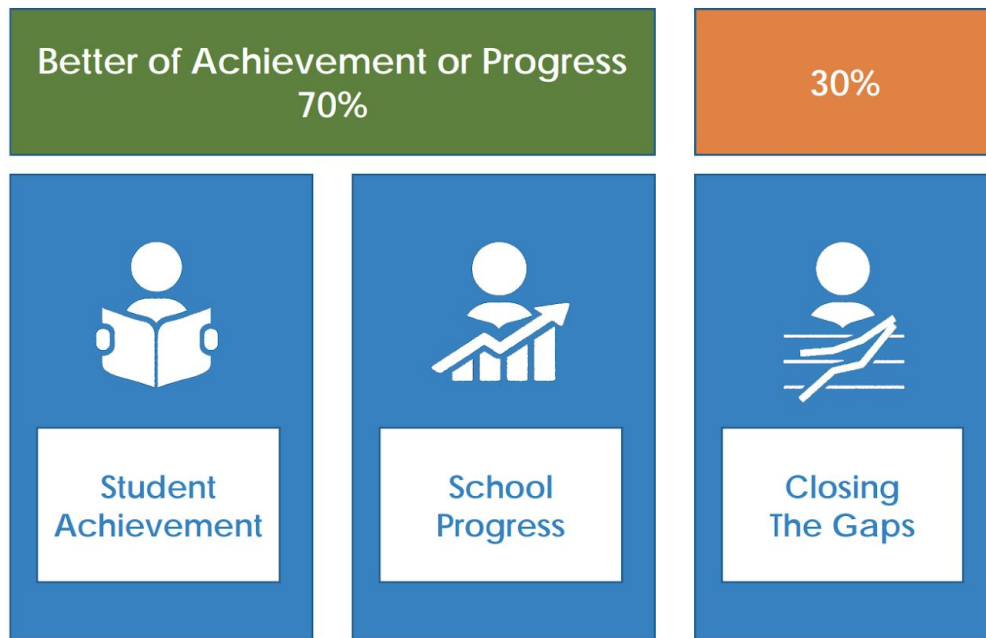
- New strong K-8 primary resource in reading and writing
- Focus on conferencing of students in writing and differentiating for students
  - District Writing PLCs to calibrate student writing
- Additional support staff: Special Education and RtI Specialists
- Focus on campus PLCs through training, modeling, and executive coaching
- PLC emphasis on rigor and relevance by analyzing teacher lesson plans
- Continual shift to personalized learning
  - Continue to build focus in targeting skills needed for individual students
  - Personalized goals for district PLCs through iPlan Days
  - Personalized teacher needs targeted through iCoach training



## Overview of 2019 Accountability



## Three Domains: Combining to Calculate Overall Rating



## Elementary/Middle Schools

- STAAR

Weight

100%

## High Schools, K-12, and Districts

- STAAR

40%

- College, Career, and Military Readiness (CCMR)

40%

- Graduation Rate

20%

**The CCMR denominator is the group of 2016 annual graduates.**

**Student who accomplishes any 1 indicator is in numerator.**

**All CCMR indicators lag by one year. (CCMR data used in 2017–18 accountability could be as far back as 2014-2015 school year.)**

## Student Achievement: CCM-R Indicators for HS

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### College Ready

- Meet criteria on AP/IB exams
- Meet TSI criteria (SAT/ACT/TSIA)
- Complete college partner college prep courses
- Complete dual credit/OnRamps courses
- Earn an associate's degree
- Meet standards on composite indicators indicating readiness

### Career Ready

- Earn industry certification
- Get admitted to post-secondary industry certification program

### Military Ready

- Enlist in the Armed Forces

# School Progress: Growth

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Student  
Achievement



School Progress



Closing  
The Gaps



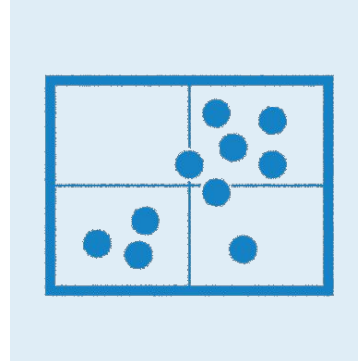
# School Progress: Two Aspects to Progress

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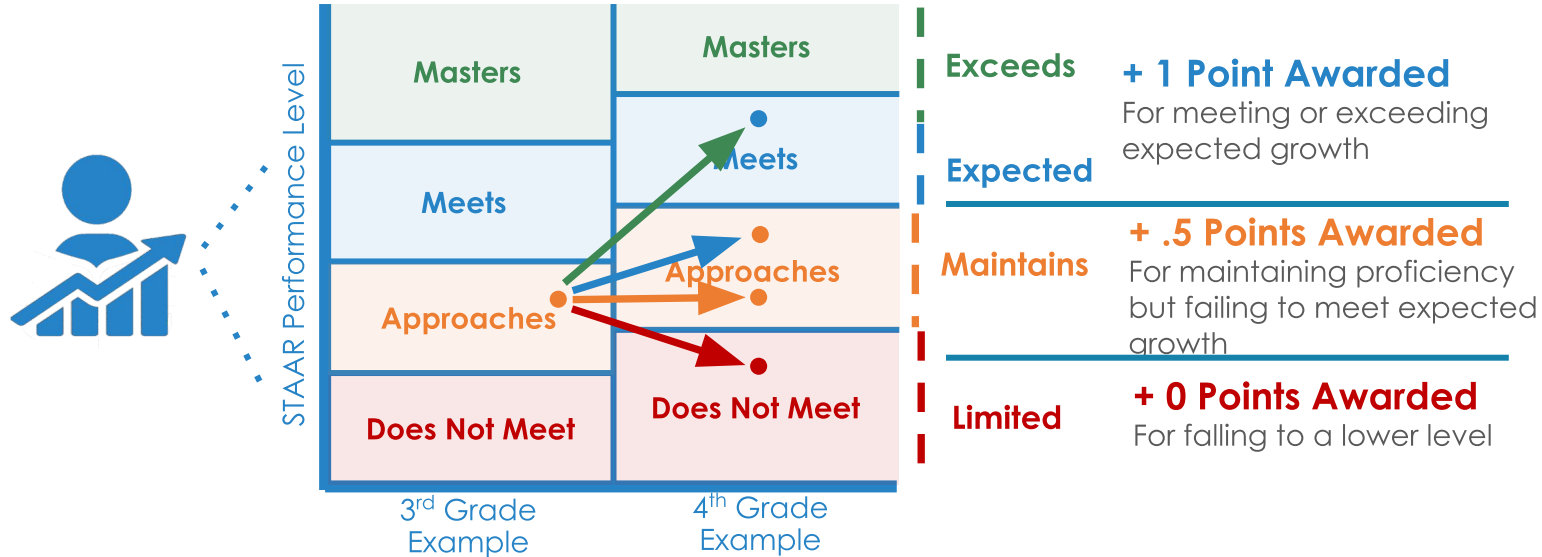
## Part A: Student Growth



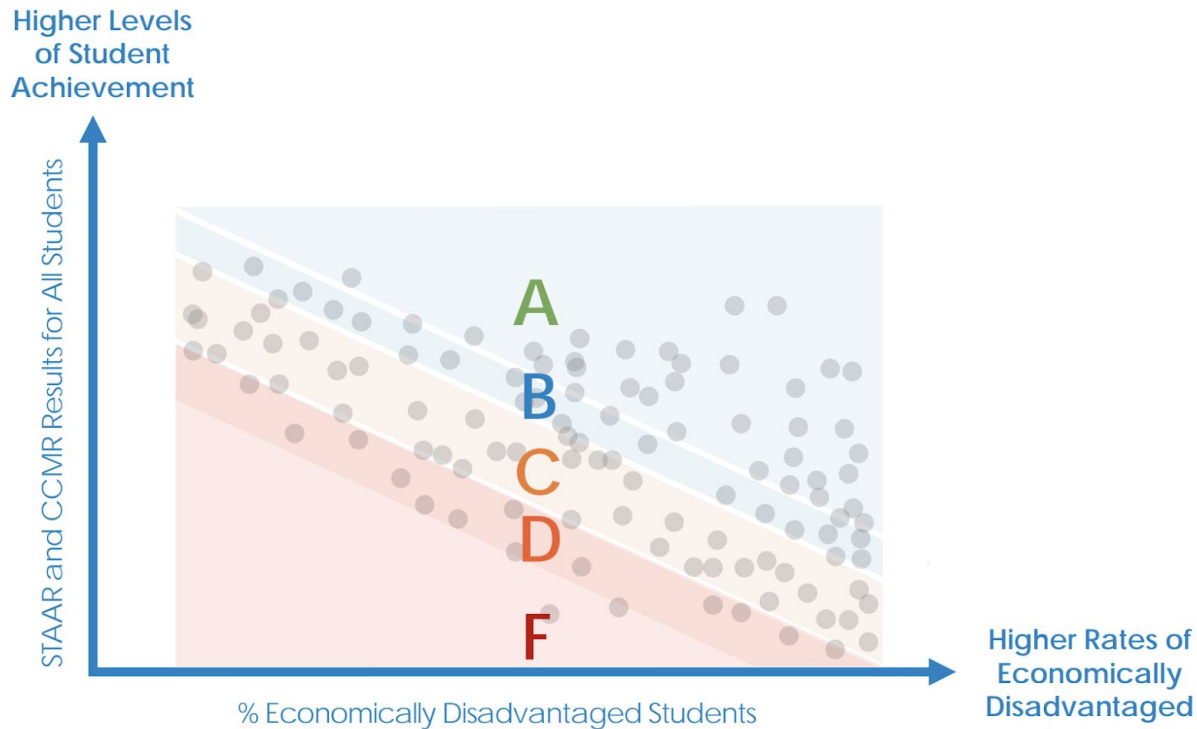
## Part B: Relative Performance



# Student Growth: Measuring Advancement



# Relative Performance: Measuring School Progress



# Closing the Gaps: Ensuring Educational Equity



Student  
Achievement



School  
Progress

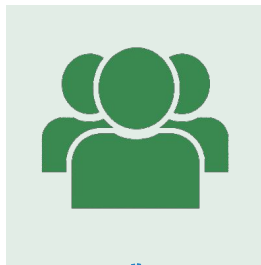


Closing  
The Gaps

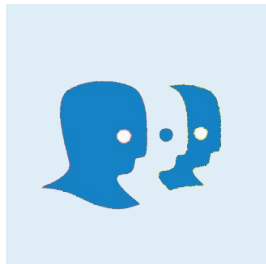
# Closing the Gaps: Ensuring Educational Equity



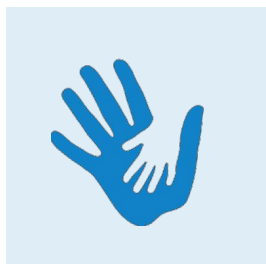
All Students



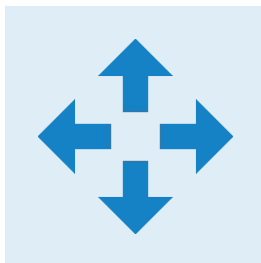
Race/Ethnicity



Special Education



Continuously Enrolled  
and Mobile



English  
Learners (ELs)



Economically  
Disadvantaged



## 2019 MISD District Accountability Rating

Domain	Scaled Score	Better of School Progress Part A or Part B	Better of Student Achievement or School Progress	Weight	Weighted Points
Student Achievement	90 (A)		90 (A)	70%	63
School Progress Part A	82 (B)	82 (B)			
School Progress Part B	76 (C)				
Closing the Gaps	88 (B)			30%	26.4
Overall Score					89.4
TXSchool.org 2018 District Overall Rating					89 (B)



## SCHOOL OVERVIEW 2018-19



89 out of 100

This shows how well this district prepared students for success, both in school and after high school in college, a career, or the military.

[Tell Me More](#)

## CHANGE OVER TIME



This shows how overall performance at the district has changed over time.



## OVERALL PERFORMANCE DETAILS



### STUDENT ACHIEVEMENT



90 out of 100

Student Achievement shows how much students know and are able to do at the end of the school year.

[Additional Details](#)



### SCHOOL PROGRESS



82 out of 100

School Progress shows how students perform over time and how that growth compares to similar schools.

[Additional Details](#)



### CLOSING THE GAPS



88 out of 100

The Closing the Gaps domain tells us how well different populations of students in a district are performing.

[Additional Details](#)



# **District & Campus Improvement Plans**

***Dr. Courtney Carpenter - Executive Director of Innovation & Learning***

***Melissa Wolfe - Executive Director of Specialized Learning***

# The “WHAT” - DIP/CIP

## *The MISD Compass*



- Guides the navigation & orientation of district vision, mission, & beliefs
- Provides alignment
- Creates balance
- Allows opportunity to change course
- Calibrates for accuracy & accountability of district resources



# The “*WHY*” behind the *DIP/CIP*

## The Data Points Used:

- Cultural Tenets
- Learner Profile
- Visionary Leader Profile
- TTESS/TPESS
- Strategic Plan
- Survey Priorities
  - Learner Experience
  - What We Measure
    - Performance Tracker & Superintendent/Principal Metrics
  - BrightBytes
  - Climate Survey - *Youth Truth*
- District Comprehensive Needs Assessment (CNA)



# The Goals of the “WHY” - DIP/CIP

**Goal 1:** Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

**Goal 2:** Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

**Goal 3:** Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

**Goal 4:** Facilitate budget process and building designs through allocated district resources that foster flexible and innovative learning spaces.

**Goal 5:** Provide support and resources to cultivate customization and personalization through blended learning opportunities.

**Goal 6:** Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.





# Plan4Learning

*District and Campuses conduct  
Formative Checks in  
November, February, & June*

All plans will be taken for consideration at the  
October 21, 2019 Board Meeting and will be  
posted  
to the  
[District Website](#)





# **Future DEIC Topics**

***Judy Walling - Deputy Superintendent***

# Tentative Topics for Upcoming DEIC

- November 11, 2019
  - Course Advising Timeline & Post-Secondary Tool (Naviance)
  - Bond 2016 Updates
  - School Calendar
  - Zoning Process Update
  - Secondary ELAR Instructional Materials Adoption Process
- February 11, 2020
  - Safety & Security
  - Social and Emotional Learning
  - TAPR
  - Waivers
  - Secondary ELAR Instructional Materials Adoption Process
  - New Secondary Course Offerings Approved by the Board
- April 28, 2020
  - Final Secondary ELAR Instructional Materials Adoption Process
  - M\*Powered 2024 PD Update for 2020-2021
  - Federal Programs Update
  - LEAP Updates
  - The MILE & Course Selections Update





# **Questions and Comments**