

MDE Literacy Support Schools

Informational Meeting

2018-2019



VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

1

All Students Proficient and Showing Growth in All Assessed Areas



2

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



3

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



4

Every School Has Effective Teachers and Leaders



5

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



6

Every School and District is Rated "C" or Higher



Agenda

- *Literacy-Based Promotion Act* (Senate Bill 2347) Overview
 - Technical Amendments (Senate Bill 2157)
- Literacy Efforts Timeline
- Role of the MDE Literacy Coach
- District and School Role
- Supporting Documents and Resources

Literacy-Based Promotion Act (LBPA)

Statute Overview

Improving Reading Outcomes

- It is required that ALL Kindergarten students be assessed (**Kindergarten Readiness Assessment**) at the beginning and end of the year to determine readiness and growth (SB 2572).
- The purpose of the *LBPA* is to improve the reading skills of Kindergarten through 3rd grade public school students so that every student completing 3rd grade reads at or above grade level (SB 2347).

Universal Screener & Diagnostic Assessment

- K-3 students identified through the **BOY Universal Screener** whose results are below grade level should be assessed to determine targeted instructional support and interventions.
- The intensive reading instruction and intervention must be documented for each student, with a reading deficit, in an **Individual Reading Plan (IRP)** (SB 2157).
- Administer diagnostic assessments to provide in-depth information about an individual student's particular strengths and needs for Tier 2 supplemental instruction and/or Tier 3 intensive intervention.

Parental Notification

- Beginning in the **2018-2019** school year, a student must score above the **lowest two (2)** achievement levels in reading on the established state assessment for 3rd grade to be promoted to 4th grade (SB 2157).
- If a K - 3 student has been identified with a substantial deficit in reading, the teacher will **immediately, and with each quarterly progress report, notify parents or legal guardians** of the determination and plans for addressing the deficiency, including sharing strategies that parents can use to support reading at home.
- A 3rd grade student who fails to meet the academic requirements for promotion to 4th Grade may be **promoted for good cause**.

Literacy-Based Promotion Act Good Cause Exemptions

A

Limited English Proficient students with less than two (2) years of instruction in an English Language Learner program

B

Students with disabilities whose Individualized Education Program (IEP) indicates that participation in the statewide accountability assessment program is not appropriate, as authorized under state law

C

Students with a disability who participate in the state annual accountability assessment and who have an IEP or Section 504 Plan that reflects the student has received intensive remediation in reading for more than two (2) years but still demonstrates a deficiency in reading OR was previously retained in Kindergarten or First, Second, or Third grade

D

Students who demonstrate an acceptable level of reading proficiency on an alternative assessment approved by the State Board of Education

E

Students who receive intensive intervention for two or more years but still demonstrate deficiency in reading, and who previously were retained for two (2) years in any grade Kindergarten through 3rd grade

Requirements for Public Schools – IRP

The LBPA was amended in 2016 to include the development of an Individual Reading Plan (IRP) for Kindergarten and 1st through 3rd grade students with a substantial reading deficiency and 4th grade students promoted for good cause.

Student Name :	Teacher/School:	Date:
Individual Reading Plan Checklist		
Following the identification of a reading deficiency, intensive reading instruction and intervention must be documented for each student in an Individual reading plan, which includes, at a minimum, the following:		
	(a) The student's specific, diagnosed reading skill deficiencies as determined (or identified) by diagnostic assessment data;	
	(b) The goals and benchmarks for growth;	
	(c) How progress will be monitored and evaluated;	
	(d) The type of additional instructional services and interventions the student will receive;	
	(e) The research-based reading instructional programming the teacher will use to provide reading instruction, addressing the areas of phonemic awareness, phonics, fluency, vocabulary and comprehension;	
	(f) The strategies the student's parent is encouraged to use in assisting the student to achieve reading competency; and,	
	(g) Any additional services the teacher deems available and appropriate to accelerate the student's reading skill development	

Note: The Individual Reading Plan correlates with the Multi-Tiered System of Supports (MTSS) student documentation required for "Tier III (Intensive Intervention)". These pages may be used when meeting with the Teacher Support Team for each student that did not respond to Tier II interventions; 4th grade students requiring Intensive Intervention after Good Cause Exemption promotion; or, for intensive reading interventions for Special Education students (K-4) and English Language Learners (ELLs).

Interventions for Students with GCEs

A student who is promoted to 4th grade with a good cause exemption shall be provided an **Individual Reading Plan (IRP) as described in Section 37-177-1(2)**, which outlines intensive reading instruction and intervention informed by specialized diagnostic information and delivered through specific reading strategies to meet the needs of each student so promoted.

3rd Grade MAAP Assessment

- Beginning in the **2017-2018** school year, the 3rd Grade **MAAP-ELA Assessment** (Questar), which assesses 3rd grade standards, will determine 3rd grade promotion/retention. *Note: The writing score is not included in determining promotion/ retention.*
- During 2018-2019 the assessment will be administered to 3rd grade public school students during the window of April 15 - April 26, 2019.
- An alternate form (Form B) of the 3rd Grade MAAP-ELA Assessment will serve as the retest. Students will have 2 retest opportunities.

Literacy-Based Promotion Act Testing Timeline

Timeline for Universal Screener Assessment (Component 1)

Dates	Audience	Activity Description
August 6 – September 21, 2018	Grades 1-3 <ul style="list-style-type: none"> Required for ALL schools 	Beginning of Year (BOY) Assessment Window
December 10, 2018 – January 25, 2019	Grades K-3 <ul style="list-style-type: none"> Required for ALL schools 	Middle of Year (MOY) Assessment Window
April 1 – May 17, 2019	Grades 1-3 <ul style="list-style-type: none"> Required for ALL schools 	End of Year (EOY) Assessment Window

Timeline for Kindergarten Readiness Assessment (Component 2)

Dates	Audience	Activity Description
August 13 – September 21, 2018	<ul style="list-style-type: none"> All Public Pre-K All Public K Early Learning Collaboratives School 500 	K-Readiness Pretest Window
April 8 – May 17, 2019	<ul style="list-style-type: none"> All Public Pre-K All Public K Early Learning Collaboratives School 500 	K-Readiness Post-Test Window

Literacy-Based Promotion Act Testing Timeline

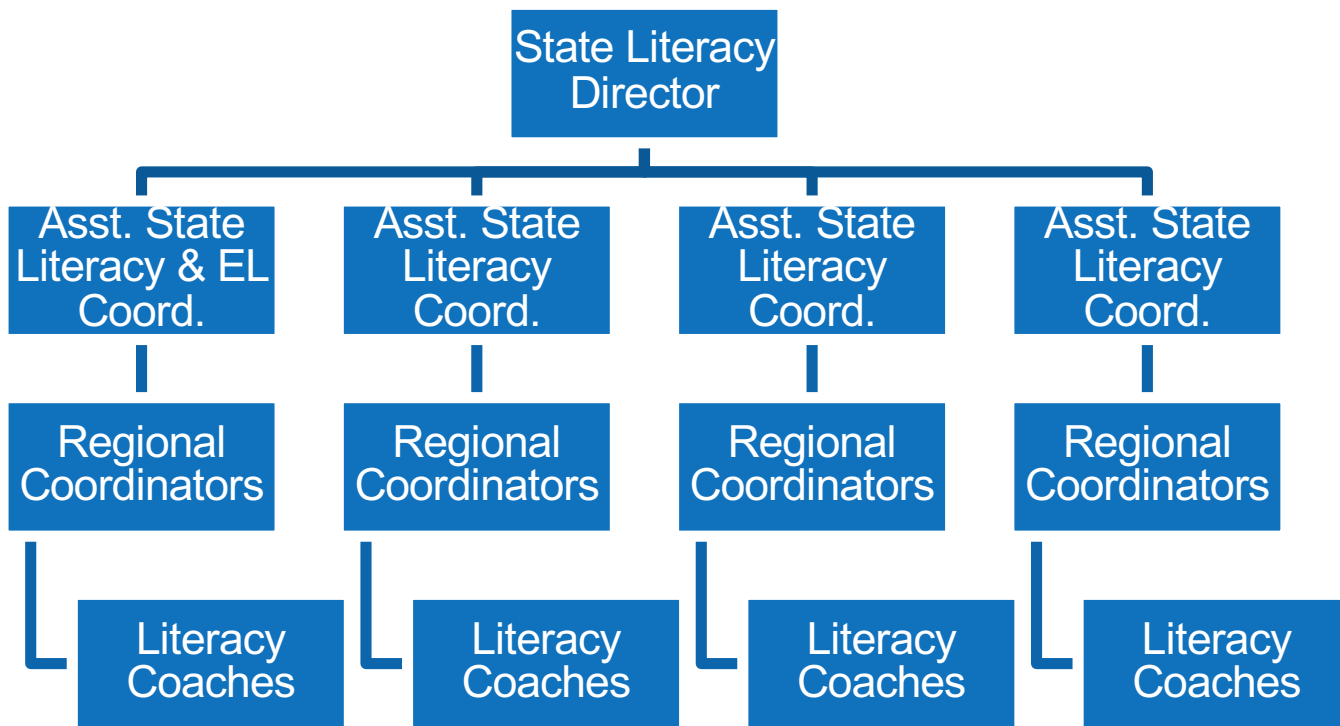
Timeline for 3 rd Grade Assessments for Promotion (Component 3)		
Dates	Audience	Activity Description
April 15 – April 26, 2019	All 3 rd Grade Students	3 rd Grade MAAP-ELA Assessment
May 13 – May 17, 2019	Retest Window #1	MAAP 3 rd Grade Reading Alternative Assessment
June 24 – August 2, 2019	Retest Window #2	

Roles & Responsibilities

**LEADERS
DON'T
CREATE
FOLLOWERS,
THEY CREATE
MORE
LEADERS.**

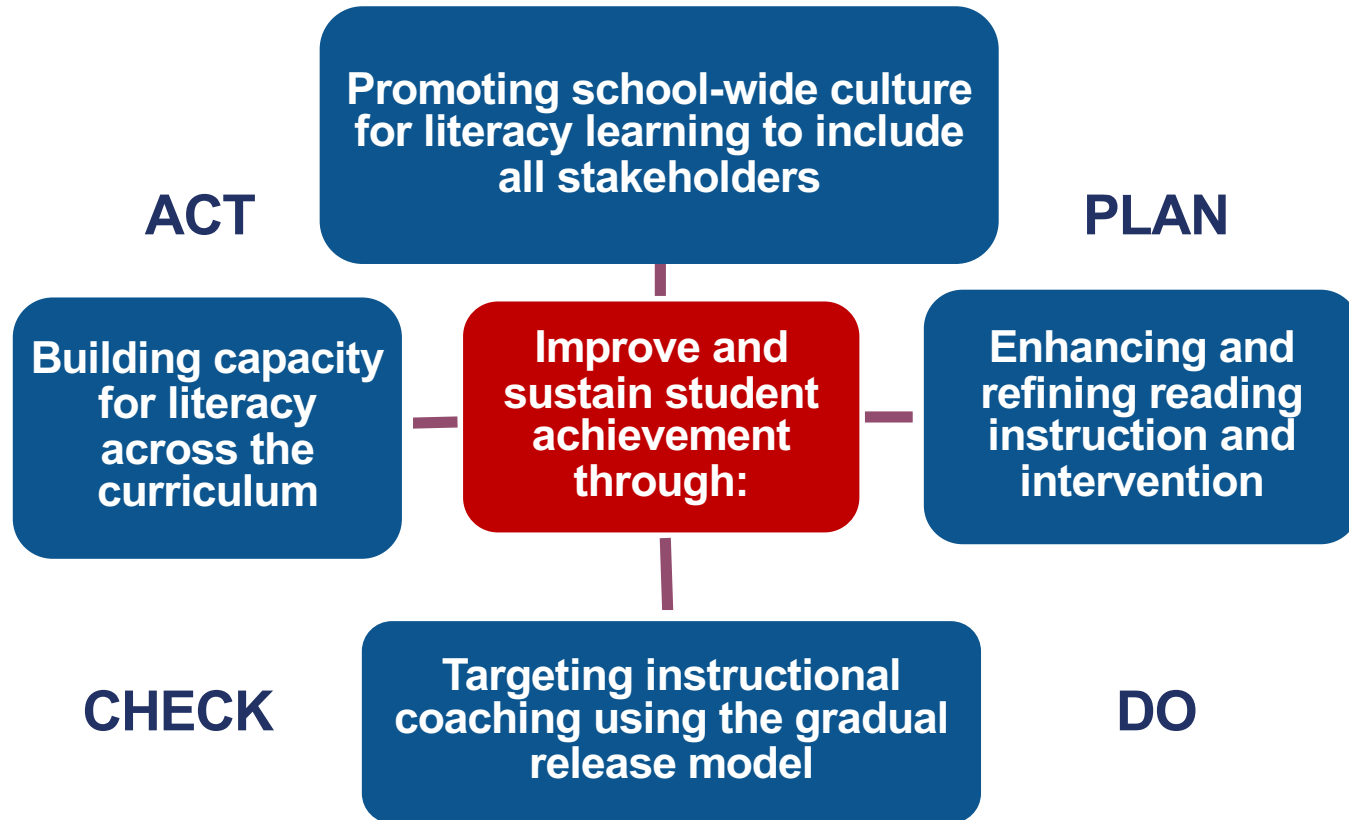
PictureQuotes.com

Organization Chart – Division of Literacy



Role of the MDE Literacy Coach

Role of the Coach



Instructional Support System

The literacy coach:

- helps teachers recognize their instructional knowledge and strengths;
- supports teachers in their learning and application of new knowledge and instructional practices;
- promotes job-embedded learning and provides ongoing, sustainable support to teachers; and,
- uses data to provide differentiated support to individual teachers or small groups by grade level, by department, or by skill level.

Best Practices

The literacy coach:

- works with students in whole- and small-group instruction in the context of **modeling**, **co-teaching**, and **coaching**;
- assists teachers in implementing explicit, systematic, and rigorous reading instruction; and,
- ensures effective student grouping through the Multi-tiered System of Support (MTSS) process.

Job-Embedded Professional Development

The literacy coach:

- serves as a resource for professional development throughout a school to improve reading and literacy instruction and student achievement.
- provides initial and ongoing professional development to teachers in:
 - the major reading components, based on an analysis of student performance data;
 - the administration and analysis of instructional assessments; and,
 - differentiated instruction and intensive intervention.

Literacy Coaches are NOT

EVALUATORS

- Evaluators
- Substitute teachers
- Interventionists
- School administrators
- Tutors

Maintaining a Record of Services

- Bi-weekly coaching log (observing, co-teaching, modeling, conferencing, planning, etc.)
- Professional development requests and evaluation forms
- Conferencing artifacts (pre-conference, observation, post-conference, next steps, follow-up)
- Observation tools
- Monthly Coaching Support Report

Gradual Release: Limited Support

The MDE utilizes a gradual release literacy coaching model to promote sustainability of best practices and to maximize and enhance instructional capacity.

During the 2018-2019 school year, several literacy support schools, or schools that have received MDE-provided literacy coaches, have been identified to transition into ***limited literacy support status***.

District and School Role

“The literacy coach cannot be effective without the consistent support of campus leaders.”

The Principal/Coach Relationship

- The principal/coach relationship is critical to the development and implementation of specific duties of the coach.
- Principals and coaches should work together to build a shared literacy vision and collaborative relationship to improve instruction and student achievement (*Casey, 2006; Puig and Froelich, 2007*).

School Leadership Support Role

The principal (administrative team):

- communicates through both words and behaviors that the literacy coach is **not** evaluating the performance of the teachers;
- holds staff accountable for working with the literacy coach to improve instruction;
- provides an opportunity for collaboration in the development of the *School-wide Literacy Plan*;
- meets frequently with the literacy coach to discuss goals and plans for activities; and,
- attends collaborative staff meetings.

Monitoring and Evaluation Procedures

MDE

- Administer formal evaluations of the coaches twice per year
- Monitor coach performance
- Review bi-weekly submission of coaching logs
- Conduct site visits, “Learning Walks”, data analysis (formative and summative)
- Evaluate ongoing professional development and training

Monitoring and Evaluation Procedures

Districts and Schools

- Regularly debrief with literacy coaches
- Conduct and analyze data from district and/or school observations
- Complete a survey of coaching support twice per year (December and April)
- Analyze student data (formative and summative)

A Focus on Best Practices



Writing Gallery

- A writing gallery (walk) allows participants to view students' writing and make constructive, specific helpful comments about the writing.
- The gallery walk experience is non-evaluative in nature.
- It is meant to increase the importance and consistency of writing in the kindergarten through 5th grade classrooms and to increase teacher knowledge and understanding in the designated areas of writing.

Writing Gallery: Timeline

Instruction: 2-3 weeks

- Introduce the writing type
- Teach for understanding – how to write to a topic
- Present multiple prompts on varied texts and topics
- Teach for understanding – writing to a text
- Present multiple prompts related to varied texts and topics



Organization and Display: 1 week

Writing Gallery: Checklist

Writing Gallery Guidelines Document

Writing Gallery Type: Opinion

Grade: Kindergarten

Centers/Writing Instruction	Strong Evidence	Observed	Needs Attention	Not Observed
Use a combination of drawing, dictating, and writing tell a reader the topic or the name of the book				
State an opinion or preference about the topic or book				
Print upper and lowercase letters correctly				
Use nouns and verbs correctly				
Capitalize the first word in sentences				
Capitalize the word I				
Spell words phonetically				

MDE Resources

Resources & Publications for Teachers



Literacy Focus of the Month

Literacy Focus of the Month
(Transdisciplinary: Grades PK – 12)

MIDDLE GRADE AND HIGH SCHOOL		MIDDLE GRADE AND HIGH SCHOOL	
ELA Exemplary Units	Mathematics Exemplary Units	PRE-KINDERGARTEN	KINDERGARTEN
Unit 1	Unit 1	Unit 1	Unit 1
Unit 2	Unit 2	Unit 2	Unit 2
Unit 3	Unit 3	Unit 3	Unit 3
Unit 4	Unit 4	Unit 4	Unit 4
Unit 5	Unit 5	Unit 5	Unit 5
Unit 6	Unit 6	Unit 6	Unit 6
Unit 7	Unit 7	Unit 7	Unit 7
Unit 8	Unit 8	Unit 8	Unit 8
Unit 9	Unit 9	Unit 9	Unit 9
Unit 10	Unit 10	Unit 10	Unit 10
KINDERGARTEN		KINDERGARTEN	
Unit 1	Unit 1	Unit 1	Unit 1
Unit 2	Unit 2	Unit 2	Unit 2
Unit 3	Unit 3	Unit 3	Unit 3
Unit 4	Unit 4	Unit 4	Unit 4
Unit 5	Unit 5	Unit 5	Unit 5
Unit 6	Unit 6	Unit 6	Unit 6
Unit 7	Unit 7	Unit 7	Unit 7
Unit 8	Unit 8	Unit 8	Unit 8
Unit 9	Unit 9	Unit 9	Unit 9
Unit 10	Unit 10	Unit 10	Unit 10
FIRST GRADE		FIRST GRADE	
Unit 1	Unit 1	Unit 1	Unit 1
Unit 2	Unit 2	Unit 2	Unit 2
Unit 3	Unit 3	Unit 3	Unit 3
Unit 4	Unit 4	Unit 4	Unit 4
Unit 5	Unit 5	Unit 5	Unit 5
Unit 6	Unit 6	Unit 6	Unit 6

Keillogg Grant Exemplary Lesson & Unit Plans
(ELA and Math, Grades PK – HS)



College- and Career-Readiness Standards for Mathematics

GRADE 8 The Number System

Know that there are numbers that are not rational, and approximate them by rational numbers

8.NS.1
Know that numbers that are not rational, and approximate them by rational numbers. Understand informally and justify intuitively the decimal expansion of rational numbers. Know that the decimal expansion repeats eventually, and convert a repeating decimal to a fraction and vice versa.

A student should know

- Real numbers include the set of rational numbers together with the set of irrational numbers.
- A rational number is a number expressed as the ratio of an integer to a nonzero integer. The rational numbers include the integers.
- The decimal form of a number that cannot be expressed as the ratio of an integer to a nonzero integer is called an irrational number.
- The decimal form of a fraction is called a repeating or terminating decimal.
- A repeating decimal is the decimal form of a rational number. Repeating decimals can be represented using the notation where a bar is drawn only over the digits that repeat. For example, $0.333333 \dots = 0.\overline{3}$.
- A decimal is called terminating if its decimal part is 0. For example, 0.333 is typically written 0.333.

Desired Student Performance

A student should understand

- Real numbers are either rational or irrational.
- That the set of real numbers can be represented with a Venn diagram.

A student should be able to do

- Write a fraction or real number as a repeating decimal by showing, through an effective procedure, the steps of long division.
- Write a repeating decimal as a fraction or mixed number in simplest form.
- Use all skills of operations to rational and mixed number integers.
- Convert a repeating decimal into a rational number.

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

This reading was developed to help state education agencies (SEAs) and local education agencies (LEAs) implement evidence-based literacy practices in their classrooms by following the suggestions of the resources listed in the right-hand column.

- Understanding evidence-based practices**
 - Why is evidence-based practice important?
 - Where can I find evidence-based practices?
 - What does the research say about evidence-based practices?
- Forming an implementation team**
 - What are the roles and responsibilities of an implementation team?
 - How do I build an implementation team?
 - What are the roles and responsibilities of the SEA, LEA, and school level?
- Creating a logic model for implementing & evaluating evidence-based literacy practices**
 - What is a logic model?
 - How do I create a logic model?
 - What are the steps to creating a logic model?
 - How do I use a logic model?
 - What are the benefits of using a logic model?
 - What are the challenges of using a logic model?
 - How do I evaluate a logic model?
- Self-study of readiness for implementing literacy interventions**
 - What are the self-study process, self-study guides, and self-study tools?
 - How do I use self-study guides?
 - How do I use self-study guides for implementing literacy interventions?
 - How do I use self-study guides for implementing literacy interventions in schools?
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 - How do I use self-study guides for implementing literacy interventions in schools?

Implementing Evidence-based Literacy Practices
(Grades K-12)



English Learner Videos and Resources

Multi-Tiered System of Supports
Documentation Packet

Intervention Services
Office of Elementary, Intermediate and Reading
Published 2019

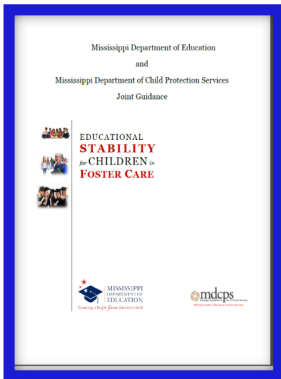
Multi-Tiered System of Supports
(Transdisciplinary, Grades PK-12)

INTEGRATED
Kindergarten
CENTER ACTIVITIES
FOR LITERACY

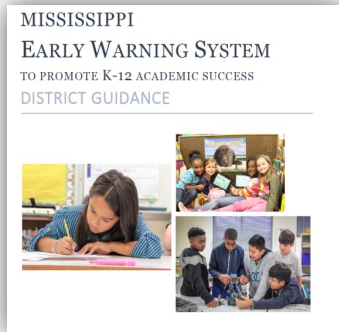
ALIGNED TO THE MI-CRS AND KINDERGARTEN GUIDELINES

Integrated Kindergarten Centers
Activities
(Transdisciplinary, Kindergarten)

Resources & Publications for Administrators



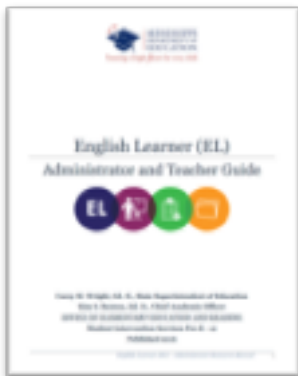
Educational Stability for Children in Foster Care
(Foster Care Guidance Document)



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



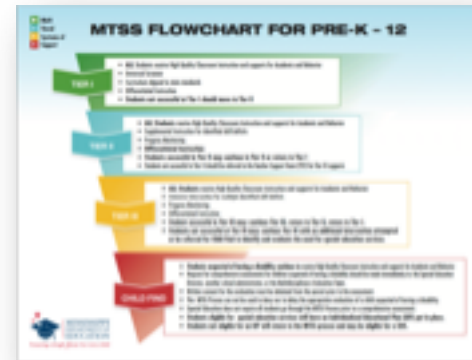
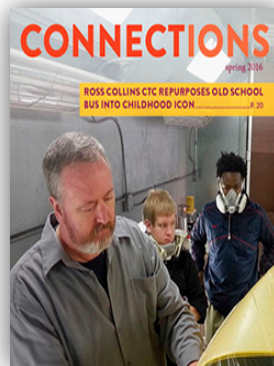
Early Learning Collaborative Act
Establish, Expand, Support, and Facilitate
Early Childhood
Education Services



English Learner Guide

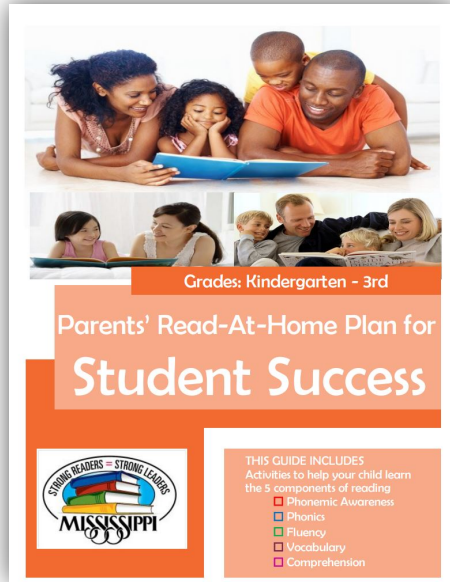


A Glimpse into Mississippi K-12 and CTE Classrooms
(Transdisciplinary: Grades K-12)

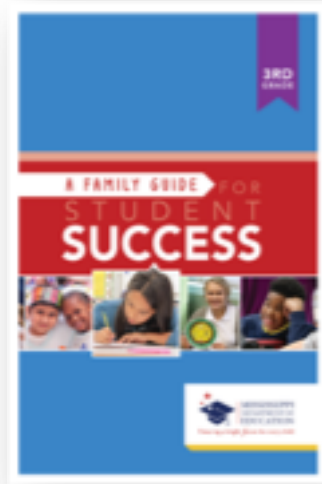


Multi-Tiered Systems of Support

Resources & Publications for Parents



[Parents' Read-At-Home Plan](#)
(Literacy-Based Promotion Act
Parent Document)



[Family Guides for Student Success](#)
(Reading & Math: Grades PK-8)



[Parents As Partners: An Overview of the 3rd Grade Assessment and the IBPA](#)
(Literacy-Based Promotion Act
Parent Presentation K-3)

Strong Readers = Strong Leaders

- Statewide public awareness campaign promotes literacy, particularly among PreK-3 students
- Campaign aims to equip parents and community members with information and resources to help children become strong readers
- Visit www.strongreadersms.com for more information!



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