



MISSISSIPPI DEPARTMENT OF EDUCATION

**SCHOOL**

**LITERACY PLAN**

LITERACY SUPPORT SCHOOLS  
STATE TEMPLATE

# Introduction

Literacy is at the core of academic and economic success. Strong literacy skills are critical for Mississippi students to succeed academically as well as to prosper in the current global economy. Students must be able to read, write, and think at increasingly higher levels of complexity, creativity, and sophistication to prepare for college and career pathways (Zhao, 2009).

The Mississippi Department of Education (MDE) seeks to create a world-class educational system that gives students the knowledge and skills necessary to be successful in college and in the workforce, and to flourish as parents and citizens. To make this vision a reality, the State Board of Education (SBE) has established rigorous strategic goals that are focused on achievement at every level of Mississippi's public education system, including districts, schools, classrooms and individual students. The six (6) goals of the 2016 - 2020 SBE Strategic Plan are:

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; and
6. Every School and District is Rated "C" or Higher.

The primary purpose of the School Literacy Plan (SLP) is to assist schools in developing action plans that will enhance effective literacy instruction and prevention of reading failure in grades Pre-K-12. Prevention of reading failure should be the focus of literacy efforts, with the goal of all students reading on grade level by the end of 3<sup>rd</sup> grade. The SLP should support the SBE goals, align with the Mississippi College- and Career-Readiness Standards (MS-CCRS), and reflect implementation of the district's efforts to improve literacy achievement.

The SLP is required for **literacy support schools**. The Plan is intended to be a public document outlining the school's comprehensive commitment to literacy. It may be an extension of the Federal Title I Language Arts Plan developed by schools that receive federal funds. The SLP should serve as a blueprint to plan literacy instruction, as well as a measuring stick for determining and documenting how well the school is providing effective evidence-based literacy instruction to students.

The following components must be addressed in SLP.

## **Component 1: School Demographic Information**

## **Component 2: Narrative Summary**

## **Component 3: Action Plan**

*Note: The action steps in the Action Plan must include a timeline for completion.*

- Section I, Assessment Data Collection and Use
  - Specifies plan for surveying current assessments and analysis of data to address individual student needs
- Section II, Instruction and Intervention
  - Specifies plans for selecting and evaluating core reading and intervention materials to determine alignment with the MS-CCRS for ELA
- Section III, Leadership and Resource Management
  - Specifies plan for informing faculty and garnering parental/community support to address areas of concern
- Section IV, Professional Growth
  - Specifies plans for developing and sustaining professional learning opportunities for all staff

## Component 1: School Demographics

School Year:	District:
School Name:	Principal:
Address:	E-mail:
City:	Phone:
Zip:	Fax:

<p><b>Indicate school's most recent Federal Accountability Designation:</b></p> <p> <input type="checkbox"/> Focus School                      <input type="checkbox"/> Priority School  <input type="checkbox"/> School Improvement Grant (SIG) Priority School         </p>	<p><b>State Accountability Designation:</b></p> <p> <input type="checkbox"/> A  <input type="checkbox"/> B  <input type="checkbox"/> C  <input type="checkbox"/> D  <input type="checkbox"/> F Schools-at-Risk (SAR)         </p>
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**Indicate if school is a Literacy Support School receiving MDE literacy coach support:**

Yes. The school receives literacy coach support from MDE.  
 No. The school does not receive literacy coach support from MDE.

### School Demographics

Highly Qualified Teachers		Indicate Grades Served:
<b>School Enrollment</b>		
IEP Students (_ speech) (_ non-speech)		
ELL Students		
Migratory Students		
Homeless Students		
Economically disadvantaged		
<b>Ethnic / Racial Breakdown</b>		Literacy Leadership Team Members/Roles:
White		
Black		
Hispanic		
Asian/Pacific Islander		
Native American		
Other		

## Component 2: Narrative Summary

For this component provide a detailed description of current policies and practices used to support the school's comprehensive literacy efforts. The following must be addressed within this narrative:

- 1) Describe how data is analyzed and gathered from teachers and/or students to support literacy instruction;
- 2) Describe the school's culture and climate as it relates to meeting the literacy needs of all students;
- 3) Describe the processes used to identify and remove barriers for increasing literacy outcomes;
- 4) Describe the school's implementation of a Multi-Tiered System of Support for the acquisitions of literacy skills;
- 5) Describe how the school forms family and community partnerships to support literacy; and
- 6) Share any additional information that relates to the school's current literacy practices.





### Component 3: Section I

#### Assessment Data Collection and Use: Informing the Implementation of Literacy Instruction and Interventions

**GOAL 1:** To improve literacy achievement through the analysis of multiple data points: screeners, diagnostic assessments, progress monitoring, formative assessments, and summative assessments

**GOAL 2:** Increase district’s ability to use a variety of assessment data (beyond accountability data) to make instructional decisions

	2016-2017 SCHOOL YEAR (MAAP-ELA 3 <sup>RD</sup> GRADE)					2017-2018 SCHOOL YEAR (MAAP-ELA 3 <sup>RD</sup> GRADE)				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<b>Grade 3 (Overall)</b>										
IEPs										
ELs										
Economically Disadvantaged										
Asian										
Black										
Hispanic										
Native American										
White										
Other										

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#### K-3 Target Area Based on State and Local Assessment Data (K-Readiness, screeners, MAAP, etc.)

Indicate the areas of concern based on state assessment data and local assessment data.	Indicate the actions needed to resolve concerns.	Indicate the timeline for actions and who will be responsible.
<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>

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	Current Implementation	Opportunities for Expansion	Plans for Sustainability
Pre-K – 5 <sup>th</sup> Grade			

## Component 3: Section II

### Instruction and Intervention: Planning and Delivering Evidence-Based and Effective Literacy Instruction

**GOAL 1:** To plan and deliver instruction that is based on evidence, on students' needs, and on the Mississippi College and Career-Readiness Standards

**GOAL 2:** To improve the quality of instructional interventions

	Current Implementation	Opportunities for Expansion	Plans for Sustainability
Pre-K – 5 <sup>th</sup> Grade			

### Component 3: Section III

#### Leadership and Resource Management: Building Capacity to Sustain Literacy Instruction Reform

**GOAL 1:** To create a school culture in which ALL teachers are responsible for and equipped to deliver effective literacy instruction across the curriculum

**GOAL 2:** To maximize the use of time and personnel through scheduling and collaborative planning

**GOAL 3:** To expand parental involvement and community engagement opportunities

	Current Implementation	Opportunities for Expansion	Plans for Sustainability
Pre-K – 5 <sup>th</sup> Grade			

### Component 3: Section IV

#### Professional Growth: Supporting Continuous Refinement of Evidence-Based Practices

**GOAL 1:** To improve educators' knowledge, skills, and dispositions needed to effectively teach all students

**GOAL 2:** To improve educators' effective use of evidence-based, interdisciplinary literacy practices

**GOAL 3:** To support the preparation of pre-service teachers in the acquisition of the knowledge, skills, and dispositions needed to effectively teach all students

	Current Implementation	Opportunities for Expansion	Plans for Sustainability
Pre-K – 5 <sup>th</sup> Grade			