LEADING IN
LITERACY

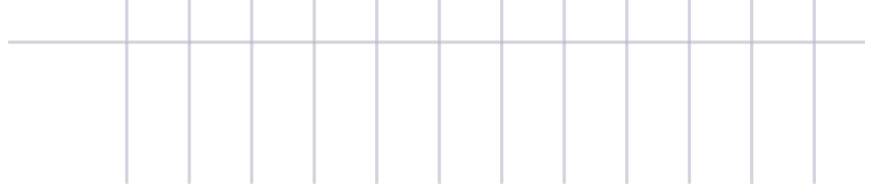*Updated August 2024*

OVERVIEW OF PROGRAMS AND SPECIAL PROJECTS
www.mdek12.org/Literacy

TABLE OF
CONTENTS

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.

State Board of Education STRATEGIC PLAN GOALS

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

www.mdek12.org/literacy

WELCOME
MESSAGE

On behalf of the literacy staff, it is with great pride that we welcome you to the state of Mississippi. Mississippi has taken a BOLD stand in ensuring students receive literacy instruction grounded in the Science of Reading (SoR). The following documentation provides an overview of the literacy supports, projects, and resources that we know will continue to thrive in upcoming years.

Melissa Beck
K-3 Assessment Coordinator

Jill Hoda   Kelli Crain
Assistant State Literacy Coordinators, K-3

OVERVIEW
OF THE PROGRAM OFFICE

The Division of Literacy is responsible for supporting and training K-3rd grade teachers, curriculum specialists, and other educators by providing research-based instructional strategies on literacy. Passed during the 2013 legislative session, the Literacy-Based Promotion Act (LBPA) found at mdek12.org/OEER/LBPA places an emphasis on grade-level reading skills, particularly as students progress through grades K-3.

Additionally, the Division of Literacy provides professional learning and resources to support literacy leaders and adolescent literacy development across content areas.

SCAN for more about the LBPA

CORE
BELIEFS

- All students deserve access to evidence-based literacy instruction using standards aligned, high-quality instructional materials (HQIM) grounded in the Science of Reading.
- All students deserve access to effective educators from birth to grade 12 who ensure that students possess the language and literacy skills needed to be successful in college and the workforce.
- All students deserve explicit, systematic literacy instruction that spans birth to grade 12 and must occur across the curriculum for students to experience success in achieving literacy proficiency needed for college and workforce success.

COACHING

THE COACHING MODEL

Mississippi Department of Education's
COACHING MODEL

OFFICE OF ELEMENTARY EDUCATION AND READING

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

The MDE's coaching model has been proven to be an effective method of transforming Mississippi schools. Developed around Transformational Coaching, it is a powerful, comprehensive, and systematic way to plan and organize coaching supports. The MDE has/will deploy coach support in the following areas: Early Childhood, Literacy, Leadership (School Improvement), Inclusive Instruction (SSIP), Mathematics, and Digital Learning.

Coaching Model Components

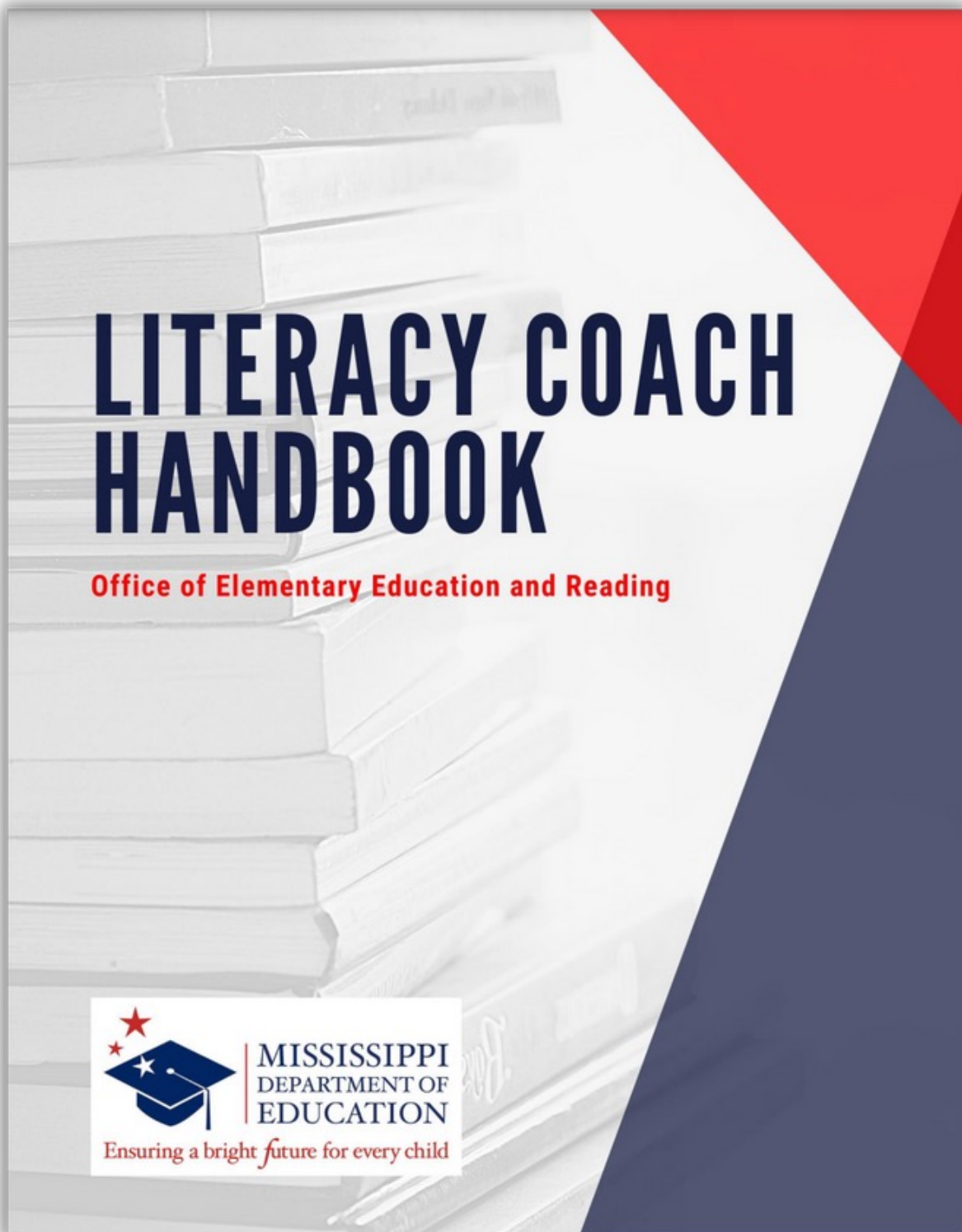| Comprehensive Coach Training	Goal Setting	Effective Communication	Reporting and Accountability	Educator Development	Collaboration and Effective Partnership
o Initial coach training o Ongoing internal coach training: monthly whole group meeting(s); monthly regional meetings o In-field support, i.e., regional visits, coach shadowing, learning walks, etc.	o Five-step goal setting process (SMART Goals) o School-level action plans, to be frequently reviewed o Utilize Screener and diagnostic data as a primary source for planning sequential, systematic, explicit, and cumulative instruction	o Effective writing, nonverbal, and verbal communication skills, including subjective vs. objective communication o Motivating others to perform at high standards o High degree of professionalism to ensure and protect the confidentiality of educators and students o District and Coach Partnership	o Monitoring services, i.e., monthly reports, performance evaluations, comprehensive reports, etc. o Analyze and use multiple data points for instructional purposes, i.e., progress monitoring data, benchmark data, etc. o Set annual goals utilizing multiple data points	o The Coaching Continuum: pre-conference, observe, model, co-teach, post-conference o Developmental Continuum for Teachers: regular PD and PLCs o Focus on developing teacher-leaders for the purpose of building sustainability among schools o Leadership accountability and development	o Family/Community as Partners trainings o Teacher/Coach partnership o Principal/Coach partnership o District/Coach partnership o MDE/Coach partnership (OEER, School Improvement, Special Education) o Ability to orchestrate change by leading others in a collaborative process

Mississippi Department of Education's
COACHING MODEL

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child
OFFICE OF ELEMENTARY EDUCATION AND READING

District Leadership

- attends Fall and Winter Learning Walks; assists principals, coaches, and lead teachers in providing regular feedback
- reviews monthly reports with campus administrators to provide State and Regional Coordinators with ongoing feedback on the effectiveness of coaching and the implementation of best practices
- attends on-going training and support for school-based educators within and across the district

GOAL

The Mississippi Department of Education's goal is to improve and sustain student achievement through:

- Building educators' instructional capacity across the curriculum
- Promoting school-wide culture for learning that includes all stakeholders
- Enhancing and refining instruction and interventions
- Targeting instructional coaching using the gradual-release model

School Administrative Team

- communicates through both words and behaviors that the coach is **not** evaluating the performance of the teachers
- holds staff accountable for working with the coach to improve instruction; meets regularly with coaches and teachers to review data and make recommendations for adjustments in instructional practices (i.e., Science of Reading [SOR], Mississippi Professional Growth System, etc.), implementation of content specific curriculum with integrity, and participates in analyzing data
- provides an opportunity for collaboration in the development of the *School-wide Action Plan*
- attends Fall and Winter Learning Walks; follows through with coaching strategies and practices including clear, practical, timely, and candid written and verbal feedback to teachers relating to their instruction
- attends, designs, and conducts collaborative staff/coach meetings (traditional, hybrid, and/or virtual)

Coach

- helps teachers recognize their instructional knowledge and strengths and areas of growth by supporting teachers and leaders in their learning and application of new knowledge and instructional practices
- uses data to provide differentiated support to recommend changes to improve school-wide and/or classroom instructional practices to individual teachers or small groups by grade level, by department, or by skill level
- provides support for goal achievement (i.e., discussing needs and progress toward implementation of the school action plan)
- promptly submits reports on progress of teaching and learning specific to the supports provided to assigned schools
- promotes networking to improve student achievement while training educators across the state
- engages in the Coaching Continuum; (pre-conference, observe, model, co-teach, post conference) with evidence-based, systematic, and explicit instructional delivery methods
- interprets assessments and uses data to determine professional development needs

LITERACY COACH HANDBOOK

Office of Elementary Education and Reading

MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright future for every child

NON-NEGOTIABLES

Literacy Support Schools

NON-NEGOTIABLES

School Year 2024-2025

Access to High-Quality Instructional Materials (HQIM)

HQIM are aligned to the MS CCRS, are externally validated, comprehensive, and include engaging texts (books, multimedia, etc.) and assessments.

- MDE HQIM Vision – "Every student in every Mississippi classroom reads meaningful complex texts and expresses their ideas effectively through writing and speaking, all to build knowledge of the world!"

- What does this look like: MS Adoption List

- Classroom Example: Wit & Wisdom Lesson

- Articles/Websites: Mississippi Instructional Materials Matter

Accountability in Action

To assist schools and district leaders in the process of evaluating, implementing, and sustaining evidence-based literacy practices supported by the Science of Reading. This action process includes:

- Individual Reading Plan serves as a tool for documenting intensive reading instruction and interventions for students with reading deficiencies.

- School Literacy Action Plan provides a plan for addressing areas of concern in reading that have been identified through data analysis.

- Learning Walks provide an opportunity for administrators and the literacy coach to obtain a brief snapshot of the classroom.

- Administrator/Literacy Coach Debrief occurs weekly to review data and make recommendations for adjustments in instructional practices.

- Literacy support school administrators should enroll and complete Aim Pathways to Literacy Leadership (PLL) Course.

- Science of Reading/Lead for Literacy Framework

Data-Driven Instruction

Assessments provide information about a student's progress toward mastery of the grade-level expectations found in the Mississippi College and Career Readiness Standards. Data from these assessments and the MS-CCRS should inform instructional decisions.

- Administrators or district personnel will grant digital access to screener data/reports to the MDE literacy coach for support with data analysis, lesson planning, and instructional enhancement.

- Universal Screeners should be administered three times per year: beginning, middle, and end. See the Universal Screener and Diagnostic Assessment link for more information.

- Diagnostic Assessments should be administered to students who fall below benchmark on the screening assessment. For resources, see the Universal Screener Companion Guide.

- Evidence of data-driven instruction includes updated data walls/binders that follow FERPA guidelines, homogenous small groups at the teacher/assistant tables, data meetings/PLCs with supporting documents (example: school-wide and/or grade-level goals).

MISSISSIPPI DEPARTMENT OF EDUCATION

COACHING
NON-NEGOTIABLES

NON-NEGOTIABLES

Literacy Support Schools

School Year 2024-2025

MISSISSIPPI DEPARTMENT OF EDUCATION

Writing Connected to Text

Writing and responses are connected to text, aligned with the content or topic of the instructional materials. Explicit instruction focuses on the three types of writing: narrative, informative, and opinion.

- "Literacy knowledge, vocabulary, background knowledge of facts and concepts, and text structures can be explicitly taught through writing instruction. It creates a two for one lesson plan that capitalizes on precious instructional time while honing both reading and writing skills." (Auray, 2020).

- What does this look like: Writing Strategies Guide

- Classroom Example: Sample Reading Block Schedule

- Articles/Websites: Literacy Focus of the Month (January)

Uninterrupted Reading Block

The uninterrupted 90–120-minute reading block consists of data-driven instruction aligned to the MS-CCRS focused on High Quality Instructional Materials (HQIM).

- "The National Reading Panel Report shows that all students need at least 90 minutes of uninterrupted reading instruction each day..." (The National Reading Panel Report, 2005)

- The uninterrupted literacy block includes systematic, explicit instruction in both whole group and small group.

- Using HQIM Guidance Documents

Interactive Anchor Charts and Print-Rich Environment

Interactive anchor charts reinforce learning and serve as tools to connect teaching and student learning. They build a culture of literacy in the classroom by making both the teachers' and students' thinking visible.

- The print-rich environment emphasizes the importance of speaking, reading, and writing to promote learning of all students. This involves the selection of materials that will facilitate language and literacy opportunities, reflection and thought regarding classroom design, and intentional instruction and facilitation by teachers and staff. (Reading Rockets, 2015)

- Throughout the school year, teachers create anchor charts with their students. These will be displayed around the classroom for student reference. While premade anchor charts are aesthetically pleasing, they are not always effective because the students did not assist in creating them.

- 3rd grade RL and RI Standards Graphic Organizers with Corresponding Anchor Charts

- Literacy-Rich Environments

A
B
C

COACHING
NON-NEGOTIABLES

Literacy Support Schools

NON-NEGOTIABLES
School Year 2024-2025

MISSISSIPPI DEPARTMENT OF EDUCATION

Multi-Tiered System of Supports

The Three Tier Instructional Model is a part of State Board Policy 41.1. This model is designed to meet the needs of every student and consists of three tiers of instruction.

- The LBPA was amended in 2016 to include the Individual Reading Plan (IRP) and increased expectations for 3rd-grade students beginning in 2018-2019. Any students in K-3 that exhibit a substantial deficiency in reading as well as students who were promoted to 4th grade under a Good Cause Exemption should have an IRP on file.

- The MTSS-IRP process aligns closely with the science of reading. Through targeted, specific interventions (Approved Interventions), students receive interventions that fill foundational gaps in areas of literacy.

- The IRP (Appendix E in MTSS Documentation Packet) serves as a tool for documenting intensive reading instruction and interventions for students with identified reading deficiencies.

- Classroom Examples: Flowchart,

  IRP Alignment Checklist,

  Universal Screener Companion Guide - Diagnostic Assessments

- IRP Guidance Links: The LBPA,

  LBPA/IRP PowerPoint,

  Parent Read at Home Plan

Knowledge Building and Support

Professional Learning Communities (PLCs) consist of a group of educators that meet during a regularly designated time to collaboratively analyze evidence of student learning to adjust instructional practices while addressing individual student needs.

- PLCs are a form of professional development in which educators work together to improve student achievement.

- There are three main types of PLCs:

  ○ Content PLC - enhance and build teacher capacity (e.g., book studies, articles, program specific, etc.).

  ○ Preparation/Planning PLC – prepare HQIM for classroom implementation (e.g., annotating the teacher's manual).

  ○ Data PLC - review and plot data to guide data-driven instruction.

Interactive Learning Walls

Interactive learning walls, such as sound walls and word walls, are displayed classroom instructional tools.

- Sound walls support students by focusing on the articulation of sounds and the letter/letter patterns that represent those sounds;

- Word walls support students by focusing on a collection of words and their relationships.

- Research Aligned to SOR
- What does this look like?
- Classroom Example
- Articles/Websites

COACHING
LITERACY SUPPORT SCHOOLS

The Division of Literacy is responsible for providing literacy coaching supports to identified Literacy Support Schools. These schools are identified each year by determining the average percentage of students scoring in levels one (1) and two (2) on the previous two (2) years of 3rd Grade Assessment data.

SCAN for list of literacy support schools, 2024-2025

COACHING

SCIENCE OF READING AND THE STRUCTURED LITERACY APPROACH

MISSISSIPPI'S APPROACH TO K-3 Literacy Instruction

OVERVIEW

The Literacy-Based Promotion Act (LBPA) places an emphasis on grade-level reading skills, particularly as students progress through grades K-3. The LBPA calls for effective reading instructional practices grounded in the Science of Reading.

STRUCTURED LITERACY INSTRUCTION
Application of the Science of Reading

Structured Literacy is representative of reading instruction that applies the Science of Reading to classroom practice. Structured Literacy teaches all the components that evidence has found to be foremost in ensuring reading success.

Structured Literacy is **not** just about phonics; it includes much, much more.
The Simple View of Reading (Gough and Tummer, 1986) and Scarborough's Rope Model (Scarborough, 2001) serve as frameworks for understanding and identifying Structured Literacy.

SIMPLE VIEW OF READING

Decoding (word recognition) X **Language Comprehension** = **Reading Comprehension**

SCAN for more information

SCARBOROUGH'S READING ROPE MODEL

Language Comprehension
- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Increasingly Strategic

Skilled Reading
Fluent execution and coordination of word recognition and text comprehension.

Word Recognition
- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition

Increasingly Automatic
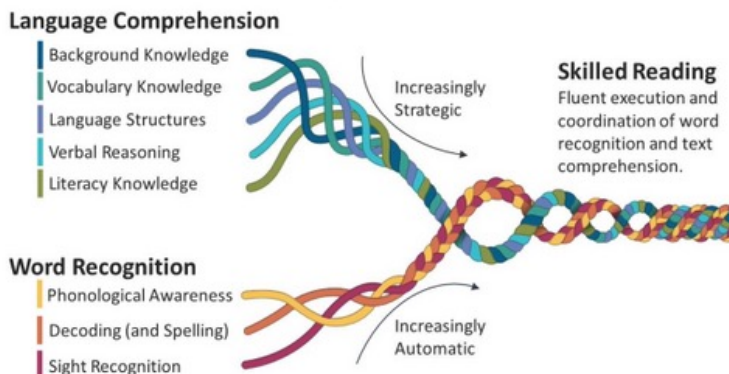
Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) Handbook of Early Literacy. NY: Guilford Press.

COACHING

SCIENCE OF READING AND THE STRUCTURED LITERACY APPROACH

COMPONENTS OF STRUCTURED LITERACY INSTRUCTION

- Phonological Awareness
- Phonics & Word Recognition
- Fluency
- Vocabulary
- Listening and Reading Comprehension
- Written Expression

Emphasis on knowledge building and access for ALL to complex text.

FEATURES OF EFFECTIVE STRUCTURED LITERACY INSTRUCTION

Effective, high-quality instruction is...

systematic,

inclusive of a carefully **planned scope and sequence,**

explicit,

scaffolded, and

differentiated.

INSTRUCTIONAL RESOURCES

Instructional Planning Guides for ELA K-12
Virtual Literacy Instruction Guide for K-5 Teachers
MDE Literacy: Resources for Teachers
MDE Literacy: Resources for Administrators
MDE Literacy: Professional Development and Resources
Barksdale Reading Institute: Reading Universe
REL-Southeast: Emergent Literacy PLC Guide

Check us out!

MISSISSIPPI'S APPROACH TO
K-3 Literacy Instruction

PROFESSIONAL DEVELOPMENT
STATEWIDE & REGIONAL

www.mdek12.org/literacy

PROFESSIONAL DEVELOPMENT
SCIENCE OF READING TRAINING

AIM PATHWAYS | LEVEL 1

Pathways to Proficient Reading (PPR)
a foundational course grounded in the science of reading with a focus on classroom application-based practices to support strong, proficient readers

Pathways to Literacy Leadership (PLL)
a comprehensive course to help school and district leaders advance literacy evidence-based instruction by providing the tools to create and implement a literacy plan in their schools and districts

Pathways to Proficient Reading for Secondary (PPR-S)
designed for teachers who teach in grade four and above who are committed to learning about the connection between reading research, visual representations such as the Simple View of Reading and Scarborough's Reading Rope, and best practices for language and literacy instruction in the classroom

AIM Institute for Learning & Research | MISSISSIPPI DEPARTMENT OF EDUCATION

AIM PATHWAYS | LEVEL 2

Pathways to Proficient Writing (PPW)
a course that focuses on evidence-based strategies for effective writing instruction in the classroom and utilizes writing research and theoretical models including The Writing Cycle and the Not-So-Simple View of Writing

Pathways to Structured Literacy (PSL)
a comprehensive course that provides a deeper dive into diagnostic and prescriptive literacy instruction including how to plan and deliver structured literacy lessons

English Learners: Specialized Reading Knowledge
is designed to strengthen educators' knowledge and skills in the science of literacy instruction. At the end of this professional development opportunity, you will be able to draw from your specialized knowledge of the processes and skills that accelerate language and literacy proficiency for English Learners (ELs) to apply in any program model.

AIM Institute for Learning & Research | MISSISSIPPI DEPARTMENT OF EDUCATION

PROFESSIONAL DEVELOPMENT

HIGH QUALITY INSTRUCTIONAL MATERIALS

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child
OFFICE OF ELEMENTARY EDUCATION AND READING
DIVISION OF LITERACY
OFFICE OF SECONDARY EDUCATION

English Language Arts

High-Quality Instructional Materials

Roadmap to Text Adoption

STRONG**READER** STRONG**LEADERS** MISSISSIPPI

PROFESSIONAL DEVELOPMENT

HIGH QUALITY PROFESSIONAL LEARNING

HQIM SERIES

Part 1: Science of Reading
Implementing HQIM

Explore the relationship between High-Quality Instructional Materials (HQIM), the Science of Reading (SOR), and the Structured Literacy Approach to instruction.

Part 2: Science of Reading
Implementing HQIM
Assessment and Writing

Explore the relationship between High-Quality Instructional Materials (HQIM), the importance of utilizing assessments effectively, and the integration of reading and writing.

Part 3: Science of Reading
Implementing HQIM
Small Group Instruction, Grades 1-5

Explore the relationship between High-Quality Instructional Materials (HQIM), the importance of utilizing small group instructional materials effectively, and the integration of word recognition and language comprehension skills during small group instruction.

Part 4: Science of Reading
Implementing HQIM
HQIM Pitstop PLCs for Leaders

These pitstops are designed as PLCs for leaders throughout the year to support HQIM implementation

Part 5: Science of Reading
Internalizing, Annotating, and Elevating HQIM

Explore the process of internalization in preparation for teaching a unit, the science behind lesson preparation versus lesson planning, and ways to effectively implement HQIM.

MISSISSIPPI DEPARTMENT OF EDUCATION

www.mdek12.org/literacy

BUILDING STRONG READERS

STRONG**READERS**
STRONG**LEADERS**
MISSISSIPPI

www.mdek12.org/literacy

BUILDING STRONG READERS
STRONG READERS WEBPAGE

Families want to help their children become strong readers but don't always know where to start. At the Mississippi Department of Education, we provide the necessary resources, activities and information, so you can help your children become strong readers and strong leaders. Get started by selecting your child's grade level.

The activities you will find are useful to all students at all levels. Families can move within the grades to provide their children with the activities that are on their level.

STRONGREADERS
STRONGLEADERS
MISSISSIPPI

Birth through Pre-K

Kindergarten

First Grade

Second

Third Grade

Fourth Grade

Fifth Grade

Support Social and Emotional Learning

SCAN to access website

BUILDING STRONG READERS
STATE LITERACY PLAN FAQS AND IMPLEMENTATION

Literacy Plan FAQs

Introduction:

The purpose of _Mississippi's Guide to Developing Literacy Skills from Birth through Grade 12_ is to provide a state literacy plan with action steps vital to the roles and responsibilities of meeting the ongoing literacy needs of educators, students, and families. It also serves as comprehensive guidance implementing effective, evidence-based literacy instruction throughout the state. This document includes direct links to resources embedded in the state literacy plan in response to commonly asked questions from multiple audiences. Additionally, links to other sites aligned with those resources are located under the "Where Can I Find Out More?" section. It is organized by the six key areas fundamental to the implementation of effective literacy instruction and intervention in Grades K–12, as well as general questions and resources for birth to kindergarten entry.

General Information

I'd like to provide my teachers with some high-quality literacy resources. Where should I look first?

The Mississippi Department of Education's Literacy and Science of Reading websites are great starting points for evidence-based literacy resources, including guidance for instruction and literacy leadership.

MDE Literacy Website

MDE Science of Reading Website

MS Literacy Plan Implementation Checklist

Purpose: This template is for internal SEA use as a mechanism to evaluate the implementation of the action steps outlined in the state literacy plan. The central column reflects the goals and action steps listed in the plan, and additional columns serve as discussion points:

✓ Are there **prerequisites** that need to be in place to successfully implement the action step?
✓ What is the state's **priority** for implementing this action step?
✓ What is the **level of progress** in terms of implementation?
✓ What **data** is available to determine the impact or effectiveness of the action step?

A _notes_ section is provided for each goal to record "next steps" in the planning and implementation process. are listed under corresponding grade spans, color-coded to represent key areas of Mississippi's Litera

Supporting Future Educators

Family and Community E

Professional Learning and Practice

Leadership

SCHOOL LITERACY ACTION PLAN

Office of Elementary Education and Reading

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).

Substantial research points to the importance of developing strong early literacy skills because they are closely linked to reading achievement in the primary grades and are the basis for successful performance in school and beyond (National Early Literacy Panel, 2008; Foorman et.al., 2016; National Reading Panel, 2000). **The ability to read is arguably the most important life skill needed for success.**

Mississippi's approach to literacy acquisition is grounded in the Science of Reading and implemented in the early grades through a structured literacy model guided by The Simple View of Reading, Four-Part Processing Model, and The Reading Rope.

Purpose

The primary purpose of the School Literacy Action Plan is to provide a plan for addressing areas of concern in reading that have been identified through **data analysis** (i.e. screeners, observations, formal/informal assessments, etc.).

> **Section 1** includes graphs for listing beginning of the year (BOY) universal screener data. Data analysis from these results should yield target goals for improving student performance.
> **Section 2** outlines the goals for addressing school concerns. This section should include opportunities for professional development, targeted coaching support, and approaches for implementing evidence-based literacy practices.

Looking for strategies to improve reading for K-3 students?

Join Us.

REGIONAL FAMILY NIGHTS

STRONGREADERS STRONGLEADERS
MISSISSIPPI

FOR YEAR 2024

KEY INFORMATION & DATES

The Mississippi Department of Education will host 8 regional literacy meetings beginning Sept. 5, for families of students in kindergarten through third grade.

At the meetings, families will receive an overview of the Literacy-Based Promotion Act (LBPA), which is the state law concerning literacy and assessment, as well as strategies that can be used at home to help students improve their reading skills. The LBPA focuses on prevention and intervention to help children develop reading skills required for fourth grade. Family engagement is also a critical component of students' reading success.

All meetings are from 6 – 7 p.m. and no registration is required. Families at all surrounding communities are invited to attend regardless of the location.

Check out additional family resources at strongreadersms.com/.

Open the camera app on your phone and scan the QR code to visit **StrongReadersMS.com!**

StrongReadersMS.com gives you the needed resources, activities and information so you can help your children become strong readers and strong leaders.

September 5
W.J. Quarles Elementary School
111 Quarles Street, Long Beach

September 12
Central Services Board Room
5 East South Street, Hernando

September 12
Cleveland Central High School Auditorium
300 West Sunflower Road, Cleveland

September 17
Brandon Central Office
2630 McArthur Drive, Columbus

September 17
Family Education Center
3524 Prentiss Avenue, Moss Point

September 17
Nora Davis Elementary School
1305 Martin Luther King Avenue, Laurel

September 23
Bates Elementary School
3180 McDowell Road, Jackson

September 24
Artis T. Williams, Sr. City Auditorium
901 Monroe Street, Vicksburg

FOR MORE DETAILED INFORMATION, PLEASE VISIT MDEK12.ORG/LITERACY

BUILDING STRONG READERS
FAMILY READ-AT-HOME PLAN

FAMILY READ-AT-HOME PLAN
FOR STUDENT SUCCESS
Kindergarten – 4th Grade

Updated July 2024

MISSISSIPPI
DEPARTMENT OF
EDUCATION

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MISSISSIPPI DEPARTMEN...
OFFICE OF ELEMENTARY E...

What is *phonological awareness*?

Phonological awareness is the ability to recognize and work with sounds in spoken language. It is the foundation for learning to read.

What can students with strong *phonological awareness* do?

Students with strong phonological awareness can:
- rhyme;
- count syllables;
- recognize sounds alone and in words;
- add, remove, and substitute sounds in words;
- break words into their different sounds and blend them back together; and
- isolate sounds.
-

Phonological Awareness Activities:
Rhyming Activities

- Using the most common word families, play a game where you and your child take turns thinking of rhyming words. Whoever comes up with the most for each word family wins!
  Example: "What words can you think of that rhyme with -at?"
  "Cat!" "Hat!"
  "Rat!" "Fat!" "Gnat!"

- Using magazines, newspapers, and store advertisements, have your child look for pictures of objects that rhyme and cut them out. He/She can paste the pictures onto paper to create rhyme collages.

The 37 most common word families in English are:

A
ack, ain, ake, ale, all, ame, an, ank, ap, ash, at, ate, aw, ay

E
eat, ell, est

I
ice, ick, ide, ight, ill, in, ine, ing, ink, ip, it

O
ock, oke, op, ore, ot

U
uck, ug, ump, unk

SCAN for full document

www.mdek12.org/literacy

ASSESSMENT

www.mdek12.org/literacy

Universal Screener and Diagnostic Assessment

Universal screening assessments will be administered to all students at least three times during the year to provide an especially critical "first look" at individual students. State statute requires that the Mississippi Department of Education "shall select early literacy and numeracy screening assessment instrument or instruments to be used throughout the state in the screening of students in Kindergarten through Grade 3" (Mississippi Code § 37-23-16; Mississippi Code § 37-177-5). The Mississippi Department of Education, in collaboration with Mississippi Reading Panel, has established an approved list of reading screeners to be used by local school districts in grades K-3.

The following screeners are approved for use in Mississippi schools:

- FAST: Adaptive Reading, CBMReading, and earlyReading English (suite of three administered together) (Grades K-12)
- i-Ready (Grades K-12)
- Istation Indicators of Progress (ISIP) (Grades K-5)
- mCLASS Reading 3D (Grades K-3)
- Measures of Academic Progress (MAP) Growth (Grades K-2), MAP (Grades 2-10)
- STAR Early Literacy (Grades PK-3), STAR Reading (Grades 1-12)

All districts are required to complete the District Notification and Grant Application located to the right.

Diagnostic Assessments should be administered to students who fail the screening assessment. Diagnostic assessments provide in-depth information about individual student's particular strengths and needs for Tier 2 supplemental instruction and/or Tier 3 intensive intervention.

SCAN for the Universal Screener Guidance Document

3rd Grade MAAP ELA Assessment

The 3rd Grade MAAP ELA Assessment component will be summative and will determine the minimum level of competency in reading and be administered each spring. Students will have the ability to retest on the 3rd Grade Alternative Assessment as districts deem appropriate. The assessment must be aligned to specific MS College- and Career-Readiness Standard for ELA.

Resources

Resources

Tools and Applications

- Good Cause Exemption Documentation Packet
- Good Cause Exemption Documentation Webinar
- LBPA FAQ (updated 3/14/22)

Parent Information

- Building Stronger Readers: Families as Partners PowerPoint
- Literacy Resources for Parents

STRONGREADERS STRONGLEADERS MISSISSIPPI

SCAN to access website

Kindergarten Readiness Assessment

The Kindergarten Readiness Assessment provides parents, teachers, and early childhood providers with a common understanding of what children know and are able to do upon entering school. The Kindergarten Readiness Assessment is also used to measure how well Pre-K programs prepare four-year-old children to be ready for kindergarten based upon the Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children (see page 63). The primary purpose of the Kindergarten Readiness Assessment is to improve the quality of classroom instruction and other services provided to students from birth to 3rd grade.

Resources

- K-Readiness Testing Accommodations (August 2024)

- **Training**
  - 2024 Kindergarten Readiness Training Video
  - 2024 Kindergarten Readiness Training Slides

Tools and Applications

- Minimal Technical Requirements and Supported Browsers
- iPad Requirements
- Network Information

- Manuals
  - Test Administrator Manual
  - Test Coordinator Manual
- Pretest Instructions
- Introduction to Computer Use

Parent Information

STRONG**READERS**
STRONGLEADERS
MISSISSIPPI

SCAN to access website

www.mdek12.org/literacy

SPECIAL PROJECTS

www.mdek12.org/literacy

The **Mississippi Literacy Leadership Network (MSLL)** is an exclusive literacy network for districts and school administrators. The purpose of the network is to provide K-5 district & school leaders the opportunity to collaborate, learn, and problem-solve with others in like positions, as they work to improve literacy outcomes through the effective implementation of the school-literacy action plan and high-quality instruction materials (HQIM).

Benefits:
- Participate in a ground-level network team: *"Success Builds on Success"*
- Collaborate/Network with other school and district leaders charged with making decisions related to staffing, training, and budget
- Attend quarterly meetings with anonymity
- Share literacy expertise among members to build a professional learning community
- Develop literacy goals and reflect on student outcomes
- Shadow fellow network members, as needed

Incentives:
- **2022 Mississippi Literacy Association (MLA) Conference Scholarship includes:**
  - *Registration Fee*
  - *Hotel reimbursement for December 7th and 8th*
  - *Mileage reimbursement*
- Exclusive professional development by state and nationwide speakers with the opportunity to earn SEMIs/OSLs

Commitment: The district provides the time for the team to fully commit to the prework and time to attend in-person network sessions and to engage in follow-up coaching and critical friends' sessions. The Superintendent signs off on team member selection and commitments. Commitments tentatively include quarterly meetings.

SPECIAL PROJECTS
MPB CLASSROOM TV

MPB Classroom TV

MPB Education

MPB Classroom TV

"Providing education equity for Mississippi students."

Tara Y. Wren, Director of Education

Early Childhood

Literacy

English Language Arts

Math

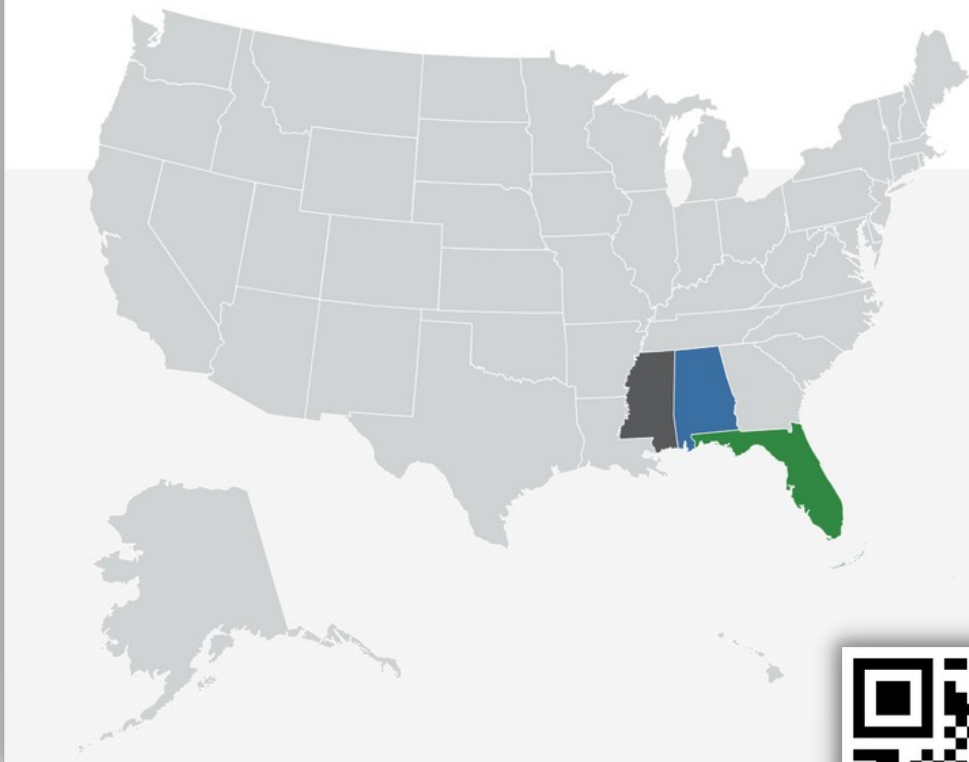Health & Wellness

Science

Social Studies

Music & Art

SPECIAL PROJECTS
REGION 7 COMPREHENSIVE CENTER

BUILDING STATE CAPACITIES TO IMPROVE STUDENT OUTCOMES

The Region 7 Comprehensive Center (R7CC) provides intensive technical assistance to the state education agencies (SEAs) in Alabama, Florida, and Mississippi.

SCAN to access website

LITERACY PROJECTS

www.mdek12.org/literacy

What are Structured Literacy Concepts?

Section Directions

*Welcome to an overview of **Structured Literacy Concepts!** This section includes four activity links with the following completion times (approximate):*

- Components of Structured Literacy (3-4 minutes)
- Features of Effective Structured Literacy Instruction (12-15 minutes)
- The Simple View of Reading (11-12 minutes)
- Scarborough's Reading Rope Model (35-40 minutes)

*Your **Note-Taker** (linked here) also includes guiding questions that will provide valuable insights for the assessment component of this topic.*

COMPONENTS OF STRUCTURED LITERACY INSTRUCTION

- Phonological Awareness
- Phonics & Word Recognition
- Fluency
- Vocabulary
- Listening and Reading Comprehension
- Written Expression

Emphasis on knowledge building and access for ALL to complex text.

Structured Literacy Concepts refer to the components found in the **Structured Literacy** approach to reading instruction that applies the Science of Reading to classroom practice. These components, listed above, include both foundational skills (e.g., decoding, spelling) and higher-level literacy skills (e.g., reading comprehension, written expression).

ACTIVITY: Please click here for more details about the components of **Structured Literacy** instruction.

LITERACY PROJECTS
DISTRICT-LEVEL LITERACY PLAN TEMPLATE

DISTRICT K-12 LITERACY ACTION PLAN
SCHOOL YEAR: 2022-2023

STRONG**READERS** STRONG**LEADERS** MISSISSIPPI

District: ABC School District
Superintendent: James Doe
Date Updated: September 5, 2022

Purpose: This comprehensive plan represents the road map and goals for the district to ensure all students are taught to read proficiently using the most current evidence-based practices with high quality curriculum and tools. The key areas and goals included align to the state literacy plan.

This document is not the end or completion of a project, rather an ongoing guide to return to as we evolve, implement, re-evaluate and continue to engage in this work.

VISION & BELIEFS

District's Literacy Vision: Type the district's literacy vision here.

District's Core Belief(s): Type the district's core belief(s) here.

PART 1: MAKING THE CASE

Current Landscape of Literacy (K-5)

Leadership: *example content in red*
- Current Status:
  - Most are new to the tiered approach to teaching literacy and new to the elementary level of literacy, although 2 of the assistant principals have had some experience with this.
  - All have been engaged in the data analysis and learning more about key assessments and what data about literacy skills tells us.

- Strength:
  - Each building had established Literacy Teams
  - A district wide schedule that allows for tiered instruction has been established where it coordinates specialists and shared staff.
  -
- Weaknesses:
  - Administrators need more PD on observing evidence based practices and providing feedback to teachers for growth.
- Goals:
Enhance the administrators' knowledge of evidence based practices for teaching literacy so they may provide support for teachers to implement a tiered system using routines and practices that support all readers.

Professional Learning:
- Current Status:

LITERACY PROJECTS
SCIENCE OF READING SCHOOLS

NEWS RELEASE
For Immediate Release: July 24, 2024

MDE names six Mississippi Emerging Science of Reading Schools for 2024-25 and names first Mississippi Science of Reading School

JACKSON, Miss. – The Mississippi Department of Education (MDE) has designated six elementary schools as Mississippi Emerging Science of Reading Schools (SOR) for the 2024-25 school year, and for the first time a Mississippi Science of Reading School has been named.

The Emerging SOR designation is for schools that have trained teachers in the science of reading, exemplified a change of instructional practices, and embodied a school culture that focuses on building skillful, strong readers in kindergarten through third grade. The SOR school designation may be awarded after a school has been an Emerging SOR school for two consecutive years.

The 2024-25 Mississippi Science of Reading School is Senatobia Elementary. The six 2024-25 Mississippi Emerging Science of Reading Schools are: Chickasaw Elementary, Ripley Elementary, McLaurin Elementary, Dana Road Elementary, Jefferson County Elementary and Beach Elementary.

Each spring all Mississippi K-5 schools are invited to apply for the science of reading recognition. Eleven elementary schools received the Emerging SOR designation in 2022-23. MDE's Literacy Leadership Team will travel to the campus of each 2024-25 honoree starting Wednesday, Aug. 7, to celebrate the designations.

"Congratulations to the teachers and leaders in each of these schools for their commitment to providing evidence-based reading instruction for their students," said Dr. Lance Evans, state superintendent of education. "Their dedication to implementing the science of reading is crucial for helping students become strong, confident readers who are prepared for success throughout their academic careers and beyond."

2024-25 MISSISSIPPI SCIENCE OF READING CELEBRATION SCHEDULE

School	District	Date	Time
Senatobia Elementary	Senatobia Municipal School District	Wednesday, Aug. 7	10 a.m.
Chickasaw Elementary	DeSoto County School District	Wednesday, Aug. 7	1 p.m.
Ripley Elementary	South Tippah School District	Thursday, Aug. 8	9 a.m.
McLaurin Elementary	Rankin County School District	Monday, Aug. 19	1 p.m.
Dana Road Elementary	Vicksburg Warren School District	Tuesday, Aug. 20	9 a.m.
Jefferson County Elementary	Jefferson County School District	Tuesday, Aug. 20	1 p.m.
Beach Elementary	Pascagoula-Gautier School District	Wednesday, Aug 21	8:30 a.m.

SCAN to read more from ExcelInEd

LITERACY PROJECTS
REL SOUTHEAST ADOLESCENT LITERACY PROJECT

Improving Literacy in Mississippi –The Journey Continues

Southeast | September 06, 2022

Partnering to Expand the Mission

The Mississippi success story of improving the literacy skills of students in the early grades is widely known and well-documented. After many years of languishing at the bottom when comparing student performance in literacy with other states, the Mississippi Department of Education resolved to make a concerted effort to improve the skills of the students in their state. In 2013, they began focusing on improving reading instruction in grades K-3, and this investment has paid off. As students mastered foundational skills in the primary grades, the state began to see improvement in the scores of fourth grade students on the National Assessment of Educational Progress (NAEP). By 2019, the average score for these students was not significantly different from the average score for students in the nation. In addition, Mississippi was the only state to make significant gains on grade 4 scores in 2019. (National Center for Education Statistics, 2019). The state continues to focus on strong literacy instruction in grades K-3 but is also turning their attention to the next leg of their journey to improve the skills of ALL students, which is to address instruction in grades 4 and up. Although the scores of fourth grade students have increased over the last several years, the state wants to ensure that there is strong instruction in every grade level from K-12. The Mississippi Improving Adolescent Literacy Partnership aims to help improve the literacy skills of adolescents by investing in the development of their teachers along with literacy coaches and leaders.

The Mississippi Department of Education and four school districts in the state – Canton, Columbus, Laurel, and George counties – are working together with REL Southeast to improve adolescent literacy skills by ensuring that social studies, English language arts, and science teachers know how to integrate literacy strategies into their content areas. In addition, the partnership is working to ensure that literacy intervention teachers are incorporating evidence-based practices as they support students who may be struggling with literacy skills. It is anticipated that if teachers provide literacy support throughout the school day, students of all ability levels will improve their skills in reading and writing.

SCAN for full article

LITERACY PROJECTS
LITERACY COACH ACADEMY OF MISSISSIPPI

The Literacy Coach Academy of Mississippi (LCAM) provides the opportunity for school- and district- based literacy coaches to receive extensive training in literacy coaching. For the duration of the program, literacy coaches will receive guidance and support to refine and enhance their coaching craft.

Purpose: The Literacy Coach Academy of Mississippi (LCAM) is a learning pathway offered by the Mississippi Department of Education for fundamental training and certification in literacy coaching. The purpose of the program is to prepare K-5 school- and district-based literacy coaches to support teachers, paraprofessionals, and administrators in the implementation of literacy best practices grounded in the Science of Reading.

CONTACT
INFORMATION

? **askacoach@mdek12.org**

Educators across the state of Mississippi may access an MDE literacy coach through the ***Ask A Coach*** email address.