

# MDE Literacy Support Schools Informational Meeting

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[mdek12.org](http://mdek12.org)

MISSISSIPPI  
DEPARTMENT OF  
EDUCATION





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

**EVERY** School Has Effective Teachers and Leaders

4



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

5



**EVERY** School and District is Rated “C” or Higher

6



## 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



- *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 Roles
- Supporting Documents and Resources

# Literacy-Based Promotion Act (LBPA)

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## Statute Overview

- 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 3<sup>rd</sup> grade public school students so that every student completing 3<sup>rd</sup> grade reads at or above grade level (SB 2347).

- 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.

- Per the law, if a K-3 student has been identified with a substantial deficit in reading, parents **MUST receive written notification within 10 business days of EACH screener.**
- A 3<sup>rd</sup> grade student who fails to meet the academic requirements for promotion to 4<sup>th</sup> Grade may be **promoted for good cause.**





## What should be included in the written Parent Notification Letter:

- That the student has been identified as having a substantial deficiency in reading;
- A description of the services that the school district currently is providing to the student;
- A description of the proposed supplemental instructional services and supports that are designed to remediate the identified area of reading deficiency which the school district plans to provide the student, as outlined in the student's Individual Reading Plan
- That if the student's reading deficiency is not remediated before the end of the student's Third-Grade year, the student will not be promoted to Fourth Grade unless a good cause exemption specified under Section 37-177-11 is met.

LBPA Parental  
Notification Letter



# 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 has an IEP or Section 504 Plan that reflects the student has received intensive remediation in reading for two (2) years but still demonstrates a deficiency 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 in reading for two (2) 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

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:
<b>Individual Reading Plan Checklist</b>		
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; 4<sup>th</sup> 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).*

A student who is promoted to 4<sup>th</sup> 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.

- The 3<sup>rd</sup> Grade **MAAP-ELA Assessment** will determine promotion or retention. *Note: The writing score is not included in determining retention but can aid in promotion.*
- During 2024-2025 the assessment will be administered to 3<sup>rd</sup> grade public school students during the window of March 31, 2025–April 18, 2025.
- An alternate form (Form B) of the 3<sup>rd</sup> Grade MAAP-ELA Assessment will serve as the retest. Students will have 2 retest opportunities.

# Literacy-Based Promotion Act Testing Timeline

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## Timeline for Universal Screener Assessment (Component 1)

*Mississippi State Board Policy Rule 41.1 paragraph 7 states that all students in kindergarten and grades 1 through 3 shall be administered a state-approved screener within the first 30 days of school and repeated at mid-year and at the end of the school year to identify any deficiencies in reading.*

*Students may be screened within the first thirty (30) days of school.*

Dates	Audience	Activity Description
July 18, 2024 – September 20, 2024  <i>Per state law, parents must receive written notification of a substantial deficit in reading within ten (10) business days of administering the BOY screener.</i>	Required for ALL  • <b>Grades 1-3</b>	Beginning of Year (BOY) Assessment Window
December 2, 2024 – January 17, 2025  <i>Per state law, parents must receive written notification of a substantial deficit in reading within ten (10) business days of administering the MOY screener.</i>	Required for ALL  • <b>Grades 1-3</b>	Middle of Year (MOY) Assessment Window
March 31, 2025 – May 9, 2025  <i>Per state law, parents must receive written notification of a substantial deficit in reading within ten (10) business days of administering the EOY screener.</i>	Required for ALL  • <b>Grades 1-3</b>	End of Year (EOY) Assessment Window

*Grades 1-3 students identified through the **BOY Universal Screener** whose results are below grade level should be assessed to determine targeted instructional support and interventions.*

# Literacy-Based Promotion Act Testing Timeline

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<b>Timeline for Kindergarten Readiness Assessment (Component 2)</b> <i>Senate Bill 2572 requires ALL Kindergarten students to be assessed at the beginning and end of the year. Mississippi State Board Policy Rule 41.1 paragraph 7 states that all students in kindergarten and grades 1 through 3 shall be administered a state-approved screener with in the first 30 days of school and repeated at mid-year and at the end of the school year to identify any deficiencies in reading. Students may be screened within the first thirty (30) days of school.</i>		
<b>Dates</b>	<b>Audience</b>	<b>Activity Description</b>
August 19, 2024 – September 30, 2024  <i>Per state law, parents must receive written notification of a substantial deficit in reading within ten (10) business days of administering the BOY screener.</i>	Required for ALL <ul style="list-style-type: none"><li>Public K</li><li>Public Pre-K</li><li>Early Learning Collaboratives</li><li>State Invested Pre-K (SIP)</li></ul>	K-Readiness Pretest Window
December 2, 2024 – January 17, 2025  <i>Per state law, parents must receive written notification of a substantial deficit in reading within ten (10) business days of administering the MOY screener.</i>	Required for ALL <ul style="list-style-type: none"><li>Public K</li></ul> May but not required for ALL: <ul style="list-style-type: none"><li>Public Pre-K</li><li>Early Learning Collaboratives</li><li>State Invested Pre-K (SIP)</li></ul>	K-Readiness MOY Window
March 31, 2025 – May 9, 2025  <i>Per state law, parents must receive written notification of a substantial deficit in reading within ten (10) business days of administering the EOY screener.</i>	Required for ALL <ul style="list-style-type: none"><li>Public K</li><li>Public Pre-K</li><li>Early Learning Collaboratives</li><li>State Invested Pre-K (SIP)</li></ul>	K-Readiness Post-Test Window

*Kindergarten students identified through the Kindergarten Readiness Assessment whose results are below grade level should be assessed to determine targeted instructional support and interventions.*



# Literacy-Based Promotion Act Testing Timeline

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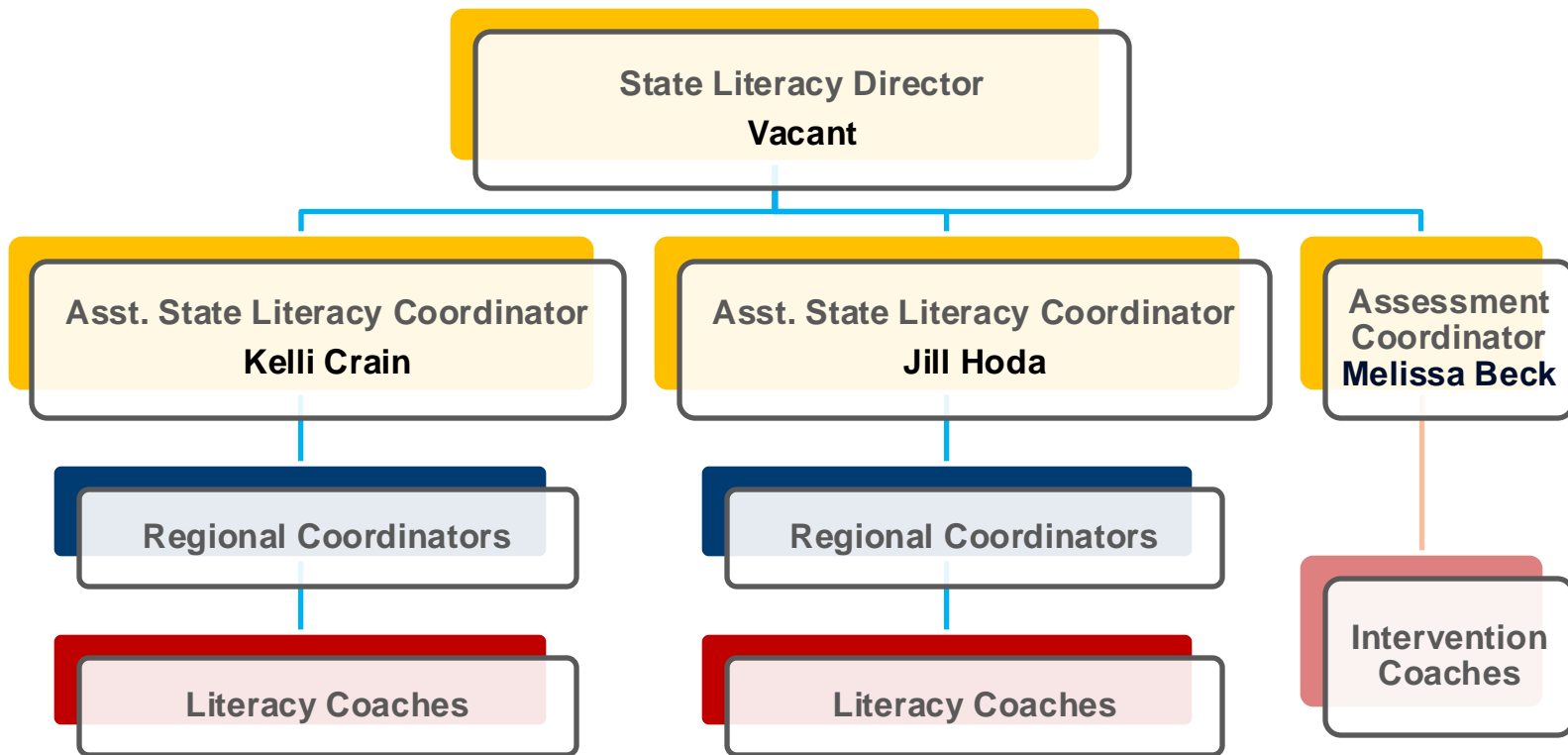
Timeline for 3 <sup>rd</sup> Grade Assessments for Promotion (Component 3)		
<i>The 3<sup>rd</sup> Grade Mississippi Academic Assessment Program (MAAP)-ELA Assessment is the assessment to determine promotion/retention.</i>		
Dates	Audience	Activity Description
<p>March 31, 2025 – April 18, 2025</p> <p><i>Per state law, parents must receive Individual Student Reports immediately after the district receives the reports.</i></p> <p><i>Students must test within this early window to receive pass/fail scores before Retest 1.</i></p> <p><i>If a student misses the early window, test them upon their return to school within the Spring window, which is open until May 16, 2025. The student will also need to take Retest 1.</i></p>	Required for ALL 3 <sup>rd</sup> Grade Students	3 <sup>rd</sup> Grade MAAP-ELA Assessment
<p>May 5, 2025 – May 9, 2025</p> <p><i>Per state law, parents must receive Individual Student Reports immediately after the district receives the reports.</i></p>	Retest Window #1	MAAP 3 <sup>rd</sup> Grade Reading Alternative Assessment
<p>June 16, 2025 – June 27, 2025</p> <p><i>Per state law, parents must receive Individual Student Reports immediately after the district receives the reports.</i></p>	Retest Window #2	



# Roles & Responsibilities

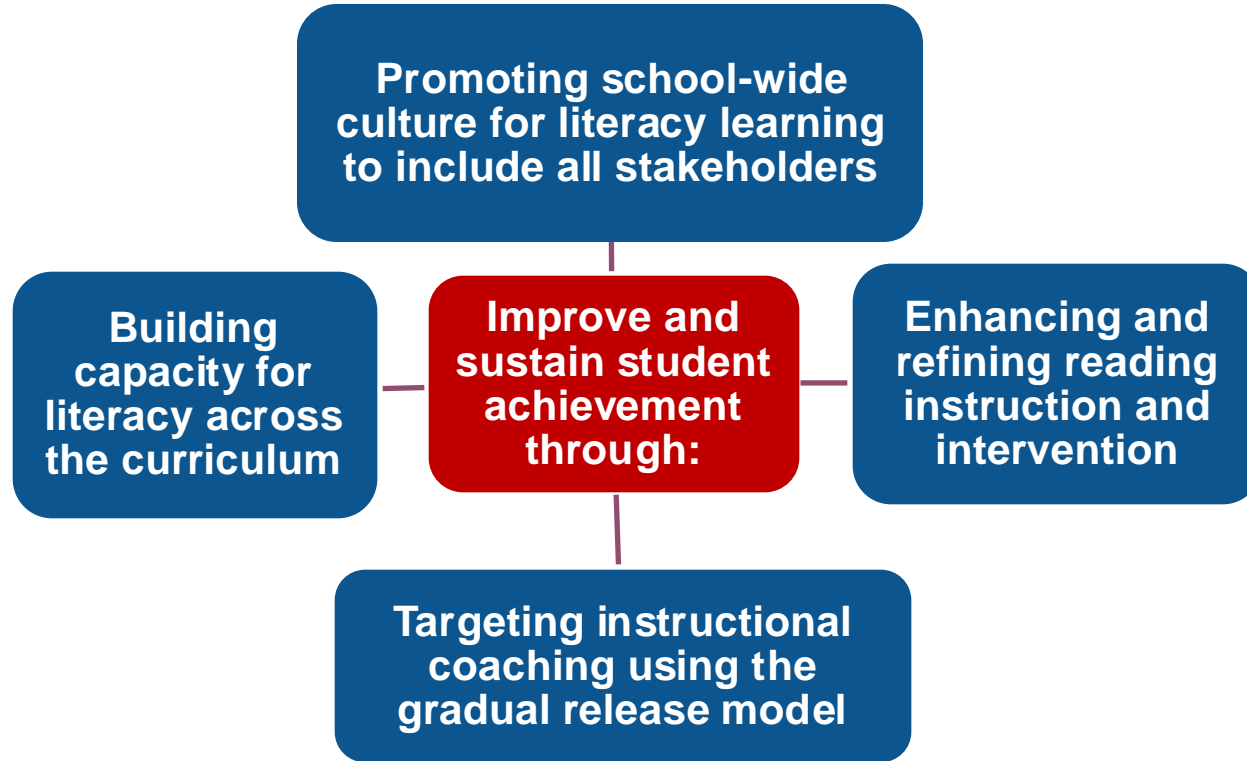
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**LEADERS  
DON'T  
CREATE  
FOLLOWERS,  
THEY CREATE  
MORE  
LEADERS.**  
PictureQuotes.com



# Role of the MDE Literacy Coach

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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.

## The literacy coach:

- supports teachers in whole- and small-group instruction in the context of **modeling**, **co-teaching**, and **coaching** in a traditional, hybrid, and/or virtual setting;
- assists teachers in implementing explicit, systematic, and rigorous reading instruction; and,
- ensures effective student grouping through the Multi-Tiered System of Support (MTSS) process.

EVALUATORS

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

- Professional development requests
- Conferencing artifacts (pre-conference, observation, post-conference, next steps, follow-up)
- Observation tools
- Monthly Coaching Support Report (submitted to school and district contact)



# District and School Roles

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

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.

- 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*).

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 (Action Plan)*;
- meets frequently with the literacy coach to discuss goals and plans for activities;

The principal (administrative team):

- attends Fall and Winter Learning Walks;
- follows through with coaching strategies and practices; and,
- attends collaborative staff/literacy coach meetings.

The district personnel:

- attends Fall and Winter Learning Walks; and,
- reviews monthly reports with campus administrators to provide Assistant State Literacy Coordinators with ongoing feedback on the effectiveness of coaching and the implementation of best practices.

## 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

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## 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).



# NON-NEGOTIABLES

*Literacy Support Schools*

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](#)



## 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.

## Uninterrupted Reading Block

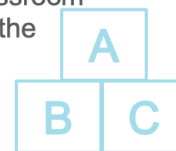
The uninterrupted 90–120-minute reading block consists of data-driven instruction aligned to the MS-CCRS focused on High Quality Instructional Materials (HQIM).

- "The National Reading Panel Report shows that all

## 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



## Knowledge Building

Professional Learning Communities are a group of educators that meet on a regular basis during designated time to collaborate on student learning to adjust instruction and address individual student needs.

- PLCs are a form of professional learning where educators work together to improve their practice and student learning.
- There are three main types of PLCs:
  - Content PLC - enhance content knowledge (e.g., book studies, aligned curriculum).
  - Preparation/Planning PLC - plan classroom implementation (e.g., teacher's manual).
  - Data PLC - review and analyze student 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 combinations that represent those sounds;
- Word walls support students by focusing on high-frequency words and their relationships.
- Research Aligned to SOR
- What does this look like?
- Classroom Example
- Articles/Websites

## 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

# Upcoming MDE Professional Development Opportunities

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# DIVISION OF LITERACY | PROFESSIONAL LEARNING

## STATEWIDE PROFESSIONAL DEVELOPMENT

Literacy Leadership and Coaching

Decoding the Science of Reading

Oral Language in Literacy  
Development

What's Knowledge Got To Do With It?

Phonemic Awareness

ABCnot123

Coaching with Influence and Purpose

The Reading Rope in Action

Learning Walk Modules (Virtual)

## AIM PATHWAYS

Pathways to Proficient Reading  
(PPR) for Teachers\*

Pathways to Literacy Leadership  
(PLL) for Educational Leaders

Pathways to Proficient Reading for  
Secondary (PPR-Secondary)

Pathways to Proficient Writing  
(PPW)

Pathways to Structured Literacy  
(PSL)

English Learners: Specialized  
English Knowledge

## HQIM SERIES\*

*\*by district request only*

Part 1: Science of Reading (SoR)  
*Classroom Implementing HQIM*

Part 2: SoR Implementing HQIM  
*Assessment and Writing*

Part 3: SoR Implementing HQIM  
*Small Group Instruction, Grades 1-5*

Part 4: SoR Implementation HQIM:  
*HQIM Pitstop PLCs for Leaders*

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

# STATEWIDE PROFESSIONAL DEVELOPMENT

**3 REGIONAL LOCATIONS: *Fall 2024 - Oxford, Jackson, Biloxi and Spring 2025 (TBD)***

## **Decoding the Science of Reading**

This session will delve into the brain science behind the science of reading. Participants will gain an understanding of orthographic mapping, deepen their knowledge of the neural underpinnings and cognitive processes of reading, and discuss implications for instruction.

## **Oral Language in Literacy Development**

Explore the connection between oral language and complex texts. Oral language skills provide the foundation for word reading and comprehension. Complex text and read alouds promote the development of oral language.

## **What's Knowledge Got to Do With It?**

During this session, participants will debunk the comprehension myth by revealing the comprehension truth. Participants will leave understanding of how building background knowledge is connected to becoming a skilled reader.





2024-25  
**MISSISSIPPI  
Science of  
Reading Training**



MISSISSIPPI  
DEPARTMENT OF  
EDUCATION



**AIM Institute**  
for Learning & Research

# 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 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.

# 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

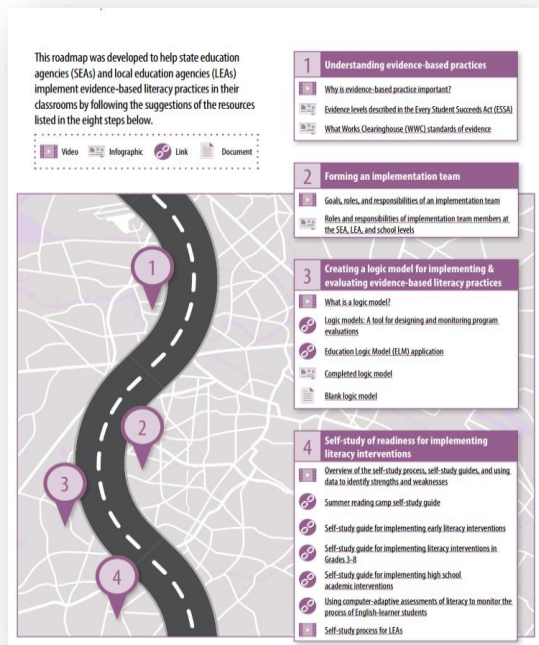
## **Part 5: Science of Reading** *Internalizing, Annotating, and Elevating HQIM*

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.



# MDE Resources

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[https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL\\_SE\\_Implementing\\_evidencebased\\_literacy\\_practices\\_roadmap.pdf](https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL_SE_Implementing_evidencebased_literacy_practices_roadmap.pdf)



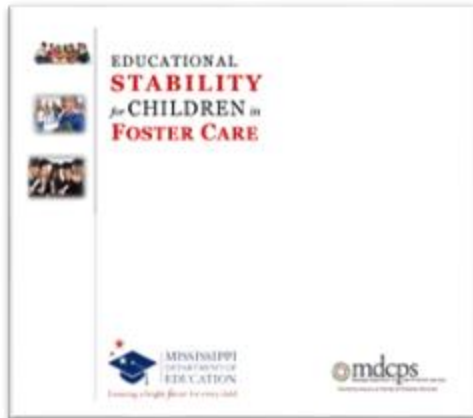
<http://www.mde.k12.ms.us/docs/elementary-education-and-reading-library/multi-tiered-system-of-supports-documentation-packet.pdf?sfvrsn=2>



English Learner Videos and Resources

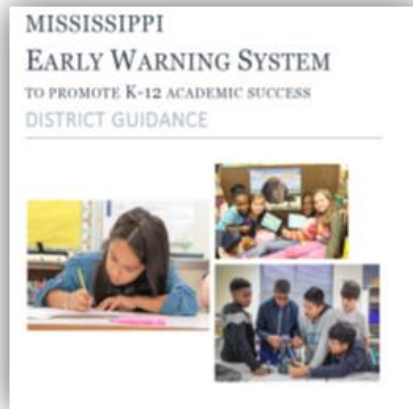


<https://www.mdek12.org/ESL/literacy/resources-for-teachers>



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

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

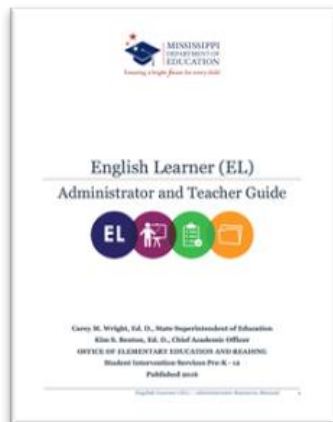


*Early Learning Collaborative Act*  
*Establish, Expand, Support, and Facilitate Early*  
*Childhood Education Services*

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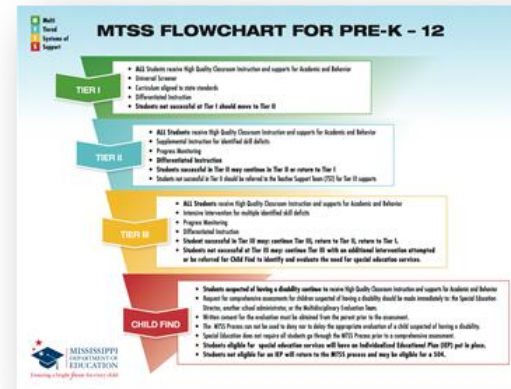
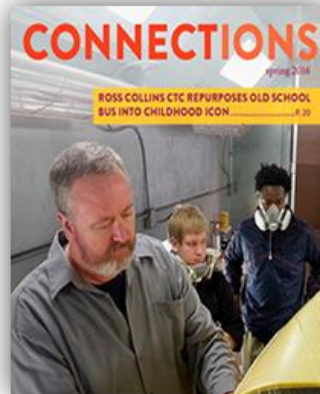
<https://www.mdek12.org/OAE/OEER/ResourceAdmin>



English Learner Guide



A Glimpse into Mississippi K-12 and CTE Classrooms  
(Transdisciplinary: Grades K-1)



Multi-Tiered Systems of Support

# Families as Partners

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**Strong Readers Strong Leaders Mississippi**  
[Strongreadersms.com](http://Strongreadersms.com)  
was developed to help families assist children with building their reading skills. The site provides activities, resources, and information for children from birth through 5<sup>th</sup> grade to become strong readers.





## Mississippi Campaign for Grade-Level Reading

Community-driven initiative to ensure students are reading on grade level by the end of grade 3. The campaign helps communities align and strengthen existing resources to extend programs that support school readiness, school attendance, and summer learning.

<http://msgradelevelreading.com>



## MPB Education Services

MPB Classroom TV is a growing resource that includes lessons aligned to Mississippi state standards and taught by our local literacy coaches and teachers.

<https://www.mpbonline.org>

“Providing education equity for Mississippi students.”

Tara Y. Wren, Director of Education

**KELLI CRAIN, K-3 Assistant State Literacy Coordinator**

[kcrain@mdek12.org](mailto:kcrain@mdek12.org)

**JILL WEBB HODA, K-3 Assistant State Literacy Coordinator**

[jhoda@mdek12.org](mailto:jhoda@mdek12.org)

**MELISSA BECK, Assessment Coordinator**

[mbeck@mdek12.org](mailto:mbeck@mdek12.org)

