

Mississippi Comprehensive Literacy Plan

Strong Readers
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Strong Leaders





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 Department 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. These goals include:

- All Students Proficient and Showing Growth in All Assessed Areas;
- Every Student Graduates from High School and is Ready for College and Career;
- Every Child Has Access to a High-Quality Early Childhood Program;
- Every School Has Effective Teachers and Leaders;
- Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes; and
- Every School and District is Rated "C" or Higher.

Within the last five years, there have been significant changes to the educational landscape in Mississippi. Led by legislative priorities and/or State Board policy, the following actions have guided and strengthened coordinated efforts by both the state and local education agencies to improve student outcomes and close achievement gaps among subgroups: adoption of the MS College- and Career-Readiness Standards for English Language Arts and release of supporting Scaffolding Documents; implementation of the Literacy-Based Promotion Act (LBPA); revision of Early Learning Guidelines for ages 3 and 4; establishment of the Early Learning Collaboratives Act of 2013 (ELCs); adoption of a new A-F accountability system; convening of the Governor's Task Force on Early Literacy Teacher Education; implementation of the State Systemic Improvement Plan (SSIP) focusing on improving outcomes for students with disabilities, and development of Mississippi's response to the *Every Student Succeeds Act* (ESSA) State Plan, which replaces the federal *No Child Left Behind Act*.

The Mississippi Department of Education (MDE) has consistently raised expectations and provided supports for districts, schools, teachers, and students. Thus, increased student achievement has been the result. Mississippi's leaders are committed to preparing our students for the future. The Mississippi State Board of Education (SBE), state elected leaders, and the Mississippi Department of Education have joined forces to enact bold education reform efforts that are producing unprecedented outcomes. The changes have been aggressive, and teachers and administrators have embraced the state's vision to make student achievement a reality.

Educational Reform

Mississippi College and Career Ready Standards for the English Language Arts (MS-CCRS) were adopted in 2016. The MS-CCRS for the English Language Arts reflect the belief that high standards that challenge and motivate students are essential. The MS-CCRS are based on rigorous expectations for students with input from Mississippi educators, parents and business and community members. The MS-CCRS reflect foundational expectations of what ALL students should know and be able to do in each grade from kindergarten through 12th grade. The MS-CCRS require students to solve problems, manage themselves, adapt to change, analyze, reflect on performance, communicate, work in teams, and innovate. The MS-CCRS place an emphasis on foundational skills to support literacy development in early grades and set rigorous expectations in reading, writing, speaking, and listening through grade 12 with a particular focus on increasing ability to comprehend complex text, using evidence to support claims, writing narrative, informative and argumentative texts, including the use of technology. In addition to the standards themselves, Mississippi has developed a variety of ELA scaffolding documents which provide teachers with a deeper understanding of the standards as they plan instruction and differentiate based on the individual needs of students. These documents provide a close analysis of the requirements for student mastery and help teachers support student mastery.

Mississippi's *Early Learning Guidelines* were revised in 2015. The Early Learning Guidelines recognize that the early childhood years are a critical time in the development of every child and that the learning that takes place during the years serve as the foundation for later academic and social, emotional, physical, and motor development. The Early Learning Guidelines for three-year-olds, four-year-olds, and kindergarten provide guidelines for early childhood educators to provide high-quality research-based educational programs for children. The Early Learning Guidelines are aligned with the MS-CCRS and support students' readiness to begin standards-based instruction in K-12 settings. The Head Start Collaboration Office adopted Early Learning Guidelines for Infants/Toddlers to align with MDE's Early Learning Guidelines for Three and Four-year-old Children. The Early Learning Guidelines for Infants/Toddlers provide early childhood educators with support for evidence-based practices to support oral language development and early learning for infants and toddlers.

The Mississippi *Literacy-Based Promotion Act* (LBPA), passed during the 2013 legislative session, placed an emphasis on grade-level reading skills, particularly as students progress from Kindergarten through 3rd grade. This law requires that a student scoring at the lowest achievement level in reading on the established state-wide assessment for 3rd grade will not be promoted to 4th grade unless the student qualifies for a good cause (e.g., certain students with limited English proficiency or students with disabilities that prevent participation in the state's accountability system, etc.). Beginning in the 2018-2019 school year, if a student's reading deficiency is not remedied by the end of the student's 3rd grade year, as demonstrated by the student scoring above the lowest two (2) achievement levels in reading on the state annual accountability assessment or on an approved alternative standardized assessment for 3rd grade, the student shall not be promoted to 4th grade. In January 2014 the Mississippi Department of Education began providing the Language Essentials for Teachers of Reading and Spelling (LETRS), a statewide early literacy professional development, to K – 3 educators through online modules and face-to-face workshops and providing literacy coaches to the state's lowest performing schools based on an average of two (2) years of 3rd grade data. A recent joint publication by Florida State University and the MDE (Folsom et al., 2017) suggests that during the period when the LETRS professional development program was implemented, teacher knowledge of early literacy skills, the quality of early literacy skills instruction, student engagement during early literacy skills instruction, and teaching competencies improved among educators who participated in the program over and above any increases found among educators generally.

To increase awareness of the LBPA, the MDE launched a statewide literacy campaign aimed at assisting the general public of understanding the many nuances of the law via social media, online support, and printed material. As a requirement of the LBPA the MDE also established the Mississippi Reading Panel to collaborate in recommending appropriate equitable alternative standardized assessments and cut scores to be used to determine promotion to the fourth grade of those third-grade students who scored at the lowest achievement level on the state annual accountability assessment. The Mississippi Reading Panel was also charged with providing input on the adoption of the universal screener used to determine reading deficiencies and student progress. As a result of increased literacy efforts, data trends have shown an increase in the percentage of students passing the 3rd grade reading statewide assessment during the initial spring administration – 85% in 2015, 87% in 2016, and 92% in 2017. Additionally, the percentage of students exiting Kindergarten as “transitional readers” has increased from 54% in spring 2015 to 63% in spring 2016.

The *Early Learning Collaborative (ELC) Act*, also passed in 2013, provides state funding to develop voluntary Pre-K programs that are a collaboration among entities that offer pre-K to a community. This collaborative must include a school district as the lead partner or a not-for-profit, and must include a combination of the following: licensed child care facilities, licensed parochial and/or private pre-K programs. The goal of the ELC is to increase access and improve the quality of Pre-K experiences offered to 4-year olds across the state, and the students have

reaped the benefits. The percentage of Pre-K students in ELCs exiting Kindergarten ready increased from 59% in spring 2015 to 71% in 2016 as measured by the Kindergarten Readiness Assessment. The spring of 2017 Pre-Kindergarten Assessment shows the majority of pre-K students in Mississippi's ELCs demonstrated they are prepared for kindergarten, with 77.9 percent of students scoring at or above the target score for exiting pre-k. The spring 2017 scores reflect a 6.5 percent increase over spring 2016, when 71.4 percent of pre-k students in ELCs scored at or above expectations for kindergarten readiness.

The *Mississippi State Systemic Improvement Plan* is a comprehensive, multi-year plan to improve educational and functional outcomes for students with disabilities. Mississippi's SSIP is focused on building the capacity of local districts to implement and scale-up evidence-based practices in reading with a focus on improving third grade reading proficiency by FY 2018. SSIP strategies include a focus on increasing expectations for students with disabilities and providing pre-service and in-service professional development and follow-up technical assistance, including coaching, to targeted districts focusing on University Design for Learning, foundational reading instruction, and multi-tiered systems of support.

Mississippi Succeeds, Mississippi's state plan to address ESSA requirements, builds upon the Mississippi State Board of Education's Strategic Plan and our state's long and proud history of nurturing talent and beating the odds. Our state currently ranks among the bottom tier of states academically, but Mississippians are propelling education forward. Our graduation rate has reached an all-time high, student gains on the National Assessment of Educational Progress have outpaced most other states, and Mississippi leaders have made significant investments in early childhood education, literacy, rigorous academic standards, advanced coursework opportunities for students, and professional learning opportunities for teachers.

Assessment and Accountability

During the 2015-16 school year, Mississippi implemented the new Mississippi Academic Assessment Program (MAAP) that is consistent with the rigor of the National Assessment of Educational Progress (NAEP) assessment and aligned with the skills and knowledge articulated in the Mississippi College and Career Readiness Standards. The assessments' items/tasks (a) align to the targeted content standards, (b) extend across a range of cognitive demand; and, (c) use different formats to maximize a student's ability to demonstrate his/her full understanding of the standards. Academic achievement is measured by MAAP for grades 3-8 in ELA and Mathematics, as well as end-of-course assessments in English II and Algebra I.

ENGLISH LANGUAGE ARTS				MATH			
GRADE	2014-15 PROFICIENT & ADVANCED	2015-16 PROFICIENT & ADVANCED	CHANGE	GRADE	2014-15 PROFICIENT & ADVANCED	2015-16 PROFICIENT & ADVANCED	CHANGE
Grade 3	28.7%	32.1%	+3.4%	Grade 3	33.1%	32.7%	-0.4%
Grade 4	29.8%	32.6%	+2.8%	Grade 4	27.2%	32.2%	+5.0%
Grade 5	28.1%	34.1%	+6.0%	Grade 5	25.1%	30.0%	+4.9%
Grade 6	29.3%	29.2%	-0.1%	Grade 6	24.5%	32.5%	+8.0%
Grade 7	31.2%	29.1%	-2.1%	Grade 7	20.2%	34.2%	+14.0%
Grade 8	31.1%	33.3%	+2.2%	Grade 8	28.1%	30.9%	+2.8%
English II	49.3%	37.1%	-12.2%	Algebra I	27.4%	26.1%	-1.3%
Overall	32.2%	32.6%	+0.4%	Overall	26.6%	31.1%	+4.5%

Mississippi has shown a significant increase in student performance as evidenced by our 2015 National Assessment of Educational Progress (NAEP) Reading, Math and Science scores. NAEP scores revealed an increase in 4th grade math and reading outperforming the national trend of flat or declining performance. Compared to 2013 scores, Mississippi is the only state that had a significant increase in 4th grade math, is one of 13 states that had a significant increase in 4th grade reading, and is the only state in the nation that saw significant increases in both subjects for 4th grade. Overall, 4th grade math proficiency rates rose from 26 to 30 percent, and reading proficiency increased from 21 to 26 percent. Mississippi is No. 1 for gains in the average scale score for 4th grade math. In 4th grade reading, all subgroups showed improvements in NAEP proficiency since 2013. This includes students with disabilities, African Americans, Hispanics, and economically disadvantaged students. In 4th grade math, all subgroups except Hispanics showed improvement in NAEP proficiency.

Efforts in secondary schools have also yielded positive results. In 2016, Mississippi saw growth in all three major categories of Advanced Placement: 1) 23.1% increase in participation; 2) 22.8% increase in exams taken; and, 3) 11.1% increase in qualifying scores. In addition, the ACT composite score for 11th grade students increased from 17.6 to 18.3, while the state dropout rate has decreased from 16.7% in 2012 to 11.8% in 2016.

The strategic plan and the goals outlined by the SBE support the ESSA plan by addressing the need for supporting underserved populations. According to the 2016 state-wide results of the MAAP ELA and mathematics tests, the largest achievement gaps in 2016 existed between African-American and white students (28.6 percentage point gap), economically disadvantaged students and their more advantaged peers (26.5 percentage point gap), and students with and without disabilities (24.5 percentage point gap). Achievement gaps occur when one group of students outperforms another group and the difference in average scores for the two groups is statistically significant. In accordance with the *Mississippi Succeeds* ESSA plan, subgroup data

will continue to be evaluated to identify performance gaps and target support schools for the following subgroups. We believe by continuing and expanding individualized support and opportunities for those furthest behind we can begin to close those gaps.

Conclusion

Over the years the Mississippi Department of Education (MDE) has consistently raised expectations and provided supports for districts, schools, teachers, and students. Thus, increased student achievement has been the result. Mississippi's leaders are committed to preparing our students for the future. The SBE, state elected leaders, and the Mississippi Department of Education have joined forces to enact bold education reform efforts that are producing unprecedented outcomes. The changes have been aggressive, and teachers and administrators have embraced the state's vision to make student achievement a reality.

The Mississippi Comprehensive Literacy Plan

Purpose



The Mississippi Comprehensive Literacy Plan (MCLP) provides a clear vision that requires educators to implement effective, evidence-based literacy instruction throughout the state. As a result, Mississippi's literacy instruction for birth through grade 12 will be of uniformly high quality and of sufficient quantity to make a measureable difference in literacy achievement statewide. This focus on measureable results driven by a comprehensive, clear, and well-implemented plan will provide the impetus to propel literacy achievement in Mississippi so that all K-12 students can be globally competitive. Specifically, the Mississippi Literacy Plan will serve as the cornerstone for all future Mississippi

Department of Education (MDE) literacy reform initiatives.

Development

The development of the MCLP began in 2008. From 2008-2010, the State Literacy Team met regularly to develop the Plan and continue to identify action steps and develop stakeholder buy-in. From 2010-2017, the original MCLP was used to guide decision making and build partnerships with a variety of stakeholders. Several of the original goals and action steps have been accomplished including the development of rigorous state standards, the convening of the Higher Education Literacy Council to address literacy teacher preparation, and implementation of a literacy coaching model for grades K-3, among other accomplishments.

In 2017, MDE conducted a statewide needs assessment, surveying classroom educators and instructional leaders from across the state using the nationally-normed Literacy Organizational Capacity Inventory (LOCI). Results of the LOCI needs assessment revealed a number of assets serve as a foundation for the MCLP. For example, Mississippi teachers are above the national norm in terms of how much time they have to collaborate on their literacy instruction, and they generally spend that time effectively, on tasks such as co-creating instructional materials and analyzing student work that have been shown in the national research to impact student achievement. LOCI data also revealed opportunities for growth which have been incorporated in the MCLP. Specifically, these data confirm that a need to invest more in professional learning around literacy at the secondary level and in highly embedded forms of learning such as coaching and peer observation. The data specifically indicate the need for more professional learning around writing, vocabulary instruction,

content-area literacy, and supporting special populations in literacy, including English Learners and students with disabilities.

Also in 2017, the MDE shared the MCLP with a variety of stakeholder groups including MDE officials, members of the State Literacy Team, and teachers, curriculum coordinators, and school leaders. The MCLP has been revised based on stakeholder input and results of the comprehensive needs assessment. The revised MCLP reflects new state standards, the State strategic plan, the *Mississippi Succeeds* plan for implementation of ESSA, and recent legislation including the LBPA and A-F accountability system, among other educational reforms implemented since the original CSLP was drafted. The MCLP 2017 reflects ambitious goals and concrete action steps to create sustainable improvements in literacy achievement from birth through grade 12.

Guiding Principles

The following principles guide the MCLP. Based upon the definition of literacy and the core belief statements addressed previously, the principles describe rigorous and relevant literacy learning from birth through grade 12.

1. Ongoing, job-embedded, professional learning that begins with standards-based pre-service teacher education and continues throughout educators' careers is key to improving literacy instruction and achievement in Mississippi.
2. Reading is a complex task that is built upon fundamental skills of oral language, listening comprehension, phonemic awareness, concepts of print, phonics, spelling, fluency, vocabulary, comprehension, and motivation in the early grades.
3. Writing composition instruction that includes grammar instruction is integral to a strong literacy program.
4. To ensure students make progress at acceptable rates, instruction and intervention models should adhere to Mississippi's State Board Policy, Part 3 Chapter 41, Intervention which emphasizes High Quality Tier 1 instruction, intervention and progress monitoring through a multi-tiered system of support instructional model.
5. Birth to age 5 literacy instruction and language experience are based on the state-adopted content standards and forms the foundation for literacy instruction in Kindergarten through grade 3.
6. Oral language development is paramount in developing listening skills, phonological skills and vocabulary.
7. Explicit and systematic instruction that is delivered using evidence-based resources is important for all levels of literacy development.
8. Student data must be gathered using valid and reliable assessments (screening, progress monitoring, diagnostic, summative and formative) and used to make instructional decisions at the student, class, school, district, and state levels.
9. Vertical alignment and horizontal alignment of services between/within schools, families, state/community agencies (i.e., Institutions of Higher Learning, Head Start,

Department of Human Services, Southern Echo), businesses, and communities are necessary components of the educational process and are fundamental to superior literacy achievement.

10. Motivation to learn is facilitated by engaging learning activities that are personally relevant to the learner.
11. Instruction must incorporate technology in effective and meaningful ways to enhance students' learning and must foster development of students' digital literacy skills.
12. Because literacy demands increase, adolescent learners need continued literacy instructional support and more engagement with various informational texts (digital and print) to learn how to use literacy skills for specific disciplines (content areas) in various contexts.
13. Literacy instruction and support must be vertically aligned so that all transitions are consistent and cohesive, particularly across various providers of literacy instruction.
14. Strong instructional leadership at all levels – state, district, and school – is essential for implementing, supporting, and sustaining a quality literacy plan.

In schools where capacity building is cultivated through strong leadership combined with strong professional learning that includes job-embedded support, student achievement levels will significantly increase. The Learning Forward Professional Learning Standards are embedded throughout the MCLP. The team recognizes that effective professional learning is a key strategy for supporting significant school and school system improvements to improve results for all students. The MCLP acknowledges that professional learning may happen in classrooms, schools, school systems, via technical assistance agencies, professional associations, Institutions of Higher Learning (IHLs), or public agencies, and that leaders should develop their own and others' capacity to learn and lead professional learning. The standards make explicit that the purpose of professional learning is for educators to develop the knowledge, skills, practices, and dispositions they need to help students perform at higher levels.

Key Areas

The following key areas provide the basis for the state's literacy plan. In order for Mississippi students to be successful in college and career, all focus priority areas must work together to support literacy instruction. Individually, each priority is important; however, each must be integrated to create a seamless and cohesive model for an effective, comprehensive literacy instructional approach. Each of these areas will be addressed in the following sections.

- **Section I, Assessment Data Collection and Use: Informing the Implementation of Literacy Instruction and Interventions**

A well-designed comprehensive system of assessment data collection is the cornerstone of effective literacy instruction (Fisher, Frey, & Hattie, 2016). Collecting and using data ensures system-wide accountability, evaluates systemic progress, and develops responsive comprehensive instructional approaches (National Governors Association Center for Best

Practices, 2005). The purpose of all assessment is to document the extent and nature of student learning, inform teachers' selection and use of literacy instruction and interventions, as well as provide system-wide progress monitoring. A well-designed assessment system uses age-appropriate, reliable, and valid assessments for multiple purposes including screening, diagnosis, and formative and summative assessment. Teachers and leaders know how to use data to identify students' learning needs and plan instruction, to monitor students' progress, and to evaluate the effects of instruction and to guide professional learning opportunities for teachers. In addition, data-based planning teams should consistently engage in student, school, district, and statewide data collection and analysis to evaluate the effect of implementation of the MCLP.

- **Section II, Instruction and Intervention: Planning and Delivering Evidence-Based and Effective Literacy Instruction**

Instruction is the key element of the state literacy plan because literacy instruction supported by evidence is the most direct link to student literacy success (Biancarosa & Snow, 2006; Block & Mangieri, 2009; Fisher, Frey, & Hattie, 2016; Hale, et. Al., 2016; Morrow & Gambrell, 2011; US Department of Education, 2016). Implementing evidence-based Tier 1 literacy instruction will enable the state, district, and school to impact the largest numbers of students' academic achievement and reduce the number of students requiring Title 1, Special Education, and Intervention Services. To ensure every student graduates from high school and is ready for college and career, High Quality Tier 1 literacy instruction must be based on the convergence of evidence-based research and resources supporting the effective implementation of literacy instructional practices. MS State Board Policy, Part 3, Chapter 41: Intervention outlines the required factors needed to effectively implement a multi-tiered system of support for all students. An intervention is defined as the use of evidence-based instructional strategies, methodologies, and practices, both academic and behavioral, targeting all ages and abilities exhibiting difficulties with meeting or achieving age appropriate literacy standards. High Quality classroom instruction will meet the needs of most students, but an efficient process, assuring promising approaches, for providing High Quality intensive interventions, is required to achieve the most optimal results for all students.

- **Section III, Leadership and Resource Management: Building Capacity to Sustain Literacy Instruction Reform**

Literacy leaders have responsibility for implementing and sustaining literacy instruction within their settings at the state, district, school, postsecondary, or community level and effective leadership is important for building capacity for excellent literacy achievement in the state and ensuring that limited resources are effectively used to promote the greatest gains in student learning (Hale, et. al., 2017; Lewis-Spector & Jay, 2011). However, leadership also involves creating opportunities throughout the state for all stakeholders to contribute to school-wide systems and practices (e.g., Institutions of Higher Education, private foundations, economic development groups, Head Start, foundations, etc.) to impact literacy achievement and ultimately the state's economic success. Developing a coherent system for

building literacy leadership capacity within the state of Mississippi is a critical step in sustainability of the state literacy plan.

- **Section IV, Professional Growth: Supporting Continuous Refinement of Evidence-Based Practices**

Professional growth is a critical component of a state literacy plan. Effective professional learning facilitates continuous and collaborative improvement strategies, improves student outcomes, supports consistent implementation of a comprehensive literacy program, and builds capacity to sustain the results. Effective professional learning is based on evidence about the activities that support teacher learning. Effective professional development is content-focused, sustained and intensive, collaborative, job-embedded, collaborative, and supports implementation with coaching and reflection (Darling-Hammond, Hylar, & Gardner, 2017; Darling-Hammond, Wei, Andree, & Gardner, 2009). Traditional or alternate route educator preparation programs constitute the initial training needed by future practicing professionals. The beginning teacher or leader is a novice, who with experience and continuing education, can become progressively more expert at teaching and leading effectively.

**Section I, Assessment Data Collection and Use:
Informing the Implementation of Literacy Instruction
and Interventions**

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 districts' ability to use a variety of assessment data (beyond accountability data) to make instructional decisions

CURRENT IMPLEMENTATION	OPPORTUNITIES FOR EXPANSION	PLANS FOR SUSTAINABILITY
BIRTH-AGE 5		
<p>Annually administer the state-wide Kindergarten Readiness instrument to determine Pre-K readiness for Kindergarten entry</p>	<p>Provide professional learning opportunities to support childcare providers' ability to select evidence-based assessment tools and analyze qualitative and quantitative data</p>	
<p>Recognize Pre-K providers showing success as defined by Kindergarten readiness student achievement data</p>		
<p>Utilize observation tools (e.g., CLASS, BRIGANCE) to assess early childhood classrooms including Pre-K Collaborative and Special Education classrooms</p>	<p>Expand early childhood assessments to include:</p> <ul style="list-style-type: none"> a) Alignment of current statewide assessment tools to include birth through age five alignment with early childhood providers b) Expansion the utilization of evidence-based observation tools in additional early childhood classrooms 	<p>Provide technical assistance to early childhood educators on effective interpretation of observation data to inform instructional practice</p>

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CURRENT IMPLEMENTATION	OPPORTUNITIES FOR EXPANSION	PLANS FOR SUSTAINABILITY
Utilize CHILD FIND data to determine supports needed for special education services, and to identify disabilities for children aged three through five	Expand and strengthen partnerships between MDE offices of Early Childhood, Special Education, Student Intervention Services and Literacy to enhance the ability of stakeholders to identify and support early childhood students with developmental delays and disabilities	Continue to work with LEAs to identify wraparound services that support CHILD FIND
First Steps, early intervention, identifies infants and toddlers, under the age of three, who have developmental delays or a birth condition that could cause a developmental delay	Expand and strengthen partnership with MSDH and MDE offices of Early Childhood, Special Education, Student Intervention Services and Literacy to provide guidance to identify and support early childhood students with developmental delays and disabilities	Continue to partner with First Steps to foster better transition services

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CURRENT IMPLEMENTATION	OPPORTUNITIES FOR EXPANSION	PLANS FOR SUSTAINABILITY
KINDERGARTEN-12TH GRADE		
<p>Utilize screeners (e.g., Kindergarten Readiness, K-2 literacy) statewide to identify students in need of a special education supports and remediation as well as to determine progress with the acquisition of early literacy skills and utilize currently developed LEA guidance documents for selecting screeners for grades 4-12</p>	<p>Expand use of evidence-based screeners and assessment tools including the:</p> <ul style="list-style-type: none"> (a) Identification of a state-wide universal screener and diagnostic tool for grades 4-12 to identify general and special education students with reading deficiencies (b) Development of an approved list of free and low-cost evidence-based assessment tools and the effective use these tools in local districts/schools' kindergarten through grade 12 <p>Development of an end-of-year benchmarks to support districts in determining student progress in literacy</p>	<p>Support implementation of universal screeners and diagnostic assessment tools to guide instruction and evaluate the effectiveness of instructional programs and interventions</p>
<p>Utilize the Individual Reading Plan (IRP) in general education and special education classrooms as a tool to collect, analyze,</p>	<p>Develop guidelines for IRP development in general education and special education classrooms grades 4-12.</p>	<p>Support the use of IRP in grades K-12 as a tool to collect, analyze, and monitor the</p>

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CURRENT IMPLEMENTATION	OPPORTUNITIES FOR EXPANSION	PLANS FOR SUSTAINABILITY
and monitor the data for students who have been identified as having a reading deficiency based on the state universal screener (K-3)		data for students who have been identified as having a reading deficiency
Utilize the data-coaching pilot program to assist schools in establishing a collaborative culture that values and uses data (not limited to state assessment data) to make instructional decisions to improve student outcomes	Seek out additional funding to expand the data coaching model to increase opportunities for equitable access to data coaches for schools with limited resources	Provide technical assistance to schools with established data coaching programs
Continue to provide technical assistance on the Mississippi Academic Assessment Program (MAAP) and Subject Area Testing Program (SATP) aligned with MS-CCRS, in 2016 and set benchmarks for student achievement through 2025	(a) Develop annual benchmarks for growth in student proficiency including overall growth and sub-group achievement (e.g., low-income, EL, students with disabilities, minorities, etc.) and provide supports for interpreting LEA and school level data to make instructional decisions. Identify or develop high-quality professional learning for school personnel	Analyze state-wide longitudinal, disaggregated student performance data to identify trends to make instructional decisions at the student, class, school, district, and state levels.

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 districts' ability to use a variety of assessment data (beyond accountability data) to make instructional decisions

CURRENT IMPLEMENTATION	OPPORTUNITIES FOR EXPANSION	PLANS FOR SUSTAINABILITY
	related to assessment and data use, particularly related to teacher use of formative and summative data to plan instruction that meets individual students' needs	
Launched MDE's data reporting system (Data Dashboard) to provide reports on a variety of data	Improve MDE's data reporting system (Data Dashboard) to provide more efficient reporting	Increase knowledge and efficient use of MDE's Data Dashboard via MDE's bi-annual data conference – Mississippi Education and Technology Innovation Symposium (METIS)
MS Legislature mandated the identification and use of dyslexia screeners	Convene dyslexia experts to review dyslexia screener submissions of qualifications as outlined in House Bill 1046	Post the State Board of Education approved list of dyslexia screeners to the MDE website, provide technical assistance on the administration and scoring of the screener and use to guide instruction
Statewide Longitudinal Data System provides MDE and LEAs with longitudinal data from birth through college and career	Review state-wide student achievement assessment results to determine supports and resources for schools and districts	Provide professional learning opportunities on the use of the State-wide Longitudinal Data System (SLDS) to guide educational decisions for Pre-K through the workforce

**Section II, Instruction and Intervention:
Planning and Delivering Evidence-Based, Effective
Tier 1 Literacy Instruction Based on the Multi-Tiered
System of Supports Model**

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 and delivery of instructional interventions

CURRENT IMPLEMENTATION	OPPORTUNITIES FOR EXPANSION	PLANS FOR SUSTAINABILITY
BIRTH-AGE 5		
<p>Developed and began supporting Early Learning Guidelines for Infants/Toddlers (student outcomes), Three-Year-Olds and Four-Year-Olds</p>	<ul style="list-style-type: none"> a) Revise the Infant and Toddler Early Learning Guidelines to align to the Early Learning Standards for Three and Four-Year-Old Children and rename them to become the Early Learning Standards for Infants and Toddlers b) Identify, develop and promote potential resources for developing early childhood educators’ understanding of Early Learning Standards to promote early literacy experiences aligned with Early Learning Guidelines c) Collaborate with state agencies (including offices working with Title II Part B and C) and other entities to disseminate information to 	<p>Support continuing implementation of Early Learning Guidelines in early childhood settings to support alignment birth through age fifth grade</p>

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 and delivery of instructional interventions

CURRENT IMPLEMENTATION	OPPORTUNITIES FOR EXPANSION	PLANS FOR SUSTAINABILITY
	<p>stakeholders such as parents, early childhood providers, doctors and medical personnel for infants/toddlers.</p>	
<p>Utilize MS Early Learning Guidelines for Infants/Toddlers to promote the development of oral language and pre-literacy skills for infants and toddlers</p>	<ul style="list-style-type: none"> a) Identify, develop and promote evidence-based resources for developing oral language skills, understanding of language and sounds, use of language, awareness of language in print, and awareness of books to use for implementing differentiated instruction to meet the needs of all learners, including students with disabilities b) Provide recommendations of evidenced-based oral language and listening comprehension intervention programs for preschools and Title II Part B providers 	<p>Provide feedback and job-embedded coaching to improve oral language development and differentiated instruction to meet the needs of all learners</p>

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 and delivery of instructional interventions

CURRENT IMPLEMENTATION	OPPORTUNITIES FOR EXPANSION	PLANS FOR SUSTAINABILITY
<p>Collaborating with Head Start, Mississippi Department of Health, Mississippi Department of Mental Health, and Mississippi Department of Human Services (including state offices working with Title II Part B and C), and other early childhood/Pre-K providers to disseminate existing intervention strategies (ages 3 and 4) and to review the current process to ensure no loss of services as children transition</p>	<p>Target high-poverty communities where low performing districts are located to provide technical assistance on the effective selection and use of evidence-based interventions</p>	<p>619 Coordinator will work with districts to ensure that they are using the transition plan for Part C students to move smoothly to Part B</p> <p>Provide feedback and job-embedded coaching to improve transition activities for children moving to the public-school system</p>
<p>Providing professional learning opportunities and coaching to Early Learning Collaboratives (ELCs) for Head Start, LEA, and childcare provider educators on developmentally-appropriate practices</p>	<p>Pilot program with Friends of Children – Early Head Start (0-2-year-olds) to provide coaching support to infant/toddler staff to support language, social, and emotional development</p>	<p>Replicate the coaching model state-wide in early childhood classrooms, while focusing on the progression of approaches appropriate for each age group</p>

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CURRENT IMPLEMENTATION

OPPORTUNITIES FOR EXPANSION

PLANS FOR SUSTAINABILITY

Disseminating resources to provide guidance on developing and implementing Integrated Kindergarten Center activities that may be used during the literacy block that align with early learning guidelines and support transition to K-5

Advocate to policymakers the importance of mandating that 100% of students attend full-day Kindergarten as part of the compulsory attendance law

Promote enrollment in public Kindergarten classrooms for all students

SECTION II, INSTRUCTION AND INTERVENTION

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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 and delivery of instructional interventions

CURRENT IMPLEMENTATION	OPPORTUNITIES FOR EXPANSION	PLANS FOR SUSTAINABILITY
KINDERGARTEN-12TH GRADE		
<p>Partnering/collaborating with Head Start, Mississippi Department of Health, Mississippi Department of Mental Health, and Mississippi Department of Human Services and other early childhood/ Pre-K providers to disseminate Kindergarten Readiness assessment information and support readiness for Kindergarten instruction</p>	<p>Strengthen transition from early childhood to Kindergarten classrooms and promote a continuum from birth through 5th grade</p>	<p>Support on-going communication and collaboration between early childhood and K-5 education settings to ensure a birth through 5th grade continuum</p>
<p>Developed ESSA plan to identify rigorous goals for instruction including achieving 70% proficiency for all subgroups by 2025, increasing literacy integration in content area and CTE courses, expanding access to ACT for all Increased rigor with the new diploma options for special education students, increased access to advanced placement and dual credit course options, and arts integration to support content</p>	<p>Develop supports for LEAS to achieve these priorities (e.g., guidance documents, professional development resources, coaching resources, etc.) that emphasize evidence-based practices to support learning</p>	<p>Continue to provide technical assistance to LEAS to sustain achievement of priorities</p>

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

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CURRENT IMPLEMENTATION	OPPORTUNITIES FOR EXPANSION	PLANS FOR SUSTAINABILITY
area learning, including literacy, among other grades		
Revised the MS-CCRS for English Language Arts (ELA) to place increased emphasis on developmentally appropriate, explicit instruction including frequent practice of reading and writing and increased focus on writing in print and digital formats, opportunities to use oral language, vocabulary development, writing instruction including argument and informational text	Increase knowledge of previously developed evidenced-based resources that support the implementation of the revised MS-CCRS for ELA (Scaffolding Document, Literacy Focus of the Month, Family Guides for Student Success, etc.).	Provide coaching and technical assistance on the implementation of effective oral language, vocabulary, and writing instructional practices (technical assistance via the NIC).
Disseminated evidence-based literacy instructional practices through PD and other resources (e.g., guidance documents, REL Roadmap, etc.)	Increase access to evidence-based instructional practices to support literacy birth through 12 th grade through teacher and leader PD, Network Improvement Communities, online resources.	Sustain access to evidence-based materials and practices through the MDE website and through collaboration with LEAs and leadership teams

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Planning and Delivering Evidence-Based and Effective Literacy Instruction

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CURRENT IMPLEMENTATION	OPPORTUNITIES FOR EXPANSION	PLANS FOR SUSTAINABILITY
	<p>Support district’s ability to evaluate evidence base instructional materials and practices</p> <p>Develop a menu of resources to locate evidence-based instructional resources (e.g., REL resources, Comp Centers, What Works Clearinghouse, etc.</p>	
<p>Developed multiple exemplar units that illustrate evidence-based instruction consistent with MSCCRS. Providing on-site and regional professional development to districts/schools seeking focusing on identifying exemplar qualities the current Mississippi units, implement the current exemplar units or develop their own</p>	<p>a) Gather feedback from teachers reviewing and implementing the Mississippi units</p> <p>b) Work collaboratively with expert teachers and unit authors to make appropriate adjustments to each unit in a quest to meet all exemplar elements</p> <p>Partner with expert teachers to develop additional exemplar units with a focus on integrating ELA standards with the new science and developing social studies standards</p>	<p>Provide on-site technical assistance to districts/schools seeking to implement the current exemplar units or develop their own</p>

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<p>Providing professional learning opportunities for leaders on the Multi-Tiered System of Supports with an intense focus on effective components of High Quality Tier 1 instruction and intervention, including Quick Reference Guides for school districts</p>	<p>(a) Revise the MTSS guidance document to reflect additional evidence-based Literacy and EL instructional interventions, practices and resources</p> <p>Develop guidelines for using student assessment data to implement flexible grouping options (one-on-one, small group, collaborative groups) when delivering literacy instruction</p>	<p>Provide technical assistance to districts using Data Snapshots to examine effective implementation of literacy and EL instruction, resources, and practices. Data sources include: student outcome data, measures of the extent to which current practices are implemented, and measures of capacity for sustaining the practices</p>
<p>Provide professional learning opportunities for teachers and leaders on the revised Dyslexia Handbook and MTSS Best practices for Tier 2 and Tier 3 with a focus on literacy goals and interventions and</p>	<p>Design and implement professional learning modules for training on the supplemental document and Dyslexia Handbook</p>	<p>Develop guidance documents on the selection of evidence-based Tier 2 and 3 interventions with a focus on literacy goals and interventions</p> <p>Support ongoing use of MTSS and Dyslexia resources and revise as needed</p>
<p>Providing trained literacy coaches for lowest-performing K-3 schools (based on state ELA assessment) to ensure effective</p>	<p>Select and train a literacy coach for every school to ensure effective instructional delivery via job embedded professional learning and implementation of effective</p>	<p>Support LEAs in identification and braiding of financial streams to sustain literacy coaching in K-12 schools</p>

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CURRENT IMPLEMENTATION	OPPORTUNITIES FOR EXPANSION	PLANS FOR SUSTAINABILITY
instructional delivery via job-embedded professional learning	literacy instruction practices, including middle and secondary schools	
Continue utilizing Mississippi Comprehensive Automated Performance-based System (MCAPS), as the online portal each district uses to submit applications to receive federal funds; schools and districts also submit school-wide and district plans to track demographic and assessment data.	Align MCAPs with the state literacy plan outcome measures	Provide training on how to effectively utilize MCAPS to monitor and assess development, attainment, and impact of state and local literacy plans to determine opportunities for improvement.

Section III, Leadership and Resource Management: Building Capacity to Sustain Literacy Instruction Reform

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
BIRTH-AGE 5		
Facilitating districts/school partnerships with birth to 5 feeder facilities within the district/school attendance zones to serve on literacy leadership and data teams	Conduct regional business roundtable work sessions to cultivate leaders among the business community to champion the importance of building early literacy skills in children prior to their school entry.	Develop expectations that LEAs will collaborate with birth to 5 feeder facilities to ensure alignment across and within systems.
Facilitating districts/school partnerships with birth to 5 feeder facilities within the district/school attendance zones to provide common professional learning, other services, and/or opportunities for collaboration		
Identify state, regional, and local early childhood support programs (e.g., Talk with me Baby, MPB resources, Reach out and Read, Help me Grow, Campaign for Grade Level Reading, Read Right From the Start, Excel by Five) and encourage LEAS	Develop an education/media campaign to increase families' and community stakeholders' knowledge about the importance of effective literacy instruction from birth to 5, as well as the components of effective literacy instruction.	Support expanded participation in these and other community-based programs to support early literacy instruction in early childhood instructional settings.

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CURRENT IMPLEMENTATION	OPPORTUNITIES FOR EXPANSION	PLANS FOR SUSTAINABILITY
to include these community and statewide programs in their literacy plans		
Support CLASS (Classroom Assessment Scoring System) implementation in schools, Head Start and child care providers	Provide coaches to provide job embedded training on how to effectively implement CLASS to support interaction and language skills in the classroom	Support coaching in early learning environments to foster language development and interaction between children and teachers

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KINDERGARTEN-12TH GRADE		
Implemented the Mississippi Educator and Administrator Professional Growth System to improve student achievement by providing teachers and administrators with clear, specific, actionable, and timely feedback to inform continuous improvement.	Provide high-quality, ongoing professional development to teachers and administrators based on the results of the Professional Growth System	Provide job embedded classroom coaching to teachers based on the results obtained on the Professional Growth System teacher rubric
The Office of Educator Accountability Taskforce adopted the National Teacher Leadership Exploratory Consortium Standards.	Provide on-demand technical assistance and training to districts on implementing structured teacher induction and mentoring programs	Expand technical assistance through the collaboration with the Center of Collaboration for Effective Educator Development Accountability and Reform (CEEDAR) to offer regional trainings to assist with the implementation of structured teacher induction and mentoring programs for all districts.
Identifying and conducting training on establishing literacy leadership teams to establish a collaborative school culture	Provide professional learning and technical assistance to assist LEAs in establishing literacy leadership teams	Annually review the State Literacy Plan and provide ongoing support for the development and implementation of LEA

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that values and uses data (not limited to state assessment data) to make instructional decisions to improve student learning.	<p>and/or use existing leadership team to target literacy</p> <p>Require that LEAs and schools develop a literacy plan aligned with the state literacy plan that is based upon needs assessments and literacy leadership training.</p> <p>Administrator establishes an expectation of shared responsibility for literacy across the curriculum by establishing cross-disciplinary teams for literacy instruction</p>	and school literacy plans based on the State Literacy Plan and local needs assessments.
Developed supports and resources for the implementation of the revised LBPA Implementation Guide	Support ongoing LEA and school implementation of LBPA implementation guide.	Support ongoing implementation of LBPA implementation guide (review annually)
Identified state adopted textbooks and other instructional materials appropriate for local adoption	Support increasing utilization of evidence-based materials and practices by	Continue to review curriculum materials, including Tier 1 instructional and intervention materials, for consistency

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CURRENT IMPLEMENTATION	OPPORTUNITIES FOR EXPANSION	PLANS FOR SUSTAINABILITY
	<p>(a) Revise state textbook rating process to incorporate research criteria for core literacy instructional programs, as well as for content area literacy to ensure clear and effective support structures for content learners</p> <p>(b) Increase rigor of review of curriculum materials based on evidence to ensure that LEAs and schools have diverse, high-quality print materials that reflect the reading and development levels, and interests of children</p> <p>Develop literacy leadership teams' ability to identify evidence-based curricular materials and instructional practices and interventions</p>	<p>with MSCCRS and encourage districts/schools to align intervention and supplemental literacy instructional programs with core literacy programs</p>
<p>Developed and disseminated guidance to districts on how to differentiate staffing to address specific student needs</p>	<p>Investigate and make recommendations about potential literacy support options for students of extended day, after school,</p>	<p>Provide technical assistance and guidance to district and school leaders on how to coordinate state and federal funding</p>

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CURRENT IMPLEMENTATION	OPPORTUNITIES FOR EXPANSION	PLANS FOR SUSTAINABILITY
	<p>extended year, summer school, and extended week to increase instructional time needed to accelerate struggling students' literacy growth</p>	<p>streams to reduce waste and unnecessary overlap to leverage the maximum benefit (Ex. Leverage funding to establish opportunities for access to summer learning opportunities (ex. Summer Reading Camps)</p>
<p>Support community partnerships with public, private, and non-profit entities to ensure collaboration across the state and to offer services to children and families.</p>	<p>Support increasing school/community collaboration by:</p> <ul style="list-style-type: none"> (a) Partner with external entities to work towards a more unified and cohesive system for offering services to children and their families (b) Provide guidance and support to assist districts/schools in forming partnerships with community stakeholders (Ex. Campaign for Grade-Level Reading, Excel by Five, faith-based and other community partners, etc.) 	<p>Provide ongoing support for school-community collaboration</p>

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CURRENT IMPLEMENTATION	OPPORTUNITIES FOR EXPANSION	PLANS FOR SUSTAINABILITY
	Facilitate conversation among community partners through focus/ stakeholder meetings	
Convene principals regularly to provide training and information about MDE resources and legislative and policy changes.	<p>Provide literacy leadership mentoring programs for principals and teachers in high-need schools and all schools as progress is made in those schools with low student achievement</p> <p>Provide support for school/district literacy coaches (ABCs of Coaching, coach shadowing, etc.)</p>	Provide guidance to schools in scheduling regular job-embedded, collaborative planning and professional learning time for teachers to participate in data team meetings and professional learning
Develop minimum standards for literacy instructional blocks regarding time requirements for K-3	Provide guidance to schools in developing master schedules to incorporate required literacy blocks and time periods for interventions	Identify flexible scheduling options to include additional time for literacy instruction
Provide professional learning opportunities on the use of Family Guide	(a) Develop a Family Guide for Student Success for 9 th -12 th grade with an	Develop multi-media versions to use to support parents with the use of Family Guide for Student Success 9 th -12 th grade

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CURRENT IMPLEMENTATION	OPPORTUNITIES FOR EXPANSION	PLANS FOR SUSTAINABILITY
for Student Success (Student Expectations Booklet) Pre-K -8 th grade	emphasis on literacy in the content areas Support LEA dissemination of Family Guides	
Developed resources for ELA teachers on the effective use of technology while implementing the MS CCRS ELA	Collaborate with current funder, Kellogg, to provide support and guidance on the effective development of technology exemplar units	Provide technical assistance on the effective of implementation of the technology exemplar units

**Section IV, Professional Growth:
Supporting Continuous Refinement of
Evidence-Based Practices**

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
BIRTH-AGE 5		
<p>Providing professional development on developmentally appropriate instructional practices for birth to 5 teachers and leaders (e.g., Read Right from the Start)</p>	<p>Provide a hybrid model of online and face-to-face professional development offerings that are of high-quality and focus on the acquisition of early literacy skills</p> <p>Encourage LEAs to include early childhood providers in pre-k-2 professional development, PLCs, etc. where appropriate.</p>	<p>Braid federal, state, and private funding streams to expand ways to utilize all funding sources to support regional professional learning opportunities</p>
<p>Developed and provide guidance on the effective utilization of the Pre-K to Kindergarten Transition Plan</p>	<p>Provide guidance to districts/schools to partner with birth to 5 feeder facilities within the district/school attendance zones to serve on the district/school literacy leadership and/or data teams, as well as to provide common professional learning and other services and/or opportunities for collaboration</p>	<p>Provide technical assistance to LEAs to support partnerships within local communities to support transition</p>

SECTION IV, PROFESSIONAL GROWTH

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CURRENT IMPLEMENTATION	OPPORTUNITIES FOR EXPANSION	PLANS FOR SUSTAINABILITY
Collaborating with multiple partners (e.g., IHLs, community and junior colleges, The Learning Table) to strengthen early childhood educator preparation programs including bachelor’s in elementary education and early childhood, and Associate of Arts (AA)	<p>Partner with University of California, Berkeley to evaluate the types of educator preparation programs that the state has and the capacity of the programs to produce graduates to teach birth-5</p> <p>Partner with 2- and 4-year institutions to align the bachelor degree programs to NAEYC standards and encourage pre-k teachers to become licensed</p>	Implement U-C Berkeley recommendations in collaboration with educator preparation programs?
Providing summer training opportunities to acquire a pre-k endorsement by attending the MDE 2-week hybrid course on implementing developmentally appropriate practices in the pre-k and Kindergarten classroom	Collaborate with IHLs to increase the number of and enrollment in pre-k licensure programs for elementary education and early childhood majors	Support increasing numbers of teachers certified to teach in pre-k classrooms.
Identifying tools for local needs assessment and data analysis (e.g., REL Road Map and Self Study Guide for	Support districts in developing capacity to conduct and interpret local needs	Support ongoing local plans for professional development based on needs assessment data

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CURRENT IMPLEMENTATION	OPPORTUNITIES FOR EXPANSION	PLANS FOR SUSTAINABILITY
evidence-based literacy instruction, LOCI, etc.) to identify instructional strengths and needs and set priorities for local professional development	assessment to inform priorities for professional development	
Provide on-going local, regional, and statewide professional development focusing on implementation of MS-CCRS and state strategic plan, including Professional Learning Institute and SWIFT TA practices. Statewide system of Regional Education Service Agencies (RESAs) serves as coordinator and provider of professional development. MDE has begun to identify evidence-based models to support professional development and redesign state PD systems.	<p>Strengthen PD provided by state agencies to ensure consistency with research on effective professional development (e.g., ongoing, site-based, job-embedded, content focused, data driven, collaborative.)</p> <p>Provide LEAs and schools with support for implementing evidence-based PD to support instructional change and system coherence including PD focusing on EL students, students with disabilities, and writing</p> <p>Examine and monitor federal, state, and other funding streams to determine ways</p>	Provide ongoing support for implementation of teacher support and PD

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CURRENT IMPLEMENTATION	OPPORTUNITIES FOR EXPANSION	PLANS FOR SUSTAINABILITY
	to utilize all funding sources to support K-12 professional learning	
Developed and piloted State Teacher Evaluation System for K-12 teachers with a focus on evidence-based instructional practices and K-3 literacy teacher walk-through to support implementation of evidence-based literacy practices in K-3. Designed and piloted	Identify and ensure cohesiveness of observation tool(s), including learning-walks, to support and improve literacy instruction (for literacy coaches, principals and teachers)	Support ongoing use of observation tools from birth through 12 th grade
Regional Educational Service Agencies (RESAs) provide statewide system for professional development delivery providing services to member districts/schools	Expand PD offerings to support evidence-based professional learning: <ul style="list-style-type: none"> a) Provide professional development coordinators (PDCs) to deliver evidence-based and literacy-focused professional development to Kindergarten-12th grade teachers b) Provide a statewide, hybrid model of online and face-to-face professional learning to licensed teachers to serve 	Expand professional learning opportunities to LEA-identified teams to provide on-site support for implementing evidence-based practices in professional learning

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Supporting Continuous Refinement of Evidence-Based Practices

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CURRENT IMPLEMENTATION

OPPORTUNITIES FOR EXPANSION

PLANS FOR SUSTAINABILITY

as a foundation for job-embedded, on-site, collaborative PD and for use by professional learning communities.

c) Increase joint training opportunities for general education and special education teachers on differentiation strategies, co-teaching, and/or parallel teaching

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CURRENT IMPLEMENTATION	OPPORTUNITIES FOR EXPANSION	PLANS FOR SUSTAINABILITY
KINDERGARTEN-12TH GRADE		
<p>MDE provides PD focusing on literacy instruction in K-2 (e.g. LETRS training, Passport to literacy), 3-5 (Rethink Literacy), and EL students (Strategies for Teaching English Language Learners), among others and have determined additional needs based on statewide needs assessment (LOCI)</p>	<ul style="list-style-type: none"> (a) Provide additional PD and resources to support areas of need including writing, technology, arts integration, literacy integration in CTE instruction, evidence-based instructional practices, and vocabulary. (b) Identify a statewide professional development training system to provide support in evidence-based literacy instruction to 6th -12th grade teachers and leaders (c) Encourage additional cross-level training to increase system coherence. 	<p>MDE will conduct bi-annual needs assessments (LOC) to determine focus for PD and provide access to online professional learning modules and evidence-based PD models</p>

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Supporting Continuous Refinement of Evidence-Based Practices

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CURRENT IMPLEMENTATION	OPPORTUNITIES FOR EXPANSION	PLANS FOR SUSTAINABILITY
MDE provides literacy PD for administrators including LETRS training and a Principal’s Primer	Develop Network Improvement Communities to support on-going teacher and leader professional learning including best practices in literacy instruction, delivery of literacy instruction, and on braiding and blending federal funds.	Facilitate ongoing meetings of Network Improvement Communities (NIC) regional convening focusing on
Providing trained literacy coaches to identified high-need K-3 schools.	Replicate the MDE coaching model at the upper elementary and secondary level to provide literacy-focused instructional support to low-performing schools as identified by MAAP-ELA and SATP assessment data	Identify district/school demonstration sites with strong literacy achievement results to serve as models of excellence within the state and replicate the approaches used by those districts/schools
Collaborating with IHLs to improve the rigor of Educator Preparation Programs and focus on evidence-based literacy practices for pre-service teachers Pre-K-12	(a) Ensure that educator preparation requires new teachers to demonstrate competency in reading theory and practice, including the development of content area literacy (K-8), English	Annually review teacher preparation data (e.g., Foundations of Reading Cut scores, numbers of teachers licensed, student achievement data, etc.) and outline next steps to support teacher preparation in literacy

SECTION IV, PROFESSIONAL GROWTH

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CURRENT IMPLEMENTATION	OPPORTUNITIES FOR EXPANSION	PLANS FOR SUSTAINABILITY
	<p>Learner (EL) best practices, and differentiation</p> <p>(b) Revise the process used to evaluate teacher- and administrator-preparation programs, focusing on increasing knowledge of content, the Mississippi College- and Career-Readiness Standards, Early Learning Guidelines for Pre-K, pedagogy, assessment, cultural proficiency, the needs of diverse learners and instructional effectiveness and partner with IHLs to strengthen faculty knowledge of evidence-based literacy instruction</p> <p>Create a 5-year cycle to review reading/language arts courses offered by teacher preparation programs for</p>	

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CURRENT IMPLEMENTATION	OPPORTUNITIES FOR EXPANSION	PLANS FOR SUSTAINABILITY
	elementary education candidates (current Barksdale Reading Institute study)	
Providing resources for LEAs to implement mentoring programs and providing a Mississippi Educator Equity plan to outline guidance/resources for LEAs to develop recruitment and retention strategies.	Support recruitment and retention by providing LEAS with guidance/resources for building teacher leaders, developing a recruitment/ retention initiative (i.e., “Grow-Your-Own), and developing induction and mentoring programs for novice teachers, with a particular emphasis on induction and additional literacy professional development for alternate route teachers.	Strengthen literacy focus in recruitment, induction and mentoring.

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