

LEADING IN LITERACY

UPDATED AUGUST 2025

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

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Vision

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

Mission

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

State Board of Education STRATEGIC PLAN GOALS



1

ALL Students Proficient and Showing Growth in All Assessed Areas

EVERY School Has Effective Teachers and Leaders

4



2

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

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

5



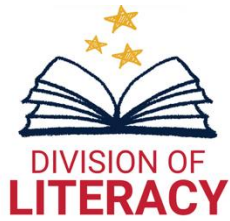
3

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

EVERY School and District is Rated "C" or Higher

6





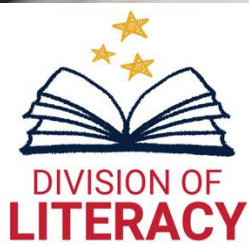
WELCOME MESSAGE

It is with great pride that we welcome you to the state of Mississippi! Mississippi has taken a BOLD stand in ensuring the instruction our students are receiving is grounded in the Science of Reading (SoR). Our leadership team holds the belief that literacy is a gift *and* a human right. The following documentation provides an overview of the literacy initiatives and progress that we know will continue to thrive and evolve. We invite you to experience some highlights of our journey by exploring these resources, celebrating our growth, and uniting with us as we continue the Mississippi Marathon!



Dr. Amanda Malone

State Literacy Director, K-12



OVERVIEW OF THE PROGRAM OFFICE

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

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



Valerie Gilbert Kelli Crain Jill Hoda
Assistant State Literacy Directors, K-3

Melissa Beck
*Literacy Assessment
Coordinator*



CORE BELIEFS

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



COACHING

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COACHING

THE COACHING MODEL

Mississippi Department of Education's COACHING MODEL



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

Coaching Model Components

Comprehensive Coach Training	Goal Setting	Effective Communication	Reporting and Accountability	Educator Development	Collaboration and Effective Partnership
<ul style="list-style-type: none"> Initial coach training Ongoing internal coach training: monthly whole group meeting(s); monthly regional meetings In-field support, i.e., regional visits, coach shadowing, learning walks, etc. 	<ul style="list-style-type: none"> Five-step goal setting process (SMART Goals) School-level action plans, to be frequently reviewed Utilize Screener and diagnostic data as a primary source for planning sequential, systematic, explicit, and cumulative instruction 	<ul style="list-style-type: none"> Effective writing, nonverbal, and verbal communication skills, including subjective vs. objective communication Motivating others to perform at high standards High degree of professionalism to ensure and protect the confidentiality of educators and students District and Coach Partnership 	<ul style="list-style-type: none"> Monitoring services, i.e., monthly reports, performance evaluations, comprehensive reports, etc. Analyze and use multiple data points for instructional purposes, i.e., progress monitoring data, benchmark data, etc. Set annual goals utilizing multiple data points 	<ul style="list-style-type: none"> The Coaching Continuum: pre-conference, observe, model, co-teach, post-conference Developmental Continuum for Teachers: regular PD and PLCs Focus on developing teacher-leaders for the purpose of building sustainability among schools Leadership accountability and development 	<ul style="list-style-type: none"> Family/Community as Partners trainings Teacher/Coach partnership Principal/Coach partnership District/Coach partnership MDE/Coach partnership (OEER, School Improvement, Special Education) Ability to orchestrate change by leading others in a collaborative process

COACHING

THE COACHING MODEL

Mississippi Department of Education's COACHING MODEL



COACHING

LITERACY COACH HANDBOOK

LITERACY COACH HANDBOOK

Office of Curriculum and Instruction



SCAN for full
document



COACHING

NON-NEGOTIABLES

Literacy Support Schools

NON-NEGOTIABLES

School Year 2022-2023

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.
- Science of Reading/Lead for Literacy Framework



Data-Driven Instruction

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

- Administrators or district personnel will grant digital access to screener data/reports to the MDE literacy coach for support with data analysis, lesson planning, and instructional enhancement.
- Universal Screeners should be administered three times per year: beginning, middle, and end. See the [Universal Screener and Diagnostic Assessment](#) link for more information.
- Diagnostic Assessments should be administered to students who fail the screening assessment. For links to specific diagnostic tools, 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).



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COACHING NON-NEGOTIABLES



MISSISSIPPI
DEPARTMENT OF
EDUCATION

Literacy Support Schools NON-NEGOTIABLES

School Year 2022-2023

Writing Connected to Text

Writing is in response to text, with responses being dependent upon a student's reading and comprehension of a text. Explicit instruction focuses on the three types of writing: narrative, informative, and opinion.

- "Literacy knowledge, vocabulary, background knowledge of facts and concepts, and text structures can be explicitly taught through writing instruction. It creates a two for one lesson plan that capitalizes on precious instructional time while honing both reading and writing skills." (Auray, 2020).
- What does this look like: Writing Strategies Guide
- Classroom Example: Sample Reading Block Schedule
- Articles/Websites: Literacy Focus of the Month (January)

Uninterrupted Reading Block

The uninterrupted 90–120-minute reading block consists of data-driven instruction aligned to the MS-CCRS focused on the five components of reading and writing.

- "The National Reading Panel Report shows that all students need at least 90 minutes of uninterrupted reading instruction each day..." (The National Reading Panel Report, 2005)
- The uninterrupted literacy block includes systematic, explicit instruction in both whole group and small group.
- Instructional Routines for Kindergarten
- Instructional Routines for First through Fifth grade



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



page 2 of 3

COACHING

NON-NEGOTIABLES

Literacy Support Schools

NON-NEGOTIABLES

School Year 2022-2023

Knowledge Building and Support

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

- PLCs are a form of professional development in which educators work together to improve student achievement.
- There are three main types of PLCs:
 - Content PLC - enhance and build teacher capacity (e.g., book studies, articles, program specific, etc.).
 - Planning PLC - build instructional plans with grade level or subject area (e.g., planning for centers).
 - Data PLC - review and plot data to guide data-driven instruction.



Interactive Learning Walls

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

- Sound walls support students by focusing on the articulation of sounds and the letter/letter patterns that represent those sounds;
- Word walls support students by focusing on a collection of words and their relationships.

- [Research Aligned to SOR](#)
- [What does this look like?](#)
- [Classroom Example](#)
- [Articles/Websites](#)



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](#)



COACHING

LITERACY SUPPORT SCHOOLS

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

SCAN for support school
informational slide deck



COACHING

SCIENCE OF READING AND THE STRUCTURED LITERACY APPROACH



MISSISSIPPI'S APPROACH TO *K-3 Literacy Instruction*

OVERVIEW

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

STRUCTURED LITERACY INSTRUCTION

Application of the Science of Reading

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

Structured Literacy is **not** just about phonics; it includes much, much more.

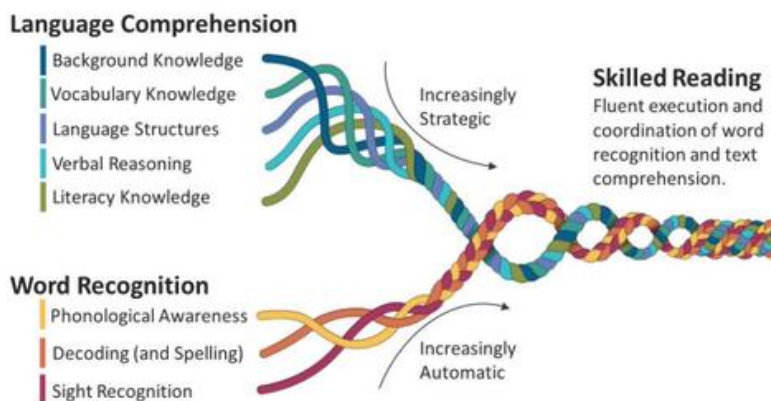
The Simple View of Reading (Gough and Tunmer, 1986) and Scarborough's Rope Model (Scarborough, 2001) serve as frameworks for understanding and identifying Structured Literacy.

SIMPLE VIEW OF READING



SCAN for full document

SCARBOROUGH'S READING ROPE MODEL



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



COACHING

SCIENCE OF READING AND THE STRUCTURED LITERACY APPROACH

COMPONENTS OF STRUCTURED LITERACY INSTRUCTION



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



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

FEATURES OF EFFECTIVE STRUCTURED LITERACY INSTRUCTION

Effective, high-quality instruction is...



systematic,



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



explicit,



scaffolded, and



differentiated.

INSTRUCTIONAL RESOURCES

[Instructional Planning Guides for ELA K-12](#)

[Virtual Literacy Instruction Guide for K-5 Teachers](#)

[MDE Literacy: Resources for Teachers](#)

[MDE Literacy: Resources for Administrators](#)

[MDE Literacy: Professional Development and Resources](#)

[Barksdale Reading Institute: Reading Universe](#)

[REL-Southeast: Emergent Literacy PLC Guide](#)



Check us out!

MISSISSIPPI'S APPROACH TO
K-3 Literacy Instruction





PROFESSIONAL LEARNING

STATEWIDE & REGIONAL

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PROFESSIONAL LEARNING

SCIENCE OF READING



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 PROFICIENT READING- SECONDARY (PPR-S)

designed for teachers who teach in grade four and above are committed to learning about the connection between reading research, theoretical models such as the Simple View of Reading and Scarborough's Reading Rope, and best practices for language and literacy instruction in the classroom



PATHWAYS TO LITERACY LEADERSHIP (PLL)

a comprehensive course to help school and district leaders advance evidence-based literacy instruction by providing the tools to create and implement a literacy plan in their schools



PATHWAYS TO PROFICIENT READING FOR EDUCATOR PREPARATION (PPR-EPP)

a foundational course grounded in the science of reading with a focus on classroom application-based practices to support strong, proficient readers *(designed to support current junior and senior college students and literacy professors)*

*Want to deepen your Science of Reading knowledge?
Continue with a Level 2 course!*

PROFESSIONAL LEARNING

SCIENCE OF READING

Level 2 *Prerequisite: Level 1 course completion.*



DEMYSTIFYING DYSLEXIA explains the origin of dyslexia, the key characteristics of the disability, and the necessary elements to support these individuals inside and outside of the classroom environment through interactive and multi-media learning experiences



SPECIALIZED READING KNOWLEDGE: ENGLISH LEARNERS (EL) designed to strengthen educators' knowledge and skills to accelerate language and literacy proficiency for English Learners (ELs)



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



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



PROFESSIONAL LEARNING

HIGH QUALITY INSTRUCTIONAL MATERIALS

SCAN to access MS Instructional Materials:
<https://msinstructionalmaterials.org/>



English Language Arts

High-Quality Instructional Materials

Roadmap to Text Adoption

SCAN to view
the HQIM Roadmap



PROFESSIONAL LEARNING

REGIONAL EDUCATOR SERIES

REGIONAL EDUCATOR PROFESSIONAL LEARNING



TIER 1 INSTRUCTION AND REMEDIATION (Morning): Tier 1 instruction forms the foundational layer for multi-tiered system of support (MTSS) or response to intervention (RTI) framework. This whole-group session will provide an overview of the key components of effective Tier 1 instruction with emphasis on its proactive and preventative nature.

Teachers will choose two (2) of the following breakout sessions (Afternoon):

- 1 **DON'T STOP! SCAFFOLD:** *Making Grade-Level Literacy Content Accessible for All* equips educators with strategies to support struggling students, enhance scaffolding skills, and improve outcomes during Tier 1 instruction without replacing high-quality instructional materials.
- 2 **ENHANCING CLASSROOM DIALOGUE** *with Oracy Routines* explores elevation of oral language practices using oracy strategies. Participants will learn to integrate oracy with high quality instructional materials and foster meaningful dialogue to boost student engagement and learning outcomes.
- 3 **HIGH LEVEL PRACTICES** *That Promote Engagement and Learning in the Classroom* explores the benefits of frequent responses, discusses response guidelines, and examines response strategies during explicit instruction while promoting student engagement.

Administrators will attend the following session (Afternoon):

TOP 10 THINGS LITERACY LEADERS NEED TO KNOW

This session highlights the top ten Science of Reading insights literacy leaders need to know, offering strategies to strengthen Tier 1 instruction, leverage high-quality materials and data, promote ongoing professional learning, and drive lasting literacy improvement.

FALL	SPRING
HATTIESBURG	CLEVELAND
OXFORD	BILOXI
JACKSON	MERIDIAN

REGIONAL EDUCATOR PROFESSIONAL LEARNING



STRENGTHENING WRITING THROUGH COMMON LANGUAGE AND PRACTICE

In the morning, participants will deepen their use of the **MAAP writing rubric** across all grade levels, exploring its purpose, key domains, and writing modes—narrative, informational, and argumentative—while gaining strategies for consistent annotation and feedback. The focus is on building a common instructional language to support schoolwide student growth.

In the afternoon, attendees will join breakout sessions aligned with their **HQIM** to focus on purposeful writing.

FALL
HATTIESBURG
JACKSON
OXFORD

HQIM Breakout Sessions

- | | |
|--------------------------|----------------------------|
| 1 McGraw-Hill Wonders | 4 Amplify CKLA |
| 2 HMH Into Reading | 5 Great Minds Wit & Wisdom |
| 3 SAVVAS myView Literacy | |

PROFESSIONAL LEARNING

COACHING SERIES

REGIONAL COACHING SERIES



THE COACHING CYCLE IN ACTION

– PART 1 (FALL) explores the essential role of a literacy coach, highlights effective coaching traits, and guides participants through the coaching cycle using real-world scenarios.

COACHING THROUGH RESISTANCE – PART 2 (SPRING) helps leaders address resistance to change by exploring its root causes and providing empathetic, practical strategies to build trust and support lasting growth.



LOCATIONS

**JACKSON
TUPELO
HATTIESBURG**

VIRTUAL COACHING SERIES



PAINTING THE PICTURE OF LITERACY: A Coaching Series For Educators

is designed to support literacy leaders with strategies for effective coaching in schools. It defines and builds essential coaching skills while fostering collaboration with all educators.

- 1 **BEHIND THE EASEL:** The Subtle Art of Coaching Relationships
- 2 **COACHING FOR IMPACT:** Mastering the Art of Prioritization
- 3 **THE PORTRAIT OF A COACH:** Listening Deeply, Responding Authentically
- 4 **FROM SKETCH TO MASTERPIECE:** Preparation PLCs

PROFESSIONAL LEARNING

LEARNING WALK MODULES FOR SCHOOL ADMINISTRATORS

LEARNING WALK MODULES



ENHANCING INSTRUCTIONAL LEADERSHIP: The Science of Reading and Effective Learning Walk Protocols

is designed to support literacy leaders in the effective use of the Mississippi K-3 Learning Walk Protocol as a tool to improve the implementation of evidence-based literacy instruction in the classroom.

Cohort 1:
September 2025

Cohort 2:
December 2025

Cohort 3:
March 2026





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FAMILIES AS PARTNERS

STRONG READERS



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

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

SCAN to
access
website



Birth through
Pre-K

Kindergarten

First Grade

Second

Third Grade

Fourth Grade

Fifth Grade

Support
Social and
Emotional
Learning

FAMILIES AS PARTNERS

STATE LITERACY PLAN




**STRONGREADERS
STRONGLEADERS**
MISSISSIPPI
strongreadersms.com

HOW TO BUILD
**STRONG
READERS**

Mississippi's Guide to Developing
Literacy Skills from Birth through Grade 12



 MISSISSIPPI
DEPARTMENT OF
EDUCATION

FAMILIES AS PARTNERS

REGIONAL FAMILY NIGHTS

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



FOR YEAR 2025

**Join
Us.**



**REGIONAL
FAMILY
NIGHTS**



KEY INFORMATION & DATES

The Mississippi Department of Education announces a series of regional meetings across the state for families of students in kindergarten through grade 3.

At the meetings, families will receive an overview of the state law concerning literacy and assessment, as well as strategies that can be used at home to help students improve their reading skills. The state law, known as the Literacy-Based Promotion Act (LBPA), focuses on prevention and intervention to help children develop the reading skills required for 4th grade. Family engagement is also a critical component of students' reading success.

Session times (all locations): 6–7p.m.

No registration is required.

Families in all surrounding communities are invited to attend regardless of the location.

Check out additional family resources
StrongReadersMS.com



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



September 9

Central Services Boardroom
5 East South Street, Hernando

September 9

Bates Elementary
3180 McDowell Road Extension, Jackson

September 9

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

September 9

Nora Davis Elementary
1305 Martin Luther King Avenue, Laurel

September 16

DM Smith Elementary
715 S Martin Luther King Drive, Cleveland

September 16

Family Education Center
3524 Prentiss Avenue, Moss Point

September 16

Reeves Elementary School
214 Augustine Drive, Long Beach

September 18

Shirley Elementary
210 Daniel Lake Boulevard, Jackson

September 23

Brandon Central Office Boardroom
2630 McArthur Drive, Columbus

FOR MORE DETAILED INFORMATION, PLEASE VISIT [MDEK12.ORG/LITERACY](https://mdek12.org/literacy)

FAMILIES AS PARTNERS

PARENTS' READ-AT-HOME PLAN

PARENTS' READ-AT-HOME PLAN FOR STUDENT SUCCESS

Kindergarten – 4th Grade



PARENTS' READ-AT-HOME PLAN FOR STUDENT SUCCESS

What is *phonological awareness*?

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

What can students with strong *phonological awareness* do?

Students with strong phonological awareness can:

- rhyme;
- count syllables;
- recognize sounds alone and in words;
- add, remove, and substitute sounds in words;
- break words into their different sounds and blend them back together; and
- isolate sounds.

Phonological Awareness Activities: **Rhyming Activities**

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

The 37 most common word families in English are:

A

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

E

eat, ell, est

I

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

O

ock, oke, op, ore, ot

U

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document





ASSESSMENT

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ASSESSMENT

UNIVERSAL SCREENER(S) & DIAGNOSTIC

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

The following screeners are approved for use in Mississippi schools:

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

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

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

Resources

What is included with my screener?

- i-Ready (Grades K-12)
- Measures of Academic Progress (MAP) Growth (Grades K-2), MAP (Grades 2-10)
- STAR Early Literacy (Grades PK-3), STAR Reading (Grades 1-12)

Tools and Applications

- [District Notification of Selection and Grant Application](#)
- [Application for Approval of Other Screeners](#)
- [Universal Screener Companion Guide](#)
- [Screener Data Upload Spreadsheet](#)

SCAN to access companion guide



Parent Information

- [Required K-3 Parental Notification Letters About Supplemental Support](#) – updated August 2024



ASSESSMENT

3RD GRADE READING ASSESSMENT

Mississippi Academic Assessment Program (MAAP)

The Mississippi Academic Assessment Program (MAAP) is designed to measure student achievement in English Language Arts (ELA), Mathematics, and Science. Students are assessed in grades 3 through 8 in English Language Arts (ELA) and Mathematics, grades 5 and 8 Science, Algebra I, Biology I, and English II. The results of all MAAP assessments provide information to be used for the improvement of student achievement.

ELA and Math assessments are based on the **2016 Mississippi College- and Career-Readiness Standards**, and science assessments are based on the **2018 Mississippi College- and Career-Readiness Standards**.

Standards for assessments are located under the Documents tab.

Student Assessment

601-359-3052

Staff

Content Resources

ELA & Mathematics

- [ELA and Mathematics Resources](#)

Science

- [Science Resources](#)

Assessment Tools

DRC [Insight Platform](#)

Manuals

- Test Coordinator
- Test Administrator Gr. 3-8
- Test Administrator EOC
- [Portal User Guide](#)

Accommodation Guidance

- [Mississippi Testing Accommodations](#)

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State Board Policies and Graduation Options

- [Additional Options in Lieu of Passing EOC Assessments \(Appendix A-5\)](#)
- [State Board Policy Chapter 36](#)

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[Kindergarten Readiness Assessment](#)

[Mississippi Academic Assessment Program \(MAAP\)](#)



SCAN to access website



ASSESSMENT

KINDERGARTEN READINESS ASSESSMENT

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

Resources

- [Technical Requirements](#)
- [Introductory Video](#)
- [Introductory Video – Tablet](#)
- [Star Early Literacy Sample Items](#)

Tools and Applications

- [Teacher Administrator Manual](#)

Training

- [DTC Training \(requires registration\)](#)
- [DTC Training slides](#)

Parent Information



SCAN to access
website





LITERACY PROJECTS

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LITERACY PROJECTS

LITERACY COACH ACADEMY OF MISSISSIPPI (LCAM)



LITERACY COACH ACADEMY OF MISSISSIPPI

WALK THE RED CARPET TO CERTIFICATION!

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

Upon participant selection and acceptance to this exclusive academy, K-5 literacy coaches will receive guidance and support to refine and enhance their coaching craft.

BENEFITS TO PARTICIPANTS:

- ★ gain intensive training in the aspects of a successful literacy coaching model;
- ★ receive knowledge building grounded in the Science of Reading (SoR);
- ★ increase capacity in the Structured Literacy approach to support teachers in lesson delivery grounded in the Science of Reading;
- ★ observe and model content to better ensure transfer to their coaching practices;
- ★ join a cohort of school- and district-based literacy coaches that will serve as a professional learning community;
- ★ receive actionable feedback and guidance during on-site visits and virtual classes.

LITERACY PROJECTS

MS EDUCATOR PREP PROGRAM LITERACY (MEPPL) NETWORK



MISSISSIPPI
EDUCATOR PREP PROGRAM
LITERACY NETWORK

The purpose of the MS Educator Preparation Program Literacy (MEPPL) Network is to facilitate a relationship among the MDE Office of Curriculum and Instruction, Division of Literacy and the Educator Preparation Programs across the state by establishing a platform for collaborating, learning, and problem-solving with others as we work to improve statewide literacy outcomes through teacher development and coaching.

LITERACY PROJECTS

MS LITERACY ASSOCIATION (MLA) CONFERENCE



K-8th educators, principals, and literacy/instructional coaches are invited to attend the Mississippi Literacy Association Conference: Making a Splash with Literacy! set for Dec. 3-5, at the Beau Rivage Resort in Biloxi.

This year's conference promises to be exceptional, featuring notable keynote speakers and literacy experts.

LITERACY PROJECTS

MS LITERACY LEADERSHIP (MSLL) NETWORK



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

Benefits:

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

Incentives:


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

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

LITERACY PROJECTS

MPB CLASSROOM TV



**MPB Classroom TV**



**“Providing education equity
for Mississippi students.”**

Tara Y. Wren, Director of Education

 Early Childhood	 Literacy	 English Language Arts	 Math
 Health & Wellness	 Science	 Social Studies	 Music & Art



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Science of Reading EPPs (SoR-EPP)	42

LITERACY PROJECTS

DISTRICT-LEVEL LITERACY PLAN TEMPLATE

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



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

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

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

VISION & BELIEFS

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

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

PART 1: MAKING THE CASE

Current Landscape of Literacy (K-5)

Leadership: *example content in red*

- Current Status:
 - Most are new to the tiered approach to teaching literacy and new to the elementary level of literacy, although 2 of the assistant principals have had some experience with this.
 - All have been engaged in the data analysis and learning more about key assessments and what data about literacy skills tells us.
- Strength:
 - Each building had established Literacy Teams
 - A district wide schedule that allows for tiered instruction has been established where it coordinates specialists and shared staff.
- Weaknesses:
 - Administrators need more PD on observing evidence based practices and providing feedback to teachers for growth.
- Goals:

Enhance the administrators' knowledge of evidence based practices for teaching literacy so they may provide support for teachers to implement a tiered system using routines and practices that support all readers.

Professional Learning:

- Current Status:

LITERACY PROJECTS

SCIENCE OF READING SCHOOLS

MDE names seven Mississippi Emerging Science of Reading Schools for 2025-26; one school named Mississippi Science of Reading School

JACKSON, Miss. – The Mississippi Department of Education (MDE) has designated seven elementary schools as Mississippi Emerging Science of Reading (SOR) Schools and one school as a Mississippi Science of Reading School for the 2025-26 school year.

The seven 2025-26 Mississippi Emerging Science of Reading Schools are Lewisburg Primary, Lake Cormorant Elementary, Luther Branson Elementary, McLaurin Elementary, Pelahatchie Elementary, North Bay Elementary and Waveland Elementary. The 2025-26 Mississippi Science of Reading School is Senatobia Elementary in the Senatobia Municipal School District.

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

All Mississippi K-5 schools are invited annually each spring to apply for science of reading recognition. Since the 2021-22 school year when MDE began offering this recognition, 26 schools have received the designation. Schools must reapply annually.

MDE's Literacy Leadership Team will travel to the Mississippi Emerging SOR Schools beginning Tuesday, Aug. 12, to celebrate this accomplishment.

School	District
Lewisburg Primary	Desoto
Lake Cormorant Elementary	Desoto
Luther Branson Elementary	Madison
McLaurin Elementary	Rankin
Pelahatchie Elementary	Rankin
North Bay Elementary	Bay-Waveland
Waveland Elementary	Bay-Waveland
Senatobia Elementary	Senatobia

LITERACY PROJECTS

SCIENCE OF READING EPP AWARDS

EDUCATOR PREPARATION PROGRAM SCIENCE OF READING AWARD

SELECTION CRITERIA

OVERVIEW

The Mississippi Department of Education (MDE) seeks to identify and elevate exemplary Educator Preparation Providers (EPPs) by recognizing programs committed to developing pre-service teachers' knowledge and skills to effectively deliver instruction aligned to the science of reading.

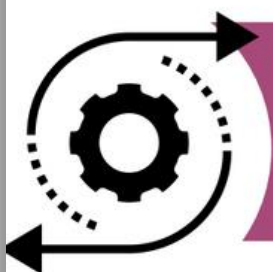


PROFESSIONAL DEVELOPMENT

- The EPP provides opportunities for teacher preparation students to view professional presentations related to the science of reading and/or high quality instructional materials.
- Students and instructors engage in MDE-supported professional learning related to the science of reading and/or high quality instructional materials.

PARTNERSHIP

The EPP has established a partnership with Local Educational Agencies (LEAs) based on the science of reading, structured literacy, and high quality instructional materials.



PROGRAM CHANGES

The EPP has made programmatic changes in an effort to strengthen candidates' skills and knowledge of the science of reading and structured literacy practices.



CONTACT INFORMATION

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