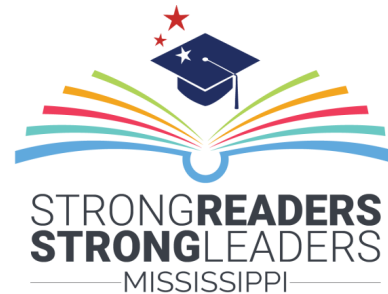


MDE Literacy Support Schools Informational Meeting



mdek12.org



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DEPARTMENT OF
EDUCATION

2025-2026





1

ALL Students Proficient and Showing Growth in All Assessed Areas



2

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



3

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

EVERY School Has Effective Teachers and Leaders

4



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

5



EVERY School and District is Rated “C” or Higher

6



VISION

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

MISSION

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



- *Literacy-Based Promotion Act* (Senate Bill 2347) Overview
 - Technical Amendments (Senate Bill 2157)
- Literacy Efforts Timeline
- Role of the MDE Literacy Coach
- District and School Roles
- Supporting Documents and Resources

Literacy-Based Promotion Act (LBPA)

Statute Overview

- It is required that ALL Kindergarten students be assessed (**Kindergarten Readiness Assessment**) at the beginning and end of the year to determine readiness and growth (SB 2572).
- The purpose of the *LBPA* is to improve the reading skills of Kindergarten through 3rd grade public school students so that every student completing 3rd grade reads at or above grade level (SB 2347).

- K-3 students identified through the **BOY Universal Screener** whose results are below grade level should be assessed to determine targeted instructional support and interventions.
- The intensive reading instruction and intervention must be documented for each student, with a reading deficit, in an **Individual Reading Plan (IRP)** (SB 2157).
- Administer diagnostic assessments to provide in-depth information about an individual student's particular strengths and needs for Tier 2 supplemental instruction and/or Tier 3 intensive intervention.

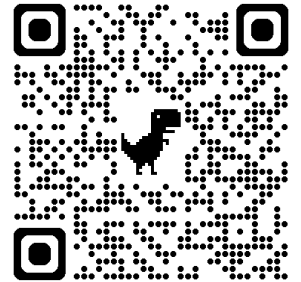
- Per the law, if a K-3 student has been identified with a substantial deficit in reading, parents **MUST receive written notification within 10 business days of EACH screener.**
- A 3rd grade student who fails to meet the academic requirements for promotion to 4th Grade may be **promoted for good cause.**



What should be included in the written Parent Notification Letter:

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

LBPA Parental
Notification Letter



Literacy-Based Promotion Act

Good Cause Exemptions

A

Limited English Proficient students with less than two (2) years of instruction in an English Language Learner program

B

Students with disabilities whose Individualized Education Program (IEP) indicates that participation in the statewide accountability assessment program is not appropriate, as authorized under state law

C

Students with a disability who participate in the state annual accountability assessment and who has an IEP or Section 504 Plan that reflects the student has received intensive remediation in reading for two (2) years but still demonstrates a deficiency OR was previously retained in Kindergarten or First, Second, or Third Grade

D

Students who demonstrate an acceptable level of reading proficiency on an alternative assessment approved by the State Board of Education

E

Students who receive intensive intervention in reading for two (2) or more years but still demonstrate deficiency in reading **AND** who previously were retained for two (2) years in any grade Kindergarten through 3rd grade

The LBPA was amended in 2016 to include the development of an Individual Reading Plan (IRP) for kindergarten and 1st through 3rd grade students with a substantial reading deficiency and 4th grade students promoted for good cause.

Student Name :	Teacher/School:	Date:
Individual Reading Plan Checklist		
Following the identification of a reading deficiency, intensive reading instruction and intervention must be documented for each student in an individual reading plan, which includes, at a minimum, the following:		
	(a) The student's specific, diagnosed reading skill deficiencies as determined (or identified) by diagnostic assessment data;	
	(b) The goals and benchmarks for growth;	
	(c) How progress will be monitored and evaluated;	
	(d) The type of additional instructional services and interventions the student will receive;	
	(e) The research-based reading instructional programming the teacher will use to provide reading instruction, addressing the areas of phonemic awareness, phonics, fluency, vocabulary and comprehension;	
	(f) The strategies the student's parent is encouraged to use in assisting the student to achieve reading competency; and,	
	(g) Any additional services the teacher deems available and appropriate to accelerate the student's reading skill development	

*Note: The Individual Reading Plan correlates with the Multi-Tiered System of Supports (MTSS) student documentation required for *Tier III (Intensive Intervention). These pages may be used when meeting with the Teacher Support Team for each student that did not respond to Tier II Interventions; 4th grade students requiring Intensive Intervention after Good Cause Exemption promotion; or, for intensive reading interventions for Special Education students (K-4) and English Language Learners (ELLs).*

A student who is promoted to 4th grade with a good cause exemption shall be provided an **Individual Reading Plan (IRP) as described in Section 37-177-1(2)**, which outlines intensive reading instruction and intervention informed by specialized diagnostic information and delivered through specific reading strategies to meet the needs of each student so promoted.

- The 3rd Grade **MAAP-ELA Assessment** will determine promotion or retention. *Note: The writing score is not included in determining retention but can aid in promotion.*
- During 2025-2026 the assessment will be administered to 3rd grade public school students during the window of April 6, 2026–April 17, 2026.
- An alternate form (Form B) of the 3rd Grade MAAP-ELA Assessment will serve as the retest. Students will have 2 retest opportunities.

Test Name	Details	Start Date	Finish Date
Kindergarten Readiness Assessment (KRA)	Beginning of Year (BOY)	7/21/2025	9/19/2025
	Middle of Year (MOY)	11/17/2025	12/19/2025
	End of Year (EOY)	4/20/2026	5/15/2026
3rd Grade MS Academic Assessment Program ELA	Initial	4/6/2026	4/17/2026†
3rd Grade Reading Alternative Assessment	1st Retest	5/11/2026	5/15/2026
3rd Grade Reading Alternative Assessment	2nd Retest	6/22/2026	6/26/2026

Timeline for Universal Screener Assessment (Component 1)

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

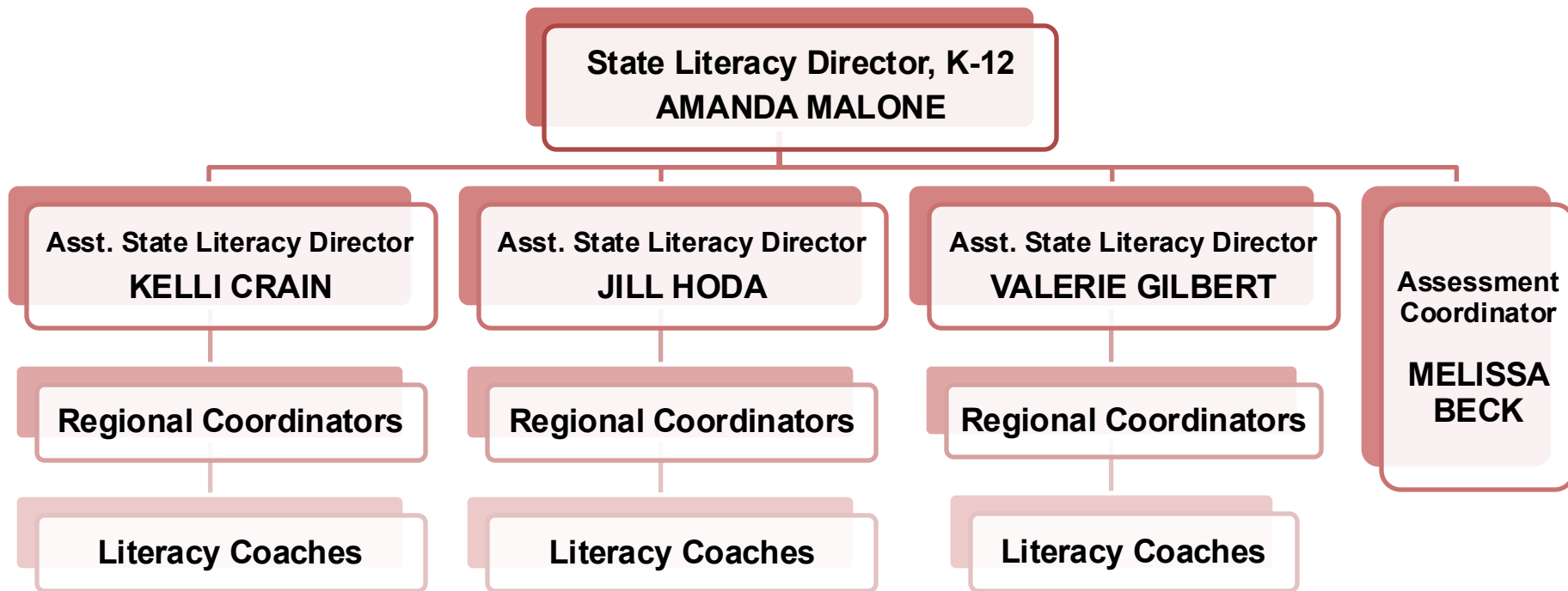
Students may be screened within the first thirty (30) days of school.

Dates	Audience	Activity Description
<p>July 18, 2024 – September 20, 2024</p> <p><i>Per state law, parents must receive written notification of a substantial deficit in reading within ten (10) business days of administering the BOY screener.</i></p>	<p>Required for ALL</p> <ul style="list-style-type: none"> Grades 1-3 	<p>Beginning of Year (BOY) Assessment Window</p>
<p>December 2, 2024 – January 17, 2025</p> <p><i>Per state law, parents must receive written notification of a substantial deficit in reading within ten (10) business days of administering the MOY screener.</i></p>	<p>Required for ALL</p> <ul style="list-style-type: none"> Grades 1-3 	<p>Middle of Year (MOY) Assessment Window</p>
<p>March 31, 2025 – May 9, 2025</p> <p><i>Per state law, parents must receive written notification of a substantial deficit in reading within ten (10) business days of administering the EOY screener.</i></p>	<p>Required for ALL</p> <ul style="list-style-type: none"> Grades 1-3 	<p>End of Year (EOY) Assessment Window</p>

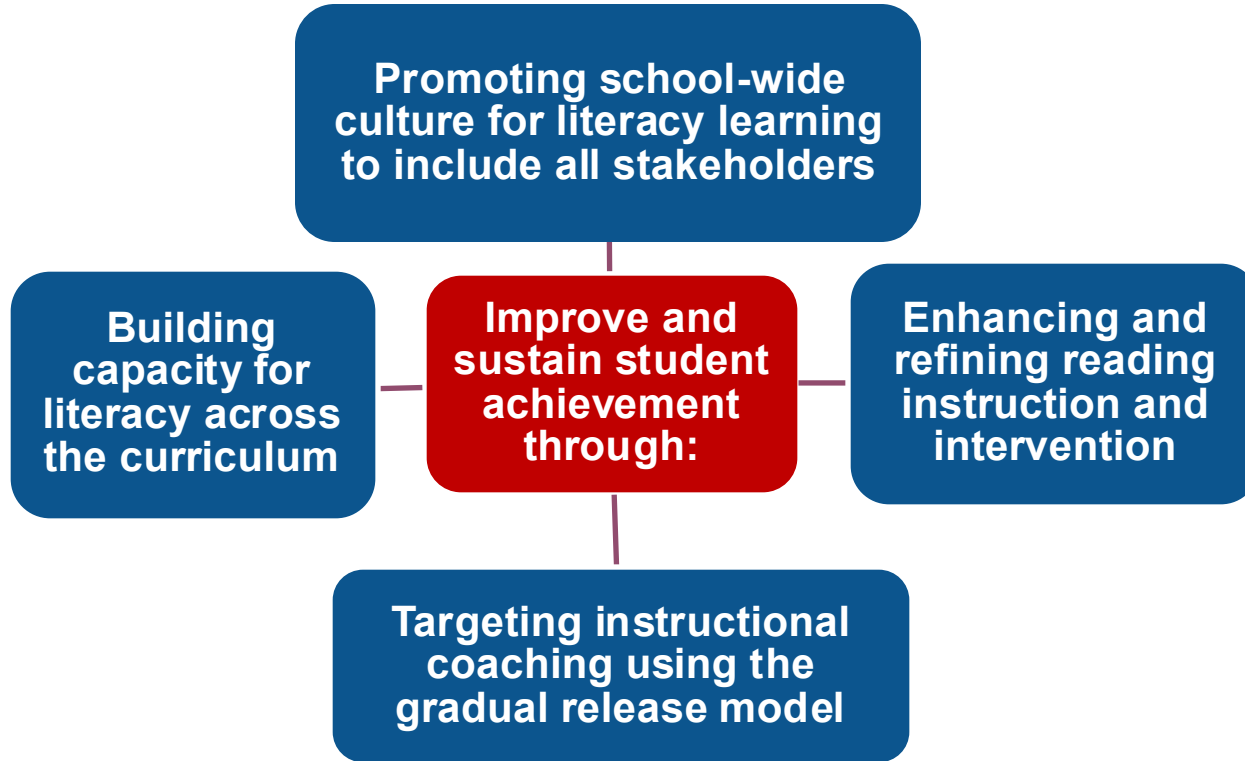
*Grades 1-3 students identified through the **BOY Universal Screener** whose results are below grade level should be assessed to determine targeted instructional support and interventions.*

Roles & Responsibilities

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



Role of the MDE Literacy Coach



The literacy coach:

- helps teachers recognize their instructional knowledge and strengths;
- supports teachers in their learning and application of new knowledge and instructional practices;
- promotes job-embedded learning and provides ongoing, sustainable support to teachers; and,
- uses data to provide differentiated support to individual teachers or small groups by grade level, by department, or by skill level.

The literacy coach:

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

EVALUATORS

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

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

District and School Roles

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

The literacy coach:

- serves as a resource for professional development throughout a school to improve reading and literacy instruction and student achievement.
- provides initial and ongoing professional development to teachers in:
 - the major reading components, based on an analysis of student performance data;
 - the administration and analysis of instructional assessments; and,
 - differentiated instruction and intensive intervention.

- The principal/coach relationship is critical to the development and implementation of specific duties of the coach.
- Principals and coaches should work together to build a shared literacy vision and collaborative relationship to improve instruction and student achievement (*Casey, 2006; Puig and Froelich, 2007*).

The principal (administrative team):

- communicates through both words and behaviors that the literacy coach is **not** evaluating the performance of the teachers;
- holds staff accountable for working with the literacy coach to improve instruction;
- provides an opportunity for collaboration in the development of the *School-wide Literacy Plan (Action Plan)*;
- meets frequently with the literacy coach to discuss goals and plans for activities;

The principal (administrative team):

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

The district personnel:

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

Districts and Schools

- Regularly debrief with literacy coaches
- Conduct and analyze data from district and/or school observations
- Complete a survey of coaching support twice per year (December and April)
- Analyze student data (formative and summative)

A Focus on Best Practices

Data-Driven Instruction

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

- Administrators or district personnel will grant digital access to screener data/reports to the MDE literacy coach for support with data analysis, lesson planning, and instructional enhancement.
- Universal Screeners should be administered three times per year: beginning, middle, and end. See the Universal Screener and Diagnostic Assessment link for more information.
- Diagnostic Assessments should be administered to students who fall below benchmark on the screening assessment. For resources, see the Universal Screener Companion Guide.
- Evidence of data-driven instruction includes updated data walls/binders that follow FERPA guidelines, homogenous small groups at the teacher/assistant tables, data meetings/PLCs with supporting documents (example: school-wide and/or grade-level goals).

Literacy Support Schools

NON-NEGOTIABLES

School Year 2025-2026

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/Webites: Mississippi Instructional Materials Matter

Accountability in Action

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

- Individual Reading Plan serves as a tool for documenting intensive reading instruction and interventions for students with reading deficiencies.
- School Literacy Action Plan provides a plan for addressing areas of concern in reading that have been identified through data analysis.
- Learning Walks provide an opportunity for administrators and the literacy coach to obtain a brief snapshot of the classroom.
- Administrator/Literacy Coach Debrief occurs weekly to review data and make recommendations for adjustments in instructional practices.
- Literacy support school administrators should enroll and complete Aim Pathways to Literacy Leadership (PLL) Course.
- Science of Reading/Lead for Literacy Framework

page 1 of 3

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NON-NEGOTIABLES

Literacy Support Schools

Access to High-Quality

HQIM are aligned to the MDE Vision and include engaging texts

MDE HQIM Vision – "Every student has access to meaningful complex texts and speaking, all to build

What does this look like:

Classroom Example: Writing

Articles/Websites: Mississippi

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Writing Connected to Text

Writing and responses are connected to text, aligned with the content or topic of the instructional materials. Explicit

Uninterrupted Reading Block

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

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.
- Literacy-Rich Environments



Knowledge Building

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

- PLCs are a form of professional learning where educators work together to improve their practice and student learning.
- There are three main types of PLCs:
 - Content PLC - enhance content knowledge (e.g., book studies, aligned curriculum)
 - Preparation/Planning PLC - plan classroom implementation (e.g., teacher's manual).
 - Data PLC - review and analyze student instruction.

Interactive Learning Walls

Interactive learning walls, such as sound walls, are displayed classroom instructional tools that support student learning.

- Sound walls support students by focusing on the articulation of sounds and the letter/letter combinations that represent those sounds;
- Word walls support students by focusing on words and their relationships.
- Research Aligned to SOR
- What does this look like?
- Classroom Example
- Articles/Websites

Multi-Tiered System of Supports

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

- The LBPA was amended in 2016 to include the Individual Reading Plan (IRP) and increased expectations for 3rd-grade students beginning in 2018-2019. Any students in K-3 that exhibit a substantial deficiency in reading as well as students who were promoted to 4th grade under a Good Cause Exemption should have an IRP on file.
- The MTSS-IRP process aligns closely with the science of reading. Through targeted, specific interventions (Approved Interventions), students receive interventions that fill foundational gaps in areas of literacy.
- The IRP (Appendix E in MTSS Documentation Packet) serves as a tool for documenting intensive reading instruction and interventions for students with identified reading deficiencies.
- Classroom Examples: Flowchart,
IRP Alignment Checklist,
Universal Screener Companion Guide - Diagnostic Assessments
- IRP Guidance Links: The LBPA,
LBPA/IRP PowerPoint,
Parent Read at Home Plan

Upcoming MDE Professional Development Opportunities



2025-2026 DIVISION OF LITERACY



PROFESSIONAL LEARNING

Literacy professional learning for everyone!
Which track will *you* choose?

TRACK 1

REGIONAL EDUCATOR LEARNING

One-day training for educators and administrators to enhance literacy instruction through high level practices



TRACK 2

SCIENCE OF READING TRAINING

Eight (8) Science of Reading-based courses by AIM Pathways to increase educator knowledge and capacity



TRACK 3

REGIONAL COACHING SERIES

Two-part series for educational leaders focused on supporting literacy outcomes



TRACK 4

LEARNING WALK MODULES

Virtual, self-paced sessions for leaders to effectively use learning walks in strengthening literacy instruction



TRACK 5

VIRTUAL COACHING SERIES

Four (4) virtual series for leaders to advance literacy instruction in schools through effective coaching practices



CATALOG KEY



Educators



Administrators



AIM Pathways



In-person



All virtual



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TRACK 1 REGIONAL EDUCATOR PROFESSIONAL LEARNING

TIER 1 INSTRUCTION AND REMEDIATION (Morning): This whole-group session provides an overview of effective, proactive Tier 1 instruction with emphasis on its proactive and preventative nature.

Teachers will choose 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 through creating supportive environments, integrating oracy with high-quality instructional materials, and foster meaningful dialogue that boosts 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 explores the top ten 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.

Regional Locations

FALL

Hattiesburg
Oxford
Jackson

SPRING

Cleveland
Biloxi
Meridian



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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.

HQIM Breakout Sessions

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

Regional Locations

FALL
Hattiesburg
Oxford
Jackson



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2025-26

MISSISSIPPI Science of Reading Training



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AIM Institute[®]
for Learning & Research

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 who 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)*



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.

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



TRACK 3 REGIONAL COACHING SERIES

Explore and strengthen your coaching skills with this series for school and district-based coaches, lead teachers, district personnel, and school or district administrators.

2 sessions.

1

THE COACHING CYCLE IN ACTION – PART 1 (FALL) explores the essential role of a literacy coach and outlines the key characteristics of effective coaching. Participants will examine each stage of the coaching cycle and actively engage with real-world scenarios to apply and deepen their understanding.

2

COACHING THROUGH RESISTANCE – PART 2 (SPRING) focuses on understanding the root causes of opposition—such as fear, mistrust, or past experiences—and addressing them with empathy and tailored strategies. Leaders and participants will receive practical tools and resources to effectively apply change by building trust in real-world scenarios, facilitating smoother transitions and sustainable growth.

REGIONAL LOCATIONS

Hattiesburg

Oxford

Jackson



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TRACK 4 LEARNING WALK MODULES

VIRTUAL SERIES

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.

LEARNING WALK PROTOCOL K-3

DATE: _____



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Ensuring a bright future for every child

TEACHER: _____

GRADE: _____

OBSERVER: _____

Purpose: The purpose of a learning walk is to provide an opportunity for administrators and the literacy coach to obtain a brief snapshot of the classroom by collecting evidence based on specific areas using a valuable tool to observe: 1) instruction (application of structured literacy concepts), 2) instruction (instructional strategies), 3) classroom atmosphere and preparation of High Quality Instructional Materials (HQIM), 4) writing and Tier 1 teacher-led small groups and station

Cohort 1:
September 2025

Cohort 2:
December 2025

Cohort 3:
March 2026



TRACK 5 VIRTUAL COACHING SERIES

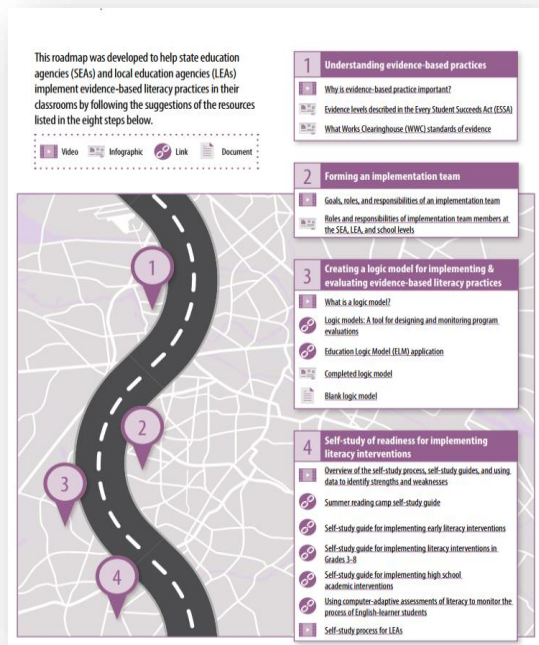
Painting the Picture of Literacy: A Coaching Series for Educators

This recorded series is designed for literacy coaches, instructional leaders, and others who support reading and writing instruction in schools. It offers practical strategies for defining the coaching role, navigating levels of support, and building essential skills such as active listening, providing feedback, and prioritizing coaching actions. The series also guides participants through planning and facilitating effective preparation PLCs, all while fostering strong, collaborative relationships with teachers and administrators.

- 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



MDE Resources



https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL_SF_Implementing_evidencebased_literacy_practices_roadmap.pdf



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



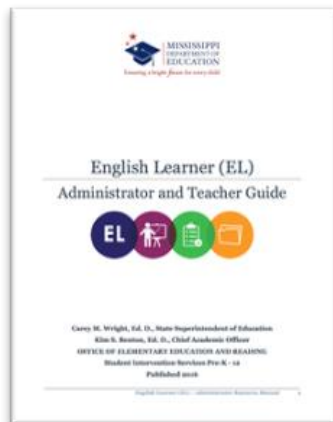
English Learner Videos and Resources



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



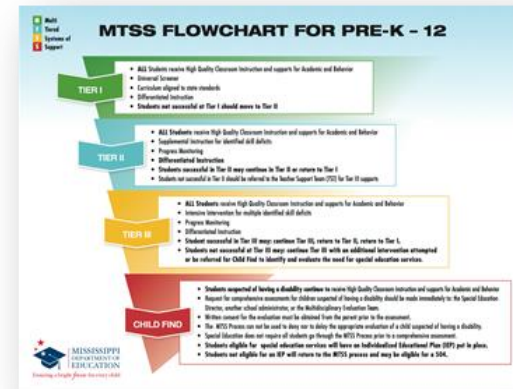
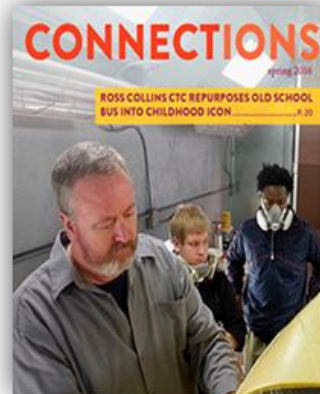
<https://www.mdek12.org/OAE/OEER/ResourceAdmin>



English Learner Guide



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



Multi-Tiered Systems of Support

Families as Partners





Strong Readers Strong Leaders Mississippi

Strongreadersms.com

was developed to help families assist children with building their reading skills. The site provides activities, resources, and information for children from birth through 5th grade to become strong readers.



Mississippi Campaign for Grade-Level Reading

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

<http://msgradelevelreading.com>



MPB Education Services

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

<https://www.mpbonline.org>

“Providing education equity for Mississippi students.”

Tara Y. Wren, Director of Education

OFFICE OF CURRICULUM AND INSTRUCTION DIVISION OF LITERACY

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CHIEF ACADEMIC OFFICER | *Wendy Clemons*

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mdek12.org/literacy



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