Local Level Matrix for Comprehensive Literacy Planning

Grades 4-8

Component	Key Strategies	Recommended Resources to Link to Matrix Strategies
Shared and Strength-based Leadership	● Establish a literacy leadership team including diverse stakeholders (consider content area teachers, outside partners, families etc.) that will: o provide guidance and support to develop, sustain and enhance a progressive local level literacy plan. o engage literacy leaders to implement literacy planning decisions and all components of comprehensive literacy plans. o evaluate literacy needs and respond with data-based literacy decisions. o develop and support a literacy-based climate, including celebrating successes. o participate in and facilitate current literacy best practices and adolescent instruction literacy learning.	Leadership for Literacy in the 21st Century. White paper from the Association of Literacy Educators and Researchers (ALER) that explains the importance of literacy leadership for structuring a solid learning continuum that will advance student achievement Issues in Brief. State Actions to Improve Adolescent Literacy. Article that identifies actions for all students to gain sophisticated literacy skills to negotiate a rapidly changing global and knowledge-based economy. Improving Adolescent Literacy: An RTI Implementation Guide by Pam S. Craig and Rebeca K. Sarlo. This chapter, Reading Comprehension Strategies for Explicit Instruction, helps secondary teachers and school leaders implement a problem-solving/RTI framework to help all students greatly improve their reading skills. ILA 2019 Literacy Leadership Brief - Principals as Literacy Leaders - ILA article describing the importance and qualities of a strong literacy leader.

	Essential Questions	
	● What should the makeup of the leadership literacy team include? Who is at the table and who isn't at the table but should be?	
	● What tasks should be accomplished?	
	● How does the leadership team guide efforts to improve literacy instruction?	
	● What is there in the current literacy work and what is missing?	
	● Is the leadership team using a data informed plan for improving literacy instruction?	
	● What are leaders currently doing to support literacy achievement?	
	● What is the leadership team doing to facilitate communication?	
	● Is there ongoing coaching on evidence-based literacy instruction?	
	● Are the needs and mental well-being of the educators being taken into consideration as the plan is implemented and developed?	
	● Do members of the leadership team represent a range of expertise and pertinent perspectives?	
	● Is the team composed of a wide variety of expertise in literacy topics and developmental representations?	
Standards-Aligned, Evidence-Based Instruction	● Review and ensure the implementation of an evidence-based instructional program that is aligned to the Maine ELA/Literacy Maine Learning Results, WIDA Standards, & NGSS. ● Embed explicit literacy instruction in all content and disciplines that considers the needs of the whole child (SEL, EL). ● Align and articulate the instructional programming horizontally and vertically across the school to ensure	Maine Learning Results - English Language Arts Standards Multiple views and supports for Maine's updated (July 2020) ELA/Literacy standards. English Language Development Standards - Tool to help educators support language development in multilingual learners. Evidence-based Practices in Instruction - The IRIS Center offers a free Evidence-Based Practice (EBP) Module series that identifies evidence-based instruction practices and programs. EdReports - Independent nonprofit reviewers of K-12 instructional materials.

	equitable, inclusive and culturally responsive literacy opportunities.
	● Design and implement literacy rich environments that are:
	   ○ text-based
	   ○ provide multiple opportunities for student interaction
	   ○ emphasize digital literacy
	   ○ promote engagement
	   ○ incorporate student choice in reading opportunities
	   ○ foster positive relationships and
	   ○ learner self-efficacy and competency
		Reading to Achieve. A Governors' Guide for Adolescent Literacy. Adolescent literacy toolkit from the NGA Center for Best Practice
		
		Culturally Responsive Teaching: What You Need to Know Videos and resources to address needs related to culturally responsive teaching.
		
		The Importance of Digital Literacy in K-12 Article and resources that support digital literacy instruction.
		
		Ideas That Work. The US Department of Education site provides resources for teachers and families that address academic, social, emotional, and behavioral skills.
		
		Literacy Instruction in the Content Areas Getting to the Core of Middle and High School Improvement Informational guide to support improvements and considerations for the restructure of middle and high school literacy instruction.

Essential Questions:
- How do we ensure that our ELA/literacy practices are aligned with the English Language Arts/Literacy Maine Learning Results?
- What is our process for adopting evidence-based instructional programming aligned to the Maine Learning Results?
- Are the essential elements of literacy at the 4-8 span incorporated in/addressed by the instruction?
- Is instructional programming culturally responsive? Does it integrate literacy across content areas?

	● Is there opportunity for student input/self-direction within aspects of instruction? ● Does instructional programming provide guidance for building a literacy rich environment?	
Multi-Tiered Systems of Support	● Implement an MTSS Framework ● Deliver high-quality, intentional evidence-based Tier 1 instruction for all students. ● Incorporate high impact literacy strategies to support student achievement. ● Use screening, diagnosis, and ongoing progress monitoring to inform instruction: using multiple data points for entrance and exit points and triangulate data. ● Ensure the provision of supplemental and/or intensive instruction through various forms of groupings to meet student needs for students who are performing above grade level. ● Develop intervention plans that emphasize differentiation and core instruction that reinforces and supports and content/disciplines. ● Ensure trained professionals deliver interventions in addition to high-quality tier I instruction and ensure that	Improving Adolescent Literacy: Effective Classroom and Intervention Practices Guide to present specific and coherent evidence-based recommendations that educators can use to improve literacy levels among adolescents in upper elementary, middle, and high schools. RTI Network Article that provides information about measures that can be used to identify students at risk for reading problems in Grades 4–12. MTSS Tools from *illuminate education* - Resources, webinars, infographics etc. for MTSS implementation. Maine Department of Education MTSS Page - Department information and resources for MTSS implementation. Center on Multi-Tiered System of Supports - Tools and resources to support planning for MTSS implementation. The Secondary Literacy Instruction and Intervention Guide. Guide to implementation of MTSS at the middle and high school level. Teaching Writing to Diverse Student Populations Article that identifies the qualities of strong writing instruction and offers advice to teachers for incorporating writing instruction into teaching practice.

	implementation is regularly evaluated and aligned and appropriate to the needs of the student.	Ideas That Work. The US Department of Education. Site provides resources for teachers and families that address academic, social, emotional, and behavioral skills.

Essential Questions:
- How do we ensure that the literacy instruction and instructional programs are meeting the needs of all students?
- How are resources and instructional strategies chosen and evaluated for effectiveness?
- Is literacy instruction evidence-based?
- Are resources evidence based?
- Are high impact instructional strategies being used?
- Do students have ample instruction in evidence-based Tier I instruction prior to moving toward Tier 2?
- Do students have the opportunity to access all layers of instruction when an additional Tier of instruction is added?
- Are all MTSS components included:
    1. Strong shared leadership?
    2. Levels of support?
    3. Creative problem solving?
    4. Evidence based practices?
    5. Parent and community involvement?

| Balanced Assessment Systems | Design and implement a balanced assessment system that provides a framework for consistency of assessments for all grade levels and is understood by and communicated to all stakeholders (personnel, school board members, students, and families). Utilize a variety of assessments (screening, progress monitoring, diagnostic, formative and summative) that target the needs of individual learners (varied modalities/different modalities) to inform and adjust instruction. Develop knowledge and skills of all stakeholders to triangulate data from multiple sources to guide instructional decisions and selection of appropriate strategies. Engage students in the assessment process through self-assessment, goal setting, and actionable feedback. Establish and communicate evidence-based literacy benchmarks. | Putting Assessment in the Driver's Seat. National Association of Secondary Principals' guide for the implementation of regular school-wide monitoring of assessment results and student progress.

Yale Center for Teaching and Learning. Formative and Summative Assessments Article to better understand the differences and implications of formative and summative assessments.

ETS - Understanding Balanced Assessment Systems White Paper - Article to explain the process of integrating assessment in a way that works for students and their families, the school, the district and the state.

WestEd Designing a Comprehensive Assessment System - Resources to support schools to reevaluate and revamp assessment systems.

Maine's Department of Education Comprehensive Assessment System (MECAS) Maine DOE page for assessment supports and information.

Assessment Evaluation Tool - Achieve the Core-Tool to inform school decisions about purchasing assessment materials or item banks designed to address a grade or course, evaluate previously purchased assessments and learn to recognize aligned assessments. |

	Essential Questions: ● Is there a literacy assessment plan? ● Are assessment systems effective and coherent in our classrooms/schools/district? ● Is there an ongoing balance of formative, summative, school and state-level assessment? ● How are school and district decisions made in regard to formative and summative assessment? How do schools determine assessment calendar placement and frequency of assessment? How do schools determine growth and benchmark student goals? ● Is assessment data being used to look at to determine impact of literacy instruction?	
Job-Embedded Professional Learning	● Provide professional learning that is a continuous process that builds a culture of sharing and reflection on current best practices and needs of all learners, including teacher action research that's transferable to the learning community. ● Design and engage in data-driven and ongoing professional development that is inclusive of all educators within a school community. ● Build structures for ongoing professional learning that support the growth of educators. ● Deliver professional development in a variety of formats, which may include coaching, peer-coaching, etc.	A New Vision for Professional Learning - Toolkit to help states advance learning and improvement systems in professional learning. Effective Teacher Professional Development - Paper that reviews 35 studies that demonstrate a positive link between teacher professional development, teacher practices and students' outcomes. Edcamp Resources to support communities to use a collaborative, participant-driven model of PD. Maine Department of Education Professional Learning Webinar Library - search recordings of Maine DOE webinars for professional learning areas. Building a School-Wide Digital Literacy Curriculum Article to support the development of digital literacy development and professional learning.

	● Include a balance of teacher self-selected goals, school driven goals & initiatives, and analysis of student needs to drive professional learning.	
	Essential Questions: ● Are all stakeholders considered when making decisions about professional learning? ● Are the needs and mental well-being of the educators being taken into consideration as professional learning is being planned, developed and offered? ● Is data analysis used as a part of decision making about professional learning? ● Is professional learning designed to be inclusive of the entire school and district? ● Is professional learning based on a shared vision of the literacy leadership team and school/district? ● Is there a connection between professional learning and evidence of literacy success and areas of weakness? ● Is professional learning job-embedded? ● Is the intensity and duration of the professional learning sufficient to lead to impactful, positive changes in student literacy growth (not haphazard or one and done)?	
Supportive Family and Community Engagement	● Develop and provide opportunities to foster real world connections to literacy in the community. ● Connect and collaborate with public libraries, community-based organizations and local artists that support adolescent literacy. ● Develop opportunities (mentorships, internships) that are responsive to cultural differences and address	Why Some Parents Don't Come to School - Article that explores reasons that some parents may not attend school events and suggests strategies to address each cause. Edutopia - Family Engagement - Tools and resources for teachers, administrators, and school personnel for strengthening bonds between schools, families, and communities. Parents as Partners in Promoting Writing among Children and Youth (English Version)

	barriers to better engage families and communities. ● Engage families and caregivers in literacy activities and provide information to enhance connections between the school and community.	Maine DOE Family Engagement Page Maine DOE information resources to support effective family engagement practices. Maine DOE English Learner Resources Program resource guide, professional learning resources, refugee and immigrant student resources and ESOL toolkit. 5 Key Practices and 10 Ideas for Educators to Assist with Culturally Responsive Family Engagement PDF from the Education Development Center (EDC) Blog post and resources to support Culturally Responsive Family Engagement Practices by Jessica Lavorgna. Ideas That Work. The US DOE site provides resources for teachers and families that address academic, social, emotional, and behavioral skills.

	Essential Questions:
	● Is family and community engagement authentic and ongoing?
	● How do programs and practices engage families and partners?
	● Do we encourage shared responsibility for literacy?
	● Consider Epstein's 6 types of involvement:
	    ● Parenting,
	    ● Communicating
	    ● Volunteering
	    ● Learning at Home
	    ● School decision making
	    ● Collaborating with the community.	