Comprehensive Local Level Literacy Plan Development

K - Grade 3

Component	Key Strategies	Recommended Resources to Link to Matrix Strategies
Shared and Strength-based Leadership	● Establish a literacy leadership team that will: ○ include a diverse group of stakeholders from the school and wider community who are knowledgeable of current literacy research and best practices. ○ engage literacy leaders to create, implement and monitor a local level literacy improvement plan that includes a clear vision/mission; short- and long-term goals, and key strategies for reaching goals. ○ analyze current literacy data and educator knowledge to determine areas of strength and need. ○ meet regularly to develop and oversee plan implementation, maintain focus, track progress, and celebrate successes. ○ foster a culture of literacy within the school and larger community.	School-Based Leadership Team Toolkit (Madison Metropolitan School District) 2017-2018 - Sample toolkit to develop and build a school-based leadership team. ILA 2019 Literacy Leadership Brief - Principals as Literacy Leaders - ILA article describing the importance and qualities of a strong literacy leader. Teacher Leadership Toolkit 2.0 - Strategies to Build, Support and Sustain Teacher Leadership Opportunities January 2019 Toolkit that facilitates the development and sustainability of teacher leaders.
	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 that the implemented K-3 literacy instructional programming is: ○ Aligned to Maine Learning Results, WIDA Standards & NGSS ○ Addressing key elements of literacy learning during the K-3 period, including language and vocabulary development, phonological awareness, phonics, reading fluency, listening and reading comprehension, writing instruction, and introduction to digital literacy. ○ Content integrated ○ Culturally responsive ○ Built around evidence-based practices ● Align and articulate the instruction 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 identify evidence-based instruction practices and programs. EdReports - Independent nonprofit reviewers of K-12 instructional materials. ILA Leadership Brief 2017 - Content Area and Disciplinary Literacy Strategies and Frameworks ILA paper that provides an overview of literacy strategies and

| | equitable, inclusive and culturally responsive literacy opportunities. | approaches that expand literacy instruction into the content areas.

[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. |
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| | **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 K-3 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 Tier I Core instruction that is intentional, evidence based, and standards aligned in every classroom for every student. Include instruction in all foundational literacy components, including phonological awareness, phonics, word recognition, print concepts, vocabulary and fluency at each tier. | [MTSS Tools from *illuminate education*](#) - Resources, webinars, infographics etc. for MTSS implementation.

[Iris Center Reading Instruction](#) - Iris module illustrates different research-based reading strategies that may be used with the response-to-intervention model to improve reading skills.

[LITERACY INSTRUCTION IN PRIMARY GRADES , A BEST PRACTICES REPORT](#) - (March 2019) In the following |

- Use screening and progress monitoring to provide differentiated instruction through flexible groupings to meet all student needs. - Ensure rigorous, equitable and aligned literacy instruction and provide evidence of highly effective teaching strategies that support all content/disciplines. - Ensure trained professionals deliver interventions in addition to high-quality tier I instruction and ensure that implementation is regularly evaluated and aligned and appropriate to the needs of the student.	report, Hanover Research and ULEAD explore universal strategies for reading and literacy instruction at the elementary school level, focusing on Grades K-3. Policy Brief - Building a Better K-3 Literacy System - (September 2020) Article that reviews the importance and components of a strong foundational literacy program. 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 success, implementation, and sustaining and expanding implementation. The Elementary Teacher as 'First Responder': Building the Classroom Intervention Toolkit Resources for Building the Classroom Intervention Toolkit from Jim Wright. 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.
Essential Questions:	

	- How do we ensure that the literacy instruction and instructional programming 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 uses valid and reliable formative and summative assessments as part of a balanced assessment system to monitor progress towards literacy benchmarks that are aligned with the literacy standards. - Utilize results of assessments in a timely fashion and provide information and support to educators and families by collecting data and making timely data informed decisions. - Develop knowledge and skills of all stakeholders to interpret and use assessment data.	Literacy Leadership Brief - Literacy Assessment - ILA reviews and guides multiple dimensions of literacy assessment. WestEd Designing a Comprehensive Assessment System - Resources to support schools to reevaluate and revamp assessment systems. ETS - Understanding Balanced Assessment Systems White Paper - Article about integrating assessment in a way that works for students and their families, the school, the district and the state.

	• Allow students to demonstrate learning through varied systems and modalities (including digital platforms) to show proficiency of standards knowledge. • Establish and communicate evidence-based literacy benchmarks.	U.S. Department of Education Assessment Design Toolkit - Thirteen modules address how to plan, write and select well-designed assessments. 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 ongoing and inclusive of all educators in the school, including teacher action research that's transferable to the learning community. • Provide professional learning that is aligned with school-wide literacy goals. • Include opportunities for teachers to receive productive feedback through peer mentoring and coaching.	A New Vision for Professional Learning - A toolkit to help states advance learning and improvement systems. Effective Teacher Professional Development - Paper that reviews 35 studies that demonstrate a positive link between teacher professional development, teacher practices and student outcomes.

	● Include a balance of teacher self-selected goals, school driven initiatives, and analysis of student needs to drive professional learning. ● Design and engage in professional learning that models use of formative and summative assessment data to improve student learning.	Michigan Learning Through Job-Embedded Professional Development - Infographic learning with professionals for job-embedded pd. Maine Department of Education Professional Learning Webinar Library - search recordings of Maine DOE webinars for professional learning areas. Edcamp Resources to support communities to use a collaborative, participant-driven model of PD.
	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 community connections and literacy partnerships that incorporate methods of working with public libraries and other community resources/agencies (i.e. churches)	Family Engagement Toolkit - WestEd toolkit developed to provide districts and schools with a practical planning and evaluation tool that supports efforts to engage all families.

to build literacy education efforts and to enhance opportunities. ● Develop and provide opportunities for students in schools to engage in literacy activities (read and write) with members of the community. ● Develop staff and community awareness of cultural differences and barriers. ● Engage families and caregivers in literacy activities and provide information to enhance connections between the school and community.	Edutopia - Family Engagement - Tools and resources for teachers, administrators and school personnel for strengthening bonds between schools, families, and communities. Digital Tools for Families that Promote Children's Language and Literacy - US Department of Health and Human Services series that schools can use to learn strategies to partner with parents and families to help their children develop language and literacy skills. 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. Reading Rockets Parent Engagement Webinar Series - 5-part webinar series on parent engagement. 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.
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.