

**Instructional
Innovations**



Montana Comprehensive Literacy Plan Toolkit

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COMPONENT: LEADERSHIP

SUBCOMPONENT 1:		
Administration communicates a shared responsibility for student literacy outcomes.		
Exploring	Implementing	Sustaining
ACTION 1		
<p>a. Provide background knowledge and professional development about the need for a shared responsibility for student literacy outcomes to all staff [e.g., trainings on the Montana Literacy Plan (MLP), Professional Learning Communities (PLC), data use, group/team building]</p> <p>b. Using SMART goal language, review/rewrite school vision statement to reflect measureable commitment to literacy development (vision statement states what will be attained while a mission statement speaks to how to achieve the vision)</p>	<p>a. Provide additional background knowledge and professional development about the need for shared responsibility to all staff (e.g., trainings on the MLP, PLC, data use, group/team building, and matching literacy goals to the vision statement)</p>	<p>a. Provide background knowledge and professional development to new staff about share responsibility for literacy outcomes (e.g., trainings on the MLP, PLC, data use, group/team building, and returning to the vision statement to check thinking)</p>

ACTION 2

a. Evaluate the school culture and current practices (e.g., having the leadership team/staff take the self-assessment from the Montana Literacy Plan (MLP) to determine strengths and needs for improvement)

a. Create a culture that celebrates literacy by providing opportunities for all to participate and have a voice (e.g., taking the self-assessment at the beginning of the year to determine goals within the action plan; using data to identify areas of strength and celebrate literacy achievement; sharing teacher learning and teacher successes in literacy; involving community members and parents through volunteering, tutoring, mentoring, planning committees)

a. Continue to create and foster a culture that celebrates literacy (e.g., engaging all staff in taking the self-assessment two to three times a year to reevaluate the goals within the action plan, looking for milestones of success; providing school-wide, grade level, and community opportunities to celebrate student and teacher successes through assemblies, announcements, local papers, school papers, and teacher-to-home communications)

b. Encourage involved community members and parents to persuade their colleagues to join them in literacy efforts (e.g., providing family centered literacy activities; partnering with members of the local community to provide literacy focused celebrations, materials and collaboration; sharing hero stories within the school)

ACTION 3		
<p>a. Analyze multiple forms of student, school, and teacher data, including the self-assessment, to develop a list of prioritized goals for improvement (e.g., setting specific goals for literacy development; identifying culture shifts; setting goals to increase family and community engagement)</p> <p>b. Create a shared literacy vision with the leadership team (see Subcomponent 4 for more on the leadership team) (e.g., creating a literacy action plan and literacy mission statement that define actionable goals for the school)</p>	<p>a. Make sure all staff understands the school’s literacy goals and their roles in meeting the goals (e.g., discussing the goals and mission statement at staff meetings; posting the action plan stating goals and progress; posting the mission statement; using the self-assessment to provide a literacy focus for grade level and PLC meetings)</p> <p>b. Guide development and implementation of a literacy-focused action plan (e.g., an administrator leading the leadership team using the action plan to maintain commitment and follow through on the plan)</p>	<p>a. Rewrite/refocus literacy action goals and steps according to student achievement results (e.g., using data to develop new action plan goals; archiving goals that have been met; and using student data to determine intervention steps)</p> <p>b. Analyze formative and summative student assessment results and refined literacy goals and plans aligned to the MCCS (e.g., using the Unit Organizer method to develop plans that include literacy goals)</p>

SUBCOMPONENT 2:

Administration engages leaders across the school community in continuous literacy improvement planning.

Exploring	Implementing	Sustaining
ACTION 1		
<p>a. Review and rewrite school literacy mission statement to reflect measureable commitment to literacy development (using SMART goal language; aligning statement with the MLP; ensuring that the vision statement states what will be attained while a mission statement speaks to how to achieve the vision)</p>	<p>a. Provide time for literacy focused cross-curriculum discussion and planning of literacy instruction (e.g., time at staff meetings, PLC meetings, and collaborative grade level meetings)</p> <p>b. Seek out the innovators at each grade level/content area to participate in leadership teams, developing a network of professionals and distributed leadership (e.g., approaching high performing teachers or teachers who have just completed meaningful professional development to share knowledge and practice; encouraging innovators to engage fellow teachers)</p>	<p>a. Provide professional development to support all teachers/leaders in comprehensive literacy planning across curriculum/grade levels (e.g., meeting professional development needs, as determined through surveys and/or self-assessment results)</p>

ACTION 2		
<p>a. Analyze self-assessment data to focus literacy planning throughout the school using the self-assessment data to determine three to five standout areas for literacy and instruction on which to focus, such as vocabulary development, comprehension, explicit instruction, etc.</p>	<p>a. Utilize self-assessment data to develop goals and to refocus literacy planning as goals are reached and archived (e.g., using the self-assessment to determine SMART goals that are specific to content, achievement expectations, instructional practice to support achievement, appropriate assessment, interventions, and a specific timeline)</p>	<p>a. Leadership team/staff revisits/retakes the self-assessment and uses data to maintain focus on continuing literacy planning (e.g., when archiving an achieved goal that is now sustained, selecting the next goal supported by the self-assessment and data; retaking the self-assessment in the spring for end-of-year and advanced planning for next year)</p>
ACTION 3		
<p>a. Develop a specific focus for each grade level/team meeting around literacy goals, as determined by data (e.g., using data to write goals around school-wide vocabulary development in content areas; seeking a spiraling curriculum for comprehension skills across grade levels; having common expectations for writing within grade levels)</p>	<p>a. Leadership/grade level/content area teams align literacy planning to meet goals across curriculum/grade levels aligning with MCCS and Smarter Balance testing (e.g., doing collaborative work to align and sequence instruction; using release questions for practice)</p>	<p>a. Infuse planning based on self-assessment goals with ongoing alignment with the MCCS, Smarter Balance preparation, and community involvement (e.g., maintaining the focus of improvement goals throughout planning; coordinating curriculum and instruction with MCCS; encouraging the community to support and reflect goals by providing families and opportunities to use literacy skills in real life situations)</p>

ACTION 4		
<p>a. Explore community resources available throughout the year to support literacy plan (e.g., collaborating with organizations like Youth Connections, local police community liaisons, and local businesses)</p>	<p>a. Develop an outreach system for parents/families and community to provide relevant information and opportunity for participation in planning</p> <p>b. Plan timely use of community resources to enhance literacy development and student engagement in the process (e.g., establishing a parent resource center at the school with contact numbers and informational brochures for local businesses and community support organizations)</p>	<p>a. Give acknowledgement for community resources and participation provided throughout the year</p> <p>b. Continue to seek and acquire appropriate resources coordinated with continuing school improvement goals (e.g., recognizing volunteer of the month or year; printing thank you notes or acknowledgements and distributing in school and local newspapers; displaying marquee notices of recognition; maintaining a collaborative relationship with local organizations in order to network with new organizations)</p>

SUBCOMPONENT 3:

Adequate fiscal resources are provided to support literacy improvement efforts.

Exploring	Implementing	Sustaining
ACTION 1		
<p>a. Analyze all funding sources that can be directed toward achieving prioritized goals for increasing literacy outcomes (e.g., conduct as part of leadership team decision making)</p> <p>b. Research additional funding sources available for literacy development (e.g., community partnerships, grants, fundraising)</p>	<p>a. Identify and allocate additional funding sources to hire specialized literacy staff</p> <p>b. Allocate additional funding sources to support prioritized goals for increasing literacy outcomes (e.g., resources within the school/district budget and Title I funding; community partnerships, grants, fundraising)</p>	<p>a. Define priorities and allocate needed resources to sustain them over time</p> <p>b. Integrate funds to ensure adequate highly-qualified staff, materials, and all resources to reach goals [e.g., determining priorities with the leadership team and setting timelines for utilization; identifying additional funding sources to hire specialized staff (e.g., instructional coach and interventionist); optimizing district, state, and federal funding to sustain literacy supports (e.g., staff, materials, professional development)]</p> <p>c. Pursue external funding sources to support goals (e.g., community partnerships, grants, fundraising)</p>

SUBCOMPONENT 4:		
Instructional leaders have established, support, and lead a literacy leadership team.		
Exploring	Implementing	Sustaining
ACTION 1		
<p>a. Organize a leadership team that includes parents, student leaders and other community members, with the principal as the lead (e.g., leadership team members include stakeholders from community, parent volunteers, innovators from the school, student leadership members)</p>	<p>a. Monitor attendance and commitment of team members to improving literacy outcomes</p> <p>b. Provide greater opportunity for participation to deepen the understanding of literacy planning and activities through the school (e.g., following established group norms for participation and responsibility; allowing wider or rotating participation in the leadership team)</p>	<p>a. Continue to base re-staffing of leadership team decisions on literacy outcomes and strengths and weaknesses of overall team (e.g., encouraging wider or rotating participation in the leadership team)</p>
ACTION 2		
<p>a. Schedule and protect time for leadership team to meet and plan (e.g., making the leadership team a priority by having a preset and regularly scheduled time dedicated to leadership team activities)</p>	<p>a. Establish structured agendas that focus on the prioritized goals within the action plan (e.g., establishing procedures and norms, including a timeline and responsibilities; collaboratively creating and distributing agendas; taking and disseminating meeting minutes to staff)</p>	<p>a. Establish agendas based on literacy outcomes and prioritized goals within action plan (e.g., ensuring leadership team activities coincide with the findings of the self-assessment and other data as outlined in the action plan)</p>

ACTION 3		
<p>a. Focus activities of the literacy leadership team around the literacy mission statement, self-assessment, action plan, and data (e.g., using the self-assessment to prioritize all action items and steps; also, prioritizing other activities that are not as content critical but are time sensitive)</p>	<p>a. Necessary materials and data are prepared for and used at each meeting to facilitate data-influenced decision making and action planning (e.g., having past meeting minutes, agendas, pertinent notifications, data resources, publications, research information, and successful classroom actions)</p>	<p>a. Revisit the literacy mission statement to maintain team direction (e.g., ascertaining if the actions undertaken maintain the focus on the literacy mission; revising actions to ensure what is being done is working)</p> <p>b. Utilize data from continuous school improvement activities to inform and maintain the focus of the team (e.g., evaluating new data in a timely fashion; gathering and analyzing data from a variety of sources; maintaining open discussions on data; keeping action plan updated as a living document)</p>

SUBCOMPONENT 5:

Instructional leaders support and monitor all instruction and intervention expectations.

Exploring	Implementing	Sustaining
ACTION 1		
<p>a. Select a walkthrough observation form to ensure consistency of effective instructional practices</p> <p>b. Schedule regular literacy observations to monitor use of literacy strategies, student engagement and learning, as well as to ensure consistent use of effective instructional practices (e.g., using a consistent walkthrough format such as iWalkthrough or Power Walkthrough; determining a meaningful schedule for informal walkthrough observations by both administration and leadership team)</p>	<p>a. Gather information from literacy walkthroughs to be used in grade level meetings, teacher conferences, and collaborative teams</p> <p>b. Protect and monitor time for regular walk-throughs and observations and analysis of walk-throughs and observation data (e.g., recording data gathered to use for general school-wide information; maintaining meaningful schedule for informal walkthrough observations)</p>	<p>a. Pursue involving more staff members in walkthroughs and observations and in gathering the data</p> <p>b. Schedule time for additional staff members to conduct walkthroughs and observations (e.g., encouraging both leadership team and peer walkthrough observations; providing substitutes to cover classes to facilitate peer walkthroughs)</p>
ACTION 2		
<p>a. Study evidence-based instructional practices in literacy (e.g., providing books and materials to increase capacity for explicit instructional practice; providing professional development for hands-on learning of instructional practice)</p>	<p>a. Ensure literacy skills and strategies are appropriately implemented across grade levels daily (e.g., determining implementation through daily administration or leadership walkthroughs and student data; peer coaching; self-video analysis)</p>	<p>a. Provide ongoing, timely and constructive feedback through selected teacher evaluation process to teachers (e.g., Montana Educator Performance Appraisal System (EPAS), McREL's Teacher Evaluation System, Danielson's Framework for Teaching)</p>

	<p>b. Model literacy instructional skills using explicit instructional techniques (e.g., instructional consultants; coach or peer modeling; self-video analysis with explicit instruction models)</p> <p>c. Provide professional development and training in explicit instructional practice to enhance literacy instruction and target specific staff needs [e.g., training in explicit instructional sequence (I do, we do, you do), monitoring, checks for understanding, wait time, group and individual responses, practice opportunities, appropriate pacing, and positive reinforcement]</p>	<p>b. Integrate new priorities (e.g., programs and initiatives) into existing school structures, protecting the literacy focus across grade levels (e.g., revisiting the literacy mission when adding new priorities to maintain focus; analyzing new priorities before adopting to match mission; evaluating existing programs to maintain those aligned with the mission and action plan)</p> <p>c. Stay abreast of evidence-based instructional practices in literacy (e.g., incorporating book studies; train-the-teacher opportunities by peers returning from in-service or training; providing professional literature for staff in library/staff room)</p>
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ACTION 5		
<p>a. Provide time and structure in school necessary to apply new learning (e.g., providing training and guided support for implementation; preparing pacing guides and suggested deadlines for guidance)</p>	<p>a. Be strategic in assigning non-academic teacher duties (e.g., building relationships with students, fostering shared responsibility for all students, building staff cohesiveness)</p>	<p>a. Make staff reassignments based on what benefits student learning (e.g., ensuring those who are not providing extra literacy support deliver student monitoring duties)</p>
ACTION 6		
<p>a. Identify and prioritize a list of students to be targeted for intervention or support (e.g., using data to identify and monitor student progress, such as ISIP, DIBELS, MAP, Smarter Balance, summative assessments; prioritizing by individual academic need)</p>	<p>a. Re-assign staff, as needed, based on the action plan goals and student data, matching available human resources to the needs of the students [e.g., identifying innovators and master teachers for challenging assignments; collaboratively distributing staff according to student need and teacher capacity and expertise (e.g., strong math teachers for challenging materials in math); providing flexibility to meet student needs)</p> <p>b. Schedule students who need additional literacy support into a reading intervention group conducted by a qualified interventionist; ensure intervention is in addition to the regular language arts classes (e.g., providing professional development to ensure interventionists are trained in the specific program they are delivering)</p>	<p>a. Identify and provide classrooms/space for additional intervention as needed (e.g., providing adequate and appropriate space to maximize time spent with intervention students; ensuring space used is conducive to teaching and learning)</p>

ACTION 7		
<p>a. Study flexible scheduling options to include additional time for interventions (e.g., consulting with support services, such as scheduling experts, to maximize efficiency of existing time and personnel)</p> <p>b. Leverage literacy instructional time by studying and planning ways to integrate literacy into all subjects (e.g., ensuring every content area teaches literacy; ensuring academic language is engaged in all subjects; ensuring “teacher talk” utilizes vocabulary from other content areas; providing instruction in test-taking language)</p> <p>c. Ensure that academic learning time in literacy is appropriate in duration and substance to meet learners’ individual needs (e.g., using explicit instructional strategies to increase engagement for time on task; monitoring understanding)</p>	<p>a. Use flexible schedule to include extended time for language arts and reading (e.g., block scheduling for language arts; doubling up on areas needing support; implementing before- and after- school program)</p> <p>b. Monitor adherence to instructional schedule to ensure efficient use of entire instructional time (e.g., encouraging leadership and team walkthroughs for observational data; encouraging bell-to-bell activity; monitoring student time on task)</p>	<p>a. Re-evaluate scheduling and class time structures throughout the year to enhance academic learning time [e.g., providing adequate hall pass time between classes; working toward fewer classroom interruptions (e.g., intercom announcements, fire drills)]</p>

SUBCOMPONENT 6:
Instructional leaders set measurable goals for academic improvement and monitor progress toward these goals.

Exploring	Implementing	Sustaining
ACTION 1		
<p>a. Research and determine how to set measurable goals</p> <p>b. Align measurable goals with goals in action plan (e.g., using SMART goals or action steps to reach the action plan items)</p>	<p>a. Provide time during meetings to review how the goals within the Action Plan directly support the achievement of the measurable goals for academic improvement (e.g., discussing what specific activities and strategies teachers will use; giving suggestion as to how the action steps appear in classrooms as planning, activities, and strategies)</p>	<p>a. Review measurable goals and action plan goals and involve staff in aligning the new measurable goals with the goals in the action plan (e.g., clear expectations that teachers will use explicit instruction to teach targeted vocabulary; conducting walkthroughs every day during a half hour period)</p> <p>b. Foster distributed leadership by encouraging staff members to present the progress toward achieving the goals within the action plan and ultimately the measurable goals based on academic improvement (e.g., encouraging sharing of success during staff, grade level, and content area meetings; encouraging sharing of success with parents; specifically talking about what is working)</p>

ACTION 2		
<p>a. Model and communicate high expectations for staff and students in improving literacy outcomes on outcome assessments (e.g., Smarter Balanced Assessment, ACT, SAT); relate assessment data to the literacy mission statement; giving specific feedback to students about how they are doing)</p>	<p>a. Provide time during staff meetings to revisit measurable goals and progress toward meeting those goals (e.g., allowing collaboration time to refer to the action plan to determine if measurable goals are appropriate; having open and frank staff discussions about progress)</p>	<p>a. Provide a time for staff to debrief about the planning process at appropriate times throughout the year to facilitate moving ahead (e.g., debriefing after any change implementation such as benchmarks, revising the action plan at the end of the year)</p>
ACTION 3		
<p>a. Review longitudinal data and school improvement plans to determine measurable goals. Set measurable goals for increasing proficiency and decreasing percentage of students performing at the novice level</p> <p>b. Identify progress monitoring assessments that correlate to outcome assessments (e.g., ISIP, state assessments, MAP, DIBELS, Smarter Balance progress monitoring, self-assessment, professional gap analysis)</p>	<p>a. Share correlations between outcome assessments and progress monitoring assessments</p> <p>b. Share measurable goals and progress in reaching those goals with staff during meetings (e.g., staff and team)</p> <p>c. Determine reports and data to share with staff (e.g., being direct, purposeful, and timely in sharing data analysis with staff; sharing assessment, survey, practice item, and walkthrough data)</p>	<p>a. Review longitudinal data and work with staff to set measurable goals and progress toward meeting those goals</p> <p>b. Celebrate with staff the achievement of the goals (e.g., reviewing data and revising action plan as needed; archiving achieved goals and then celebrating; publicizing goals achieved in school newsletters, public announcements, assemblies and meetings, in order to acknowledge and recognize effort and commitment of staff, students and parents)</p> <p>c. Review progress monitoring measures and correlation to outcome assessments</p>

		<p>d. Research new progress monitoring measures that may provide stronger correlations (e.g., analyzing how well benchmarks are indicators of success in summative assessments using ISIP, state assessments, DIBELS, Smarter Balanced progress monitoring; evaluating how well goal setting from the self-assessment translated into action items or goals on the action plan)</p>
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SUBCOMPONENT 7:

Instructional leaders meet regularly to analyze school and student data to inform decisions about professional development, instruction, and intervention.

Exploring	Implementing	Sustaining
ACTION 1		
<p>a. Determine process for compiling and analyzing walkthrough and observation data and classroom data to determine needs for staff (e.g., additional professional development, coaching, observations, feedback) and students (e.g., Smarter Balanced benchmarks, ISIP progress monitoring, walkthrough observations on whole class, small group, individual student) using the continuous improvement process</p>	<p>a. Analyze walkthrough and observation data along with student data to identify grade level, classroom, small group, and individual student needs (e.g., identifying observable teacher strengths and areas for support; conducting data-informed student decisions for extended learning, as well as deficit interventions)</p>	<p>a. Involve more staff members (e.g., distributed leadership/network of professionals) in analyzing walkthrough and observation data, along with student data to identify grade level, classroom, small group, and individual student needs; conducting frequent leadership team walkthroughs, peer coaching, and mentoring; providing time for staff to meet for collaborative data analysis</p>
ACTION 2		
<p>a. Plan professional development based on student data and teacher needs (e.g., using PIR days, conferences, workshops and training; determining targeted teams to attend; ensuring that decisions for professional development are data-informed for both student and teacher needs)</p>	<p>a. Provide professional development based on student data and teacher needs (e.g., looking at data to ensure staff development meetings, workshops, in-services, training, and teach-the-teacher sharing are based on student and teacher needs)</p>	<p>a. Involve more staff members in analyzing both teacher data (e.g., self-assessment, walkthrough data, observation data, self-reflection) and student data (e.g., Smarter Balanced benchmarks, ISIP progress monitoring, MAP, state assessments, classroom assessments) to determine professional development needs for all staff; encouraging participation through leadership team, teacher innovators, rotating leadership team membership, inclusive meetings</p>

		b. Serve as models by studying literacy research and best practices, sharing professional resources among faculty, facilitating professional discussions, and training team leaders as facilitators (e.g., providing time for staff and grade level sharing; providing professional literature; using a portion of PLC for staff book study on targeted topic; providing leadership training)
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SUBCOMPONENT 8:

Instructional leaders facilitate collaboration among staff, with a focus on literacy achievement and effective literacy instruction.

Exploring	Implementing	Sustaining
ACTION 1		
<p>a. Identify horizontal and vertical teacher teams (within and across grade levels)</p> <p>b. Schedule time for teams to meet for regular collaboration and examination of student data/work</p> <p>c. Protect the common planning time of teachers (e.g., scheduling team and grade level meetings on master calendar; avoiding overscheduling planning time with another activity)</p>	<p>a. Meet in teams according to regularly established times</p> <p>b. Prepare structured agendas that focus on collaborative planning and examining student data/work (e.g., creating agendas that focus on grade levels or content areas; using school goals as the focus for meetings; focusing data analysis to determine actionable strategies with timelines; strategically and collaboratively planning across grade levels; asking what the next grade level feels is vital for their incoming students to have mastered</p>	<p>a. Practice distributed leadership (e.g., creating a schedule for rotation of team leadership, altering teams as necessary to ensure optimal effectiveness; encouraging grade level leadership to distribute responsibilities across team)</p>

ACTION 2		
<p>a. Identify specific, measurable student achievement goals aligned with grade level expectations (e.g., using rubrics to clearly define what students expectations are at grade level; writing measurable goals in clear, SMART language that can be individualized for students)</p>	<p>a. Identify and use common formative assessments, rubrics, data analysis of assessments, and strategies for improving student outcomes (e.g., collaboratively developing rubrics for common expectations; using individual chalkboard activities for clear monitoring; partner sharing to reinforce learning; clearly stating unit/project expectations using a tool such as Unit Organizers; conducting one-on-one student conferencing)</p>	<p>a. Study formative student assessment results and use results to continue to adjust instruction (e.g., using reflective teaching as personal model to revise instruction; remediating/re-teaching targeted students; improving implementation and strategy choices; embracing explicit instruction to enhance student engagement)</p>
ACTION 3		
<p>a. Develop cyclical actions that align with the school-wide action plan and literacy mission statement that makes student learning the primary focus (e.g., reviewing student work; reflecting on the effectiveness of instruction; adjusting to meet specific needs of students)</p>	<p>a. Focus on student learning through a Continuous Improvement Cycle (e.g., particularly looking at student work and data) using common rubrics and scoring systems; implementing a cycle of plan, design, implement, evaluate, assess/reassess</p> <p>b. Use protocols to examine student work</p>	<p>a. Assess effectiveness of team actions on student learning (e.g., analyzing the data and reflect collaboratively and individual about what is being done in view of its effectiveness; honestly asking if what you are doing working)</p>

ACTION 4

<p>a. Participate in professional learning on effective teaching practices (e.g., providing time for professional development sessions, training and in-services; studying of current literature and research on explicit instruction)</p>	<p>a. Collaborate with other team members to conduct peer observations or view video recordings and analyze lessons to improve instruction.</p> <p>b. Observe model lessons</p> <p>c. Solicit input from instructional coach on effective strategies for explicit instruction, differentiating instruction, prompting active engagement, and teaching key areas of literacy (e.g., conducting self-video analysis; observing in master teacher classrooms; participating in peer modeling and coaching; using collaborative growth-model goals)</p>	<p>a. Provide professional development for new and continuing teachers [sharing professional learning at team and staff meetings; collaborating with other schools (feeder or schools in close proximity) to conduct peer observations and share literacy expertise; using technology (e.g., blogs and Wikis) to establish electronic opportunities for teacher teams to network]</p>
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ACTION 5

<p>a. Identify team roles, norms, protocols, and expectations (e.g., focusing on the mission statement and use the action plan to determine expectations; citing student achievement as the ultimate goal; working individually and as a group to accept respectful disagreement; using meeting protocols such as agendas and minutes; remembering how and when to celebrate successes</p>	<p>a. Revisit team roles, norms, protocols, and expectations with a focus on the literacy mission statement and action plan, especially as team change in membership</p> <p>b. Maintain anecdotal notes and data portfolios to showcase student and team successes noting the important steps and improvements as well as roadblocks; maintaining the professionalism of the group as members transition in and out; celebrating often, giving recognition and acknowledgement to people and their roles</p>	<p>a. Continue to revisit team roles, norms, protocols, and expectations as needed with resistant staff, new staff, or change in staff (e.g., sharing student and team successes with other teams, school, and district leadership; encouraging teachers to share stories of success with community members; recognizing and celebrating student and staff successes and progress toward goals; encouraging participation by new member)</p>
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COMPONENT: Standards: Coming Soon

SUBCOMPONENT 1:		
Exploring	Implementing	Sustaining
ACTION 1		
a.	a.	a.
ACTION 2		
a.	a.	a.

COMPONENT: Instruction and Intervention

SUBCOMPONENT 1:		
Instructional materials and content are aligned to the Montana Early Learning Guidelines (MELG) and/or the Montana Common Core Standards (MCCS.)		
Exploring	Implementing	Sustaining
ACTION 1		
<p>a. Study the concepts and skills students need to know and be able to do to meet the expectations in the MCCS (e.g., providing copies of standards to all teachers; forming grade level and department level teams to begin to unpack standards; using OPI planning documents)</p>	<p>a. Provide support for teachers’ transition to the MCCS (e.g., leadership attending MCCS trainings; providing time for staff to collaborate; providing time for staff to identify current strengths and weaknesses in curriculum and align curriculum to standards; using OPI planning documents)</p>	<p>a. Revisit alignment activities and fidelity of curriculum to MCCS frequently (e.g., providing time for leadership team and staff to frequently evaluate where they are in the process; using OPI planning documents; determining if new instructional materials should be purchased)</p>
ACTION 2		
<p>a. Use knowledge from MELG and MCCS to guide the study and selection of research-based core reading program</p>	<p>a. Purchase and fully implement the core program (e. g., training staff in program, using a combination of training and in-class coaching; creating an instructional pacing plan and time line; allocating instructional time for implementation of program, which includes building a schedule that incorporates intervention and protects core reading time; study research-based instructional strategies and resources to support student learning of the MCCS</p>	<p>a. Monitor program implementation and alignment to standards; recalibrate and adjust implementation based on annual outcome data</p>

<p>b. Analyze instructional materials for alignment with standards, grade-level expectations, assessments, and learner needs</p>	<p>b. Use alignment process to identify research-based instructional strategies and resources to support student learning of the standards, particularly strategies that will strengthen identified weaknesses within adopted program, according to MCCS</p> <p>c. Prioritize by identifying the most important concepts in each content area for in-depth study and extended classroom discussion</p>	<p>b. Revisit instructional strategies and fidelity of curriculum to MCCS frequently; identify high leverage strategies and ensure implementation in all discipline areas</p>
<p>ACTION 3</p>		
<p>a. Study curriculum in relation to MCCS and determine how to develop curriculum in a manner that gives all individuals equal opportunities to learn (e.g., Center for Applied Science Technology’s universal design for learning to create instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution, but rather flexible approaches that can be customized and adjusted for individual student needs)</p> <p>b. Develop a plan for tiered interventions (e.g., Tiers 1 and 2 to implement research-based programs that provide extra support for students somewhat below grade level; implement targeted, intensive, research-based intervention</p>	<p>a. Implement differentiated goals, methods, and materials for students with a clear trajectory toward meeting goals within the MCCS</p> <p>b. Implement interventions and provide differentiated support to teachers and students (e.g., analyzing data to adjust instruction for students; providing ongoing, differentiated classroom-based support for intervention teachers)</p>	<p>a. Analyze data; revisit differentiated goals, methods, and materials to ensure students are meetings goals within the MCCS</p> <p>b. Analyze student data each tier; revisit student goals to ensure students are on a trajectory to meets goals within MCCS</p>

<p>programs for students in Tier 3 performing significantly below grade level)</p>		
ACTION 4		
<ul style="list-style-type: none"> a. Identify additional literature and informational texts of various reading levels on topics linked to the curriculum b. Study concept of complex text in the MCCS; create leveled lists of reading resources using teacher judgment leveling systems c. Provide diverse texts to ensure all students in the group can gain meaning of the content. d. Integrate curriculum with real-world applications that are important to adolescents (e.g., use current events to build students’ reading and writing skills) 	<ul style="list-style-type: none"> a. Develop lessons that provide students with daily sustained experiences with texts in a variety of genres b. Integrate various levels of text, especially complex text, into instruction in all discipline areas c. Carefully select appropriate text to use when explicitly teaching a given strategy, ensuring that the text is appropriate for the reading levels of the students while learning the strategy; students then apply the strategy to complex text during regular classroom instruction 	<ul style="list-style-type: none"> b. Revisit and evaluate lessons, including texts chosen, to determine fidelity of curriculum to MCCS c. Teach students and parents how to best match readers with text, building individualized reading lists at interest and developmental levels

ACTION 5		
a. Study writing rubrics used by the state to score students' writing; analyze alignment to MCCS	a. Develop a school-wide rubric, aligned with state assessment rubrics, that can be applied across content areas for writing ; practice applying the rubric to writing samples to establish reliability in scoring	a. Plan and use school-wide benchmark writing rubrics and assessments to determine student progress toward MCCS
ACTION 6		
a. Study importance of text dependent questioning, especially questions that center around key ideas and details, craft an structure, and integration of knowledge and ideas	a. Create text dependent questions that encourage students to think reflectively about texts	a. Implement text dependent questioning into all content areas

SUBCOMPONENT 2:		
Instructional materials and content include explicit and systematic instruction in reading, writing, listening, and speaking in all content areas.		
Exploring	Implementing	Sustaining
ACTION 1		
<p>a. Explore ways to infuse literacy throughout the day</p> <p>b. Study research-based strategies and resources to support student learning of the MCCS</p> <p>c. Study the text structures most frequently used in each content area</p> <p>d. Identify common themes taught across several disciplines in the curriculum</p>	<p>a. Provide training and professional development on how to integrate comprehension instruction into content-area teaching</p> <p>b. Identify specific research-based literacy strategies that can be implemented into both language arts and content areas; provide professional development in specific strategies for all teachers (e.g., self-questioning, summarizing, graphic organizers, predicting, inferencing)</p> <p>c. Identify, plan, and implement explicit instructional strategies to teach text structures, vocabulary, and background knowledge students need to learn for each content area</p> <p>d. Discuss instructional pacing and methods to immerse students in a common theme from subject to subject</p>	<p>a. Implement comprehension instruction into content-area teaching</p> <p>b. Integrate high leverage text comprehension strategies into instruction in all discipline areas; continue to stay abreast of effective strategies for reading and writing instruction</p> <p>c. Determine how leadership will monitor implementation of literacy instruction in the content areas</p> <p>d. Departmental teams work together to plan and implement a common theme across several disciplines, immersing students in the vocabulary connected to the topic</p>

e. Identify critical workplace literacy skills	e. Address workplace literacy skills across all content areas	e. Address both academic and workplace literacy skills across all content areas and provide students with knowledge of a variety of career pathways.
ACTION 2		
<p>a. Create leveled lists of reading resources</p> <p>b. Organize classroom libraries, considering difficulty levels, student interests, and subject matter (e.g., using a combination of teacher judgment, established leveling systems, and easy-to-use readability formulas)</p> <p>c. Schedule quality, independent reading time, allowing students to self-select and enjoy reading materials</p> <p>d. Broaden the types and formats of texts students read and write about (e.g., magazines, newspapers, on-line text, picture books, primary sources, blogs, email, audio books, manuals)</p> <p>e. Select read-aloud books that are age- and topic-appropriate that include a wide variety of cultural, linguistic, and demographic groups</p>	<p>a. Identify fiction and non-fiction texts of various reading levels on topics linked to the curriculum for independent reading</p> <p>b. Enlist the support of the librarian/media specialist to acquire additional books and resources at various reading levels</p> <p>c. Provide opportunities for reading varied genres to build fluency, confidence, and understanding</p> <p>d. Integrate varied types and formats of texts into all content areas (e.g., magazines, newspapers, on-line text, picture books, primary sources, blogs, email, audio books, manuals)</p>	<p>c. Provide variety and choice in reading materials for independent reading and text-dependent writing topics</p>

ACTION 3		
<p>a. Provide professional development for staff in the area of writing (e.g., teaching writing as a process, the traits of writing, and writing within all content areas and disciplines)</p> <p>b. Differentiate instruction using research-based instructional strategies and activities within the reading program to address individual student learning differences and choice</p>	<p>a. Teach and have students practice writing as a process (pre-write, draft, revise, edit, and publish) with a specific focus on revision and editing strategies that include quality writing traits, such as organization, voice, word choice, sentence fluency, and conventions</p> <p>b. Differentiate reading and writing assignments by offering student choice</p>	<p>a. Expand the types of writing across all content areas (e.g., songs, manuals, captions, word problems, emails, ads, instructions)</p>
ACTION 4		
<p>a. Plan explicit comprehension strategy instruction in all content areas, explaining to students specifically what strategies they are going to learn and why it is important for them to learn the strategies, modeling how to use the strategies, and providing guided and independent practice with feedback</p> <p>b. Study effective explicit instruction techniques for reading, writing, listening and speaking in the content areas [e.g., effective instructional techniques such as explicit instruction (Model, Guided Practice, Independent Practice), scaffolding, formative assessment, checks for understanding,</p>	<p>a. Discuss and model for students when and where to apply the strategies across various texts, genres, and content areas, ensuring that students understand the goal of the strategy is comprehension</p> <p>b. Agree upon two to three key techniques to focus on as a staff; implement into all content areas</p>	<p>a. Use data, observations, and instructional walkthroughs to ensure literacy strategies are appropriately implemented daily across all content areas</p> <p>b. Analyze data; revisit techniques to ensure techniques are effective; reprioritize as needed</p>

<p>active engagement strategies, intentional teaching, wait time, feedback, instructional pacing, ample and appropriate practice opportunities]</p> <p>c. Ensure maximum exposure to necessary skills, including core instructional time and small group differentiated instruction</p>	<p>c. Align and incorporate appropriate small group and center activities with the core reading instruction</p>	
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SUBCOMPONENT 3:

Instructional leaders ensure time for literacy instruction during the school day is a priority (e.g., minimum recommended 90 minutes of Tier 1 literacy instruction in primary grades, use of literacy strategies across subject areas, and additional time for interventions.)

Exploring	Implementing	Sustaining
ACTION 1		
<p>a. Prepare school schedules early to ensure core reading instructional time in elementary is 90-120 minutes daily; use flexible schedules in secondary to include extended time for language arts and reading (e.g., block schedules; adding periods to increase instructional time for students who need intervention)</p> <p>b. Leverage instructional time in literacy by studying and planning ways to integrate reading and writing in all subjects/content areas (e.g., providing saturated, ongoing, and scaffolded professional development including training, in-class coaching, and lesson modeling)</p> <p>c. Ensure that academic learning time in reading and writing is appropriate in duration and substance to meet learners' individual needs</p>	<p>a. Monitor adherence to instructional schedule to ensure efficient use of entire instructional time (e.g., instructional walkthroughs)</p> <p>b. Implement literacy instruction in all subjects/content areas; monitor literacy instruction and its alignment to standards</p> <p>c. Ensure that instruction is provided at an intensity that allows 80 percent of students' needs to be met in the general education classroom</p>	<p>a. Consider consulting with support services such as instructional and scheduling experts to maximize efficiency of existing time and personnel</p> <p>b. Use data to recalibrate and develop next steps; provide ongoing professional development and coaching as needed</p>

<p>d. Study flexible scheduling options to include additional time for reading intervention (e.g., at least 30 minutes per day of instruction for Tier 2 students, or one additional period; at least two additional 30 minute sessions per day, or one 90 minute session, or two or three period block for Tier 3 students)</p> <p>e. Survey content area teachers to determine how much time teachers currently have students write in their classes</p>	<p>d. Implement flexible scheduling for Tier 2 and Tier 3 students, to include additional time</p> <p>e. Use results from survey to provide targeted professional development in writing; plan writing instruction across grade levels and content areas to assure consistency and seamlessness</p>	<p>d. Use progress monitoring and benchmark data to analyze individual student progress in the intervention, as well as effectiveness of the intervention as a whole</p> <p>e. Monitor program implementation and alignment to standards; recalibrate and adjust implementation based on annual outcome data</p>
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SUBCOMPONENT 4:		
Tiered instruction is clearly defined and implemented with fidelity		
Exploring	Implementing	Sustaining
ACTION 1		
<p>a. Implement the core reading program with fidelity, using research-based strategies and appropriate resources to support student learning of the MCCS</p> <p>b. Ensure core instruction is provided by highly qualified teachers</p>	<p>a. Analyze data to ensure that Tier 1 instruction is exemplary, meeting the majority of student needs, as well as reducing the number of students that qualify for Tier 2 or Tier 3 instruction</p> <p>b. Select intervention teachers who have a proven record of success with struggling students.</p>	<p>a. Monitor program implementation and alignment to standards; recalibrate and adjust implementation based on benchmarking and outcome data</p>
ACTION 2		
<p>a. Research, select, and, purchase one or two research-based reading intervention programs that will meet individual student needs, according to the data; if only one is chosen, be sure it includes both decoding and comprehension components</p>	<p>a. Provide program-specific training in the intervention programs at the beginning of the year to prepare teachers and staff for implementation; provide ongoing professional development and support over the school year to ensure programs are implemented with fidelity (e.g., training intervention staff in programs, using a combination of training and in-class coaching; creating an instructional pacing plan and time line; allocating instructional time for implementation of program, which includes building a schedule that includes additional time)</p>	<p>a. Constantly monitor program implementation using instructional walkthroughs as well as student progress monitoring data and benchmarking data; recalibrate and adjust implementation as needed, continuing to provide program-specific professional development each year for new and experienced teachers</p>

<p>b. Establish plan for student placement in interventions, according to data</p> <p>c. Build the master schedule early to accommodate the number of intervention classes needed</p> <p>d. Plan instruction so that protected time takes advantage of all instructional minutes and minimizes transitions</p>	<p>b. Conduct screenings and placement testing; use data to identify list of students to be placed in interventions</p> <p>c. Adjust schedule as necessary, providing teachers and classrooms/space for additional intervention, as necessary</p> <p>d. Monitor adherence to instructional schedule to ensure efficient use of entire instructional time at every tier (e.g., at least 90 minutes per day of instruction for Tier 1 students, or one or two periods; at least 30 minutes per day of instruction for Tier 2 students, or one additional period; at least two additional 30 minute sessions per day, or one 90 minute session, or two or three period block for Tier 3 students)</p>	<p>b. Use progress monitoring data to review and reflect whether students are placed correctly in interventions; ensure intervention system allows easy flow of students into and out of the tiers of support</p> <p>d. Continually explore ways to adjust instructional time, according to student data, particularly for students not making adequate progress (e.g., after-school programs, individualized tutoring, additional differentiated small group instruction)</p>
ACTION 3		
<p>a. Establish pacing guides and/or course/unit/ lesson organizers for all tiers of instruction</p> <p>b. Schedule regular literacy observations to monitor use of literacy strategies across content areas and student engagement and learning, as well as to ensure consistent use of effective instructional practices</p>	<p>a. Use guides/organizers to monitor instructional time for adherence to programs and pacing</p> <p>b. Compile and analyze classroom observation data to show current practice in reading and writing instruction; identify instructional patterns from literacy data</p>	<p>a. Continue to adjust pacing and/or course/unit/lesson organizers to better meet students' needs, accelerate learning, and meet the MCCS</p> <p>b. Determine connections between observed patterns to student data; prioritize areas of weakness as next steps on action plan</p>

SUBCOMPONENT 5:

Additional support is provided for learners with Tier 2 and Tier 3 needs through intensified interventions (e.g., smaller group sizes, increased time, or varied instructional materials.)

Exploring	Implementing	Sustaining
ACTION 1		
<p>a. Schedule students who need additional literacy support into an elective reading class (conducted by a qualified interventionist who has been trained in the specific program), in addition to the regular language arts classes</p> <p>b. Keep intervention classes small</p> <p>c. Teach intervention programs with fidelity</p> <p>d. Identify what students know and what skills or knowledge needs to be</p>	<p>a. Monitor students' progress in the intervention, providing extended learning opportunities for students, as needed (e.g., tutoring, after-school, and summer learning programs)</p> <p>b. Adjust schedule as necessary, providing teachers and classrooms/space for additional intervention to keep classes small</p> <p>c. Regularly conduct observations and instructional walkthroughs to ensure programs are taught with fidelity</p> <p>d. Plan lessons, re-teaching, and intervention activities that target areas of need</p>	<p>c. Assess the effectiveness of the extended learning opportunities for students; provide additional literacy intervention for students who continue to struggle (e.g., an additional reading class, one-on-one tutoring, computer-assisted instruction, or before- or after-school program) by well-trained professionals for those students who need more targeted support (Tiers 2 and 3)</p> <p>d. Assess the effectiveness of the intervention program(s) and make adjustments based on the findings; utilize</p>

strengthened in future lessons for students to reach MCCS proficiency		instructional coach to provide support by modeling, observing, and providing feedback
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SUBCOMPONENT 6:		
Instructional leaders ensure that instructional materials are readily available for all instruction and intervention settings.		
Exploring	Implementing	Sustaining
ACTION 1		
<ul style="list-style-type: none"> a. Have all materials and procedures in place prior to start of the school year b. Ensure the school procures all equipment necessary to operate the program(s) c. Ensure all classes have classroom libraries that provide access to books at a variety of difficulty levels on a wide range of topics, including culturally-responsive materials, for independent reading 	<ul style="list-style-type: none"> a. Allocate funding to replenish materials each year b. Allocate funding to increase the range and variety of reading material; collaborate with community resources, as needed (e.g., library, non-profits, private business, etc., to augment book collections) 	<ul style="list-style-type: none"> a. Allocate funding to update or replace core reading and intervention materials, as needed b. Allocate funding to update and renew classroom and school library book collections

SUBCOMPONENT 7:

Technology is utilized to support student learning (e.g., software or digital devices which students use to learn, access, organize, and communicate information.)

Exploring	Implementing	Sustaining
ACTION 1		
<p>a. Inventory current hardware, software, and other technologies available at the school; ensure technology is properly functioning</p> <p>b. Ensure all students have access to available technologies to improve their reading and writing</p> <p>c. Provide professional development for staff on how to use technology to enhance instruction</p> <p>d. Utilize available technologies to address the needs of learners in all subject areas (e.g., free text-to-speech software, digital text)</p>	<p>a. Develop a technology plan to address changing needs, outdated equipment and software, and addresses on-going professional development needs.</p> <p>b. Investigate technologies that provide learning supports for all students (e.g., text-to-speech, speech recognition technology)</p> <p>c. Create technology-infused lessons in all subject areas lessons, for heightened student engagement; continue to provide professional development for staff on how to use technology to enhance instruction</p> <p>d. Create and use computer-based games, such as Jeopardy and Hollywood Squares, to review content</p>	<p>a. Update the technology plan to address changing needs, outdated equipment and software, and address on-going professional development needs</p> <p>b. Explore new technologies that engage students and allocate funding to purchase new technologies (e.g., graphical data visualizations, Blogs, wiki pages, e-ports, Google Maps, Google Docs, podcasts)</p> <p>c. Investigate distance learning and online courses as vehicles for teacher and student learning</p>

<p>e. Capitalize on students' interest in technology and media by using digital tools and WebQuests to conduct research, presentation software to demonstrate learning, word processing to edit, code, and mark text, and email to encourage communication</p> <p>f. Allow students to compose with word processing software to encourage revising and editing</p> <p>g. Develop and use communication tools on the internet to connect with students and parents outside the classroom (e.g., email, Blackboard, instant messaging, class webpage, lectures, video-conferencing)</p>	<p>e. Explore ways for students to use digital media to network with peers both in and out of school</p>	<p>e. Use tools that enable students to reach out globally and engage in projects with students worldwide</p>
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COMPONENT: Assessment

SUBCOMPONENT 1: Assessment tools and procedures align to the MCCS.		
Exploring	Implementing	Sustaining
ACTION 1		
a. Select an assessment for all students that aligns to the MCCS b. Follow assessment procedures to ensure valid and reliable results c. Plan a method for systematically collecting information on students' literacy skills d. Design a data collection plan for maintaining, analyzing and utilizing assessment results e. Plan and implement a method for systematically using information on students' literacy skills f. Ensure the assessments address the MCCs in literacy	b. Conduct procedural audits periodically to ensure the assessments are providing valid and reliable results c. Implement a method for systematically collecting information on students' literacy skills d. Implement a data collection plan for maintaining, analyzing and utilizing assessment results	b. Conduct procedural audits periodically to ensure the assessments are providing valid and reliable results c. Continue systematic schedule of assessments

SUBCOMPONENT 2:
Comprehensive assessment system includes both formative and summative assessments.

Exploring	Implementing	Sustaining
ACTION 1		
<ul style="list-style-type: none"> a. With the leadership team, determine goal, purpose, and use of all assessments b. Ensure that assessment system includes multiple types of assessment (e.g., screening/benchmark, diagnostic, progress monitoring, and performance/observation) c. Ensure that assessments are tailored for a specific purpose d. Choose program assessments that evaluate effectiveness of instruction e. Choose program assessments that evaluate the quality of programs 	<ul style="list-style-type: none"> a. Use assessments to determine the progress toward the determined goals and purposes b. Base instruction and placement of students on multiple sources of information c. Embed authentic assessment within the curriculum with a set purpose d. Implement assessments and use assessment results to change instructional practices and strategies to meet the needs of all students e. Implement program assessments and use program assessments to evaluate the quality of programs 	<ul style="list-style-type: none"> a. Ensure focus of assessments is continued progress toward goals b. Continue to utilize multiple sources of information to determine placement of students and instruction c. Continue to utilize all data sources to determine if the program meets the needs of all students d. Continue to utilize all data sources to determine if the program meets the needs of all students e. Continue to use program assessments to evaluate the quality of programs

<p>f. Choose progress monitoring assessments that evaluate the MCCS in literacy</p>	<p>f. Implement progress monitoring assessments and use progress monitoring results to evaluate the MCCS in literacy</p>	<p>f. Continue to utilize progress monitoring to evaluate the MCCS</p> <p>g. Provide data to stakeholders (as appropriate) in a timely and user-friendly format</p> <p>h. Share assessment results with families and stakeholders in a timely manner</p> <p>i. Collaborate with all literacy stakeholders to ensure that assessment results are available when students transition from school to school</p>
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SUBCOMPONENT 3:

Collaborative teams use a specific protocol for examining student data and making instructional and intervention decisions (e.g., universal screening, progress monitoring, diagnostic, and outcome measures are defined by when, who, and where.)

Exploring	Implementing	Sustaining
ACTION 1		
<ul style="list-style-type: none"> a. Form appropriate teams inclusive of speech-language pathologists and district appraisal staff to analyze data, develop, and review instructional plans b. Develop a protocol to examine data and place students in appropriate instructional settings c. Study student assessment results to make adjustments that support children’s language and literacy development d. Study screening and diagnostic assessments used to assess literacy skills e. Develop a plan for sharing students’ assessment data with parents 	<ul style="list-style-type: none"> a. Teams utilize the assessment results to make adjustments that support children’s language and literacy development b. Use the protocol with the assessment results to change instructional practices and strategies to meet the needs of all students c. Use student assessment results to make adjustments that support students’ language and literacy development d. Recognize and celebrate individual students’ incremental improvements toward reaching goals e. Ensure that assessment occurs regularly to inform parents and families on students’ progress 	<ul style="list-style-type: none"> a. Enduring practice of using assessment results to change instructional practices and strategies to meet the needs of all students b. Continue to use the protocol with the assessment results to change instructional practices and strategies to meet the needs of all students c. Ensure continued use of assessment results to make adjustments that support students’ language and literacy development e. Continue a culture of data with parents

<p>f. Develop a plan to include diagnostic assessments for those students with severe deficiencies in language and literacy development</p>	<p>f. Use diagnostic assessments to determine student placement in interventions appropriate to their needs</p> <p>g. Use observation and walkthrough data to determine additional support needed by staff and to adjust professional development plans</p> <p>h. Allocate resources for collecting and managing data including expenses for photocopying, purchasing a data management program, and personnel who work with data</p> <p>i. Use results from ongoing needs surveys to match professional development to current needs</p>	<p>f. Continue to use diagnostic assessments to determine student placements in interventions appropriate to their needs</p>
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SUBCOMPONENT 4:

Data is disaggregated by subgroups and provided to educators for instructional decision making in a timely and efficient manner.

Exploring	Implementing	Sustaining
ACTION 1		
<ul style="list-style-type: none"> a. Determine what subgroup indicators should be collected with the data b. Develop a plan conducive to your facility on what disaggregated data will inform instructional decisions 	<ul style="list-style-type: none"> b. Disaggregate and use subgroup data to strengthen literacy outcomes for all students, including ELL and those with exceptionalities c. Use subgroup data to strengthen literacy outcomes for all students, including ELL and those with exceptionalities d. Use subgroup data to identify areas of celebration e. Use subgroup data to identify areas of growth to include in the planning process 	<ul style="list-style-type: none"> b. Continue to use subgroup data to identify areas to improve c. Share subgroup data with families and stakeholders in a timely manner d. Continue to use subgroup data to identify areas of celebration e. Share subgroup data with families and stakeholders in a timely manner

SUBCOMPONENT 5:

A comprehensive plan assesses the effectiveness of the instructional program and guides adjustments for improvement.

Exploring	Implementing	Sustaining
ACTION 1		
<ul style="list-style-type: none"> a. Develop a plan for ongoing data analysis to inform program development and improvements b. Schedule and provide time for teachers to collaborate and review student outcomes and program goals c. Analyze a variety of data (e.g., student assessments, teacher needs assessment, teacher observations, professional training) to determine content of professional development d. Use checklists when conducting observations and walkthroughs to ensure clear expectations and specific feedback on student learning 	<ul style="list-style-type: none"> a. Use information from program assessments to guide developments and improve program quality b. Utilize an ongoing assessment system that supports literacy development and allows for continued appraisal of students and programs in timely manner c. Provide staff professional development opportunities based on data that meets the needs of students and teachers d. Continue to monitor program quality and make necessary adjustments to the program based on assessment data e. Provide opportunities for staff to study and use data to support continued student growth and program effectiveness, user-friendly student 	<ul style="list-style-type: none"> a. Refine protocols for professional development for new staff toward evidence-based literacy practices to ensure consistency of instruction b. Refine protocols for coaches, mentors, and teacher partnering to provide ongoing support for new staff c. Evaluate the effectiveness in preparing new teachers on the expectations for literacy d. Maintain the partnerships with higher education that support new teacher development

	<p>and program data to families and stakeholders</p> <p>f. Reassign staff as needed, matching staff strengths to the needs of students</p>	<p>f. Pursue additional / alternative funding sources for training for new teachers</p>
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SUBCOMPONENT 6:

Regularly scheduled data analysis discussions occur to assess and adjust ongoing learning (e.g., bi-weekly grade level meetings or data meetings.)

Exploring	Implementing	Sustaining
ACTION 1		
<ul style="list-style-type: none"> a. Schedule and protect time for staff to collaboratively analyze data, share expertise, study the MCCS, plan lessons, examine student work, and reflect on practice b. Review and use results of screening and diagnostic assessments to make informed decisions about instruction and interventions. c. Use student assessment data to assist in setting learning goals and monitoring progress toward those goals d. Collect observation and walkthrough data to determine additional support needed by staff and to adjust professional development plans e. Provide opportunities for staff to determine progress toward addressing MCCS 	<ul style="list-style-type: none"> a. Meet in collaborative teams to study data and plan curriculum and literacy strategies effectively b. Adapt intervention activities and materials as needed, based on observations and other appropriate data c. Monitor progress frequently to determine a child’s response to intervention and progress toward the goals set d. Analyze observation and walkthrough data to determine additional support needed by staff and to adjust professional development plans 	<ul style="list-style-type: none"> a. Continue to utilize collaborative teams to study data and plan curriculum and literacy strategies effectively b. Continue the culture of data-based decision making c. Refocus literacy goals and actions based on student outcome data and mastery of MCCS d. Continue to analyze observation and walkthrough data to determine additional support needed by staff and to adjust professional development plans

<ul style="list-style-type: none"> f. Create an easy to understand presentation of data for parents and stakeholders g. Create a plan for using data to adjust teaming practices 	<ul style="list-style-type: none"> e. Assist staff in use of student assessment data to evaluate the progress toward addressing MCCS f. Conduct and organize assessments, so that results can provided at parent conferences g. Use assessment data to adjust teaching practices h. Make necessary adjustments in the program to meet the needs of all students i. Use results to make informed decisions about intentional instruction j. Use student assessment data to differentiate instruction and reassess progress k. Refine literacy activities, materials, and interest centers based on needs and interests of students l. Focus discussions on changes that can be made to improve programs and settings for all students, including ELLs and students with exceptionalities 	<ul style="list-style-type: none"> e. Continue making adjustments to instruction and programs to increase achievement f. Continue the culture of data sharing with stakeholders and parent g. Continue to use assessment data to adjust teaching practices
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SUBCOMPONENT 7:
A data collection system is in place and technology support is available for continuous access of the data system.

Exploring	Implementing	Sustaining
ACTION 1		
<ul style="list-style-type: none"> a. Identify protocol and procedures for staff to follow when administering screening assessments b. Ensure that appropriate technology is available to input and organize assessment data c. Input results into data system accurately and in a timely manner d. Build and use a coordinated education data system to inform policy, instructional, and management decision 	<ul style="list-style-type: none"> a. Provide professional development and training on how to properly administer screening assessment and input data into system b. Build technology capacity to support portfolio assembly and storage c. Build the capacity of stakeholders (e.g., parents, teachers, administrators, policy makers) to use data for continuous improvement 	<ul style="list-style-type: none"> a. Ensure that updates to the technology are complete b. Ensure that ongoing professional development is offered for changes in features to the data system

SUBCOMPONENT 8:

Assessors receive professional development on valid and reliable assessment administration and fidelity of assessment administration is verified (e.g., checklists, observations.)

Exploring	Implementing	Sustaining
ACTION 1		
<ul style="list-style-type: none"> a. Provide training for those that administer assessments to ensure standardized collection and analysis procedures b. Specify explicit data collection procedures for staff c. Establish assessment calendar and timelines for administration of assessment d. Provide professional development and technical support on using assessment measures 	<ul style="list-style-type: none"> a. Ensure thorough training in administration and data recording for all who administer screening, diagnostic, performance, and observational assessments to students b. Provide professional development for all staff, including principals, and/or directors, on the program evaluation tool and methods of administration c. Administer assessments according to established timelines d. Create protocols, time, and expectations for staff to review and analyze assessment results 	<ul style="list-style-type: none"> a. Provide continued professional development to staff who administer assessments to ensure standardized procedures and accurate data recording d. Provide continued professional development on assessments and interventions to promote positive student outcomes

COMPONENT: Professional Development

SUBCOMPONENT 1:		
Professional development is aligned to the MELG and/or the MCCS and is provided for staff across all content areas on explicit and systematic instruction in reading, writing, listening, and speaking.		
Exploring	Implementing	Sustaining
ACTION 1		
<p>a. Align all professional development with Montana’s Early Learning Guidelines (MELG) and/or Montana Common Core Standards (MCCS) to prepare teachers and staff for implementation</p> <p>b. Assess educators professional development needs regarding implementation of the MELG and MCCS</p> <p>c. Pursue funding sources for specialized training and materials on the MELG and MCCS and research professional development opportunities offered by the district, region, and/or state</p>	<p>a. Provide professional development based on children and teacher needs based on children’s progress toward the MELG and MCCS</p> <p>b. Provide opportunities for staff to give input about their professional development needs that include “what” content they would like to learn about regarding specific skills and understandings outlined in the standards (e.g., gap analysis documents, school surveys)</p> <p>c. Provide opportunities for staff to participate in professional learning activities offered by the district, region, and/or state that address MELG and MCCS</p>	<p>a. Align newly purchased materials to the MELG and MCCS and provide professional development on materials and how they are aligned</p> <p>b. Use a tool yearly to determine professional development needs of staff</p> <p>c. Continually pursue funding sources for ongoing specialized training and materials on the MELG and MCCS</p>

<p>d. Involve educators and administrators in standards trainings to learn how to promote change in practice and how to provide specific feedback aligned with the MELG and MCCS</p>	<p>d. Develop methods to evaluate the effectiveness of professional development activities involving the MELG and MCCS</p> <p>e. Ensure protocols are in place for the onsite leadership team to continually revisit and revise the content of professional learning based on children’s progress toward MELG and MCCS (e.g., consistently using and referring to professional development evaluations for effectiveness and obvious next steps)</p>	<p>d. Consistently use and refer to PD evaluations for effectiveness and obvious next steps</p> <p>e. Maintain professional development focus through the use of an appropriate action plan, action goals, and action steps to achieve those goals specific to professional development</p>
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SUBCOMPONENT 2:

Ongoing, job-embedded professional learning is provided in many ways to meet varying staff needs (e.g., coaching, professional learning communities, peer mentoring, web-based.)

Exploring	Implementing	Sustaining
ACTION 1		
g. Provide information to staff about the importance of professional development and the changes in professional development formats they may see coming	a. Provide varying professional development to teachers and caregivers based on current needs (e.g., coaching, professional learning communities, peer mentoring, webinars)	
h. Provide opportunities for staff to give input about best time of year, day of week, and time during the day for participating in ongoing professional development	b. Use teachers' feedback to provide professional development at times that best fit their needs	
ACTION 2		
a. Hire an instructional coach to provide job-embedded support for staff	a. Schedule time for the instructional coach or mentor to meet with teachers individually and in collaborative teams to co-plan, model, practice, and provide feedback	a. Utilize on-site innovators, trained staff and leadership team as well as hired coaches as necessary, to provide meaningful, targeted professional development [e.g., having staff recently trained on MELG, MLP, MCCA, Creating Independent through Student-owned Strategies (CRISS)]
b. Establish a long-range professional development plan that includes job-		b. Continue to evaluate the effectiveness of professional development activities.

<p>embedded strategies, such as coaching, modeling, and constructive feedback</p> <p>c. Establish a mentor program so teachers can work collaboratively as they learn</p> <p>d. Schedule time for leadership team to evaluate various professional development methods to determine what to offer</p>	<p>b. Develop methods to evaluate the effectiveness of professional development activities</p> <p>c. Use mentors to maintain teachers' focus on context specific practices for literacy development</p> <p>d. Protect time for leadership team to evaluate various professional development methods to determine what to offer</p>	<p>c. Expand use of mentor program to provide long-term support in a variety of ways</p> <p>d. Continue to provide ways for teachers to suggest new innovations for professional learning and communicate these new innovations to the leadership team for consideration</p>
ACTION 3		
<p>a. Schedule and protect time for teachers and caregivers to collaboratively analyze data, share expertise, study the MCCS, plan lessons, examine student work, and reflect on their practice through ongoing job-embedded professional learning</p> <p>b. Build a professional learning culture by providing a library that includes research-based books, journals, magazines, and videos for ongoing professional growth.</p> <p>c. Assess current availability of technology and materials that provide</p>	<p>a. Meet regularly in collaborative teams to study data and plan curriculum and literacy strategies</p> <p>b. Utilize resources in the professional library as a vehicle to encourage ongoing "professional talk" about current research and best practices in literacy.</p> <p>c. Purchase technology and materials that provide varying formats of professional learning</p>	<p>a. Protect time for teachers and caregivers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on their practice through ongoing job-embedded professional development</p> <p>b. Update and maintain library and software to meet professional needs aligned with school goals (e.g., new instructional strategies and leadership materials; materials for research)</p> <p>c. Continue to provide professional development that uses technology and</p>

<p>varying formats of professional learning</p> <p>d. Allocate funding for ongoing professional development.</p>	<p>d. Judiciously utilize funding set aside for professional development in alignment with school improvement goals and teacher professional growth needs</p> <p>e. Assist staff in use of child assessment data to evaluate the effectiveness of teaching strategies gained through professional learning opportunities.</p> <p>f. Promote membership in professional organizations.</p>	<p>materials that provide varying formats of professional learning</p> <p>d. Maintain current funding sources for ongoing professional development, as well as pursue continued funding for additional and ongoing professional development (e.g., maintaining funding sources for instructional coach who provides job-embedded support for staff; maintaining funding streams for updating technology and purchasing materials needed to support varying formats of professional learning)</p> <p>e. Consistently and regularly use established data collection and analysis on effectiveness of strategies as an established protocol to influence job-embedded professional development (e.g., PLC data evaluations, grade level data, leadership team findings)</p> <p>f. Encourage teachers/caregivers/para-educators to participate in post-secondary schooling that results in credentialing or a degree</p>
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SUBCOMPONENT 3:

Instructional leaders use multiple sources of student and school data when planning and implementing professional development.

Exploring	Implementing	Sustaining
ACTION 1		
<p>a. Provide opportunities for the school community to give input regarding information that would be helpful to use to guide professional development needs (e.g., surveys, pre-assessments, self-assessments)</p> <p>b. Use data to determine professional development topics; research and locate appropriate professional development that matches identified needs</p> <p>c. Provide information to educators about the importance of gathering data to make decisions about professional development needs based on current research and evidence-based practices</p>	<p>a. Assess quality and nature of adult/child and student/teacher interactions and adjust program to ensure quality and quantity of engaging interactive opportunities (e.g., walkthroughs, conferences)</p> <p>b. Revisit and revise the content of professional learning based on student's progress toward MELG and MCCS.</p> <p>c. Provide opportunities for staff to participate in professional learning activities offered by district, region, and/or state that address identified needs</p> <p>d. Use results of evaluations of professional development activities to</p>	<p>a. Revisit and revise professional development plan yearly based on student mastery of MCCS and other identified measures</p> <p>b. Annually review effectiveness of the match between student and staff needs and provided staff development; developing possible offerings for the coming year (e.g., ask "Did the staff development provided for "x" make a difference? How do we know? Is there something better?")</p> <p>c. Add additional data measures that will be used to target professional development needs as needs change</p>

<p>d. Identify student and teacher data measures that will be used to target professional development needs</p> <p>e. Identify staff roles for data collection, data analysis, and dissemination</p> <p>f. Budget resources for management of the program and data for personnel who work with data</p> <p>g. Collect and analyze a variety of data (e.g., student assessment, self-assessment, teacher needs assessment, teacher observations, and professional training to determine content of professional development)</p>	<p>make adjustments and determine next steps for professional development</p> <p>e. Use observation and walkthrough data to determine additional support needed by staff and to adjust professional development plans</p> <p>f. Allocate resources for collecting and managing data including expenses for photo-copying, purchasing a data management program, and personnel who work with data</p> <p>g. Use results from ongoing needs surveys to match professional development to current needs</p>	<p>d. Revise and document changing roles for data collection, data analysis, and dissemination</p> <p>e. Revise protocols for using data for ongoing professional development planning as needed</p> <p>f. Continue to allocate resources for collecting and managing data</p>
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SUBCOMPONENT 4:

Individual, targeted professional growth plan structure are in place for staff based on observation data and staff needs.

Exploring	Implementing	Sustaining
ACTION 1		
<p>a. Select or develop a needs survey to match available resources to actual need for individual staff</p> <p>b. Provide information to educators about the importance of gathering data to make decisions about professional development needs based on current research and evidence-based for self-reflection practices and growth plan structures</p> <p>c. Involve teachers and caregivers in the planning and design of professional development</p> <p>d. Develop observation protocols and checklists that include opportunities</p>	<p>a. Use results from needs survey to match available resources and professional development opportunities to actual needs</p> <p>b. In coordination with a selected teacher evaluation plan, determine meaningful individual and school-wide professional development (e.g., EPAS, McREL’s Teacher Evaluation System, Danielson’s Framework for Teaching</p> <p>c. Provide targeted professional development to teachers and caregivers based on their professional growth plans</p> <p>d. Use checklists when conducting observations and walkthroughs to</p>	<p>b. Continue to have educators use varied data to determine next steps for professional development; provide updated information to educators about the importance of gathering data to make decisions about professional development needs based on current research and evidence-based for self-reflection practices and growth plan structures</p> <p>c. Continue to involve teachers and caregivers in the planning and design of professional development</p> <p>d. Revise observation protocols and checklists that include opportunities for</p>

<p>for teachers to discuss their teaching practice and ways for observers to provide specific feedback on lessons</p> <p>e. Establish protocols for targeted professional growth plan structures for staff that are based on reflective practices, collaboration with other staff, and observation feedback</p> <p>f. Provide opportunities for the school community to give input regarding information that would be helpful to use to guide individual staff professional development needs</p>	<p>ensure clear expectations and specific feedback on student learning that serve as documentation for determining ongoing professional development</p> <p>e. Provide opportunities for teachers/caregivers to carry out in their professional growth plans in non-threatening situations</p>	<p>teachers to discuss their teaching practice and ways for observers to provide specific feedback on lessons</p> <p>e. Continue allocation of resources, funding, and time for professional growth plans, observations, and professional development for professional growth planning</p>
ACTION 2		
<p>a. Budget resources for management of the program and data for personnel who work with data.</p> <p>b. Provide budgeted funding to maintain up-to-date materials and tools</p>	<p>a. Allocate resources, funding, and time for professional growth plans, observations, and professional development for professional growth planning</p> <p>b. Provide a means to inventory and survey material and tools condition and appropriateness</p>	<p>a. Continue to upgrade tools and materials to keep pace with best professional development practices, the changing economy, and needs for improving literacy outcomes</p> <p>b. Select or develop a needs survey to match available resources to actual need for individual staff</p>

SUBCOMPONENT 5:
Structures are in place for providing professional development for new staff members.

Exploring	Implementing	Sustaining
ACTION 1		
<ul style="list-style-type: none"> a. Assemble a team to develop protocols for professional development for new staff toward evidence-based literacy practices to ensure consistency of instruction b. Establish protocols for coaches, mentors, and teacher partnering to provide ongoing support for new staff c. Schedule time for new staff to engage in professional development regarding existing protocols and practices d. Research networking and partnerships with higher education for resources in literacy practice 	<ul style="list-style-type: none"> a. Follow protocols for professional development for new staff on evidence-based literacy practice b. Schedule times at the beginning of year to ensure new teachers are aware of teaching expectations for literacy c. Partner experienced teachers with pre-service and beginning teachers d. Use mentors to maintain teachers' focus on context specific practices for literacy development e. Partner with higher education to build networks of support for applying research-based strategies in literacy practice 	<ul style="list-style-type: none"> a. Refine protocols for professional development for new staff toward evidence-based literacy practices to ensure consistency of instruction b. Refine protocols for coach, mentor, and teacher partnering to provide ongoing support for new staff c. Evaluate how effective the preparation of new teachers on the expectations for literacy d. Maintain the partnerships with higher education that support new teacher development e. Pursue additional / alternative funding sources for training for new teachers

COMPONENT: System-Wide Commitment

SUBCOMPONENT 1:

Instructional leaders set measureable goals for systematic academic improvement and monitor progress toward these goals annually.

Exploring	Implementing	Sustaining
ACTION 1		
<p>a. Establish a work group that focuses specifically on how learning supports are used, including all major resources (e.g., possible work group members may include school counselors, psychologists, nurses, social workers, attendance and drop out counselors, health educators, special education staff, after-school program staff, bilingual and Title I coordinators, safe and drug free school staff, union representatives, classroom teachers, non-certified staff, parents, older students, community representatives)</p> <p>b. Ensure that stakeholders understand literacy goals and their roles in meeting these goals</p> <p>c. Identify and/or leverage resources in support of local literacy activities</p>	<p>a. Continue to monitor program quality and make necessary adjustments system-wide to the program based on assessment data</p> <p>b. Assess community needs for literacy services and identify gaps in services</p> <p>c. Establish a literacy coalition to enhance literacy support in the community</p>	<p>a. Retain strong leaders and provide them with opportunities to model appropriate strategies and activities for peers and families</p> <p>b. Advocate for new capacity in the community to help students and families</p> <p>c. Encourage involved community members and parents to persuade their colleagues to join in the literacy efforts</p>

ACTION 2		
<p>a. Using SMART goal language, review/rewrite school vision statement to reflect measureable commitment to literacy development (vision statement states what will be attained while a mission statement speaks to how to achieve the vision)</p> <p>b. Evaluate the school culture and current practices by using the self-assessment to determine strengths and needs for improvement</p> <p>c. Define the developmental milestones, literacy skills, and proficiency levels needed to ensure that students are college and/or career-ready, according to the MCCS</p>	<p>a. Rewrite/refocus School Improvement Plan goals, objectives, and actions according to student achievement results and mastery of MCCS, ensuring there is a connection to the school vision statement</p> <p>b. Create a culture that celebrates literacy by providing opportunities for all to participate and have a voice (e.g., taking the self-assessment at the beginning of the year to determine goals within the action plan; using data to identify areas of strength and celebrate literacy achievement; sharing teacher learning and teacher successes in literacy; involving community members and parents through volunteering, tutoring, mentoring, providing materials, planning committees)</p> <p>c. Use milestones and proficiency levels to determine student progress toward goals</p>	<p>a. Remain focused on the goals and objectives of the School Improvement Plan and vision to keep staff motivated, productive, and centered on student achievement</p> <p>b. Continue to create and foster a culture that celebrates literacy (e.g., engaging all staff in taking the self-assessment two to three times a year to reevaluate goals within the action plan, looking for those milestones of success; providing school-wide, grade level, and community opportunities to celebrate student and teacher successes through assemblies, announcements, local papers, school papers, and teacher-to-home communications)</p> <p>c. Schedule and provide time for partners to collaborate and review child outcomes and program goals.</p>

ACTION 3		
<p>a. With the leadership team, determine goal, purpose and use of appropriate assessment</p> <p>b. Adopt assessment measures that address the language and literacy milestones of all children (e.g., benchmark, progress monitoring, diagnostic, and outcome assessments)</p> <p>c. Design a data collection plan for maintaining, analyzing and utilizing assessment results that works toward supporting students in meeting literacy goals</p>	<p>a. Provide stakeholders and partners access to program assessment results and guide analysis of data for program improvement</p> <p>b. Implement assessment measures; analyze program assessment data and determine programmatic improvements aligned to the standards</p> <p>c. Disaggregate and use subgroup data to set measurable goals that strengthen literacy outcomes for all children, including ELL and those with exceptionalities</p>	<p>a. Analyze formative and summative student assessment results and refine and refocus literacy goals and actions based on child outcome data and mastery of standards</p> <p>b. Provide follow-up professional development and technical assistance based on data.</p>

SUBCOMPONENT 2:

Administration communicates a shared responsibility for student literacy outcomes.

Exploring	Implementing	Sustaining
ACTION 1		
<p>a. Provide background knowledge and professional development about the need for a shared responsibility for student literacy outcomes to all staff (e.g., trainings on the MLP, PLC, data use, and group/team building)</p> <p>b. Using SMART goal language, review/rewrite school vision statement to reflect measureable commitment to literacy development (vision statement must state what you are reaching to attain while a mission statement must speak to how you will achieve the vision)</p>	<p>a. Provide additional background knowledge and professional development about the need for shared responsibility to all staff (e.g., trainings on the MLP, PLC, data use, and group/team building; matching literacy goals to the vision statement)</p>	<p>a. Provide background knowledge and professional development to new staff about share responsibility for literacy outcomes (e.g., trainings on the MLP, PLC, data use, and group/team building; returning to the vision statement to check thinking)</p>
ACTION 2		
<p>a. Evaluate the school culture and current practices (e.g., having the leadership team/staff take the self-assessment to determine strengths and needs for improvement)</p>	<p>a. Create a culture that celebrates literacy by providing opportunities for all to participate and have a voice (e.g., taking the self-assessment at the beginning of the year to determine goals within the action plan; using data to identify areas of strength and celebrate literacy achievement; sharing</p>	<p>a. Continue to create and foster a culture that celebrates literacy (e.g., engaging all staff in taking the self-assessment two to three times a year to re-evaluate goals within the action plan, looking for those milestones of success; providing school-wide, grade level, and community opportunities to celebrate</p>

	<p>teacher learning and teacher successes in literacy; involving community members and parents through volunteering, tutoring, mentoring, providing materials, planning committees</p>	<p>student and teacher successes through assemblies, announcements, local papers, school papers, and teacher-to-home communications)</p> <p>b. Encourage involved community members and parents to persuade their colleagues to join them in literacy efforts (e.g., providing family-centered literacy activities; partnering with members of the local community to provide literacy focused celebrations, materials and collaboration; sharing hero stories within the school)</p>
ACTION 3		
<p>a. Analyze multiple forms of student, school, and teacher data, including the self-assessment, to develop a list of prioritized goals for improvement (e.g., setting specific goals for literacy development; identifying culture shifts; setting goals to increase family and community engagement)</p> <p>b. Create a shared literacy vision with the leadership team (see Subcomponent 4 for more on leadership team) (e.g., creating a literacy action plan and literacy mission statement that define actionable goals for the school)</p>	<p>a. Make sure all staff understands the school’s literacy goals and their roles in meeting the goals (e.g., discussing the goals and mission statement at staff meetings; posting the action plan stating goals and progress; posting the mission statement; use self-assessment to provide a literacy focus for grade level and PLC meetings)</p> <p>b. Guide development and implementation of a literacy-focused action plan (e.g., an administrator leading the leadership team to use the action plan to maintain commitment and follow through on the plan)</p>	<p>a. Rewrite/refocus literacy action goals and steps according to student achievement results (e.g., using data to develop new action plan goals; archiving goals that have been met; and using student data to determine intervention steps)</p> <p>b. Analyze formative and summative student assessment results and refined literacy goals and plans aligned to the MCCS (e.g., using the Unit Organizers method to develop plans that include literacy goals)</p>

SUBCOMPONENT 3:

Community-based, collaborative partnerships coordinate services from Early Childhood to Higher Education to support literacy development of students
(e.g., participate on literacy leadership team, plan shared professional development, and jointly participate in state-provided professional development.)

Exploring	Implementing	Sustaining
ACTION 1		
<ul style="list-style-type: none"> a. Organize a district-level leadership team that includes parents, student leaders, higher education, and other community members, with the principal or superintendent as the lead (e.g., leadership team members include stakeholders from community, parent volunteers, innovators from the school, professors, student leadership members) b. Organize a Literacy Leadership Team/School Improvement Team that includes parents and other community members, with the principal or other school-based instructional leader as the head. c. Schedule and protect time for Literacy Leadership Team/School Improvement Team to meet and plan 	<ul style="list-style-type: none"> a. Develop new partnerships with professionals (e.g., public school and local library staff, museum staff who work with families and can help support literacy efforts) b. Monitor attendance and commitment of team members to improving literacy outcomes c. Establish structured agendas that focus on the prioritized goals within the action plan (e.g., establishing procedures and norms, including a 	<ul style="list-style-type: none"> a. Continue to explore ways to involve partnerships for the team b. Continue to base re-staffing of leadership team decisions on literacy outcomes and strengths and weaknesses of overall team (e.g., encouraging wider or rotating participation in the leadership team) c. Establish agendas based on literacy outcomes and prioritized goals within action plan (e.g., ensuring leadership team activities coincide with the

<p>d. Establish a literacy coalition to enhance literacy support in the community</p>	<p>timeline and responsibilities; collaboratively creating and distributing agendas; taking and disseminating meeting minutes to staff)</p> <p>d. Provide common planning and professional development for all members of the literacy coalition</p>	<p>findings of the self-assessment and other data as outlined in the action plan)</p> <p>d. Promote public support for collaborative partnerships through mixed delivery settings</p>
ACTION 2		
<p>a. Ensure that all appropriate stakeholders are at the table, including parents, during critical planning and decision-making activities</p> <p>b. Create a culture and environment among all stakeholders that promotes and celebrates positive outcomes for children and families.</p> <p>c. Establish a system of communication for sharing information with all partners (e.g., emails, newsletters, text messages, website)</p> <p>d. Model and communicate high expectations for all partners through</p>	<p>a. Ensure partnerships include stakeholders from various early care and education settings and that members meet regularly</p> <p>b. Establish a climate of collaboration and shared decision-making</p> <p>c. Look for ways to improve two-way communication for sharing information with faculty, staff and parents using various technologies to effectively support stakeholder engagement</p> <p>d. Enlist support of literacy coaches, instructional specialists, speech-</p>	<p>a. Expand and strengthen school-university partnerships to build networks of support for literacy programs</p> <p>c. Incorporate technologies to more creatively and effectively support stakeholder engagement (e.g., blogs, Twitter, electronic newsletters; provide families with teacher and school contact information including email addresses and telephone numbers; social media tools such as Twitter)</p> <p>d. Continue to study current research related to language and literacy</p>

<p>commitment and careful implementation of sound practices</p> <p>e. Communicate state literacy goals to stakeholders in clear, compelling terms</p> <p>f. Assess community needs for literacy services and identify gaps in services</p>	<p>language pathologists, mentors, and other community professionals to implement effective strategies for language and literacy development</p> <p>e. Build public awareness and advocacy for literacy by communicating gains in student achievement through implementation of research-based reading programs</p> <p>f. Use needs assessment to identify and/or leverage resources in support of local literacy activities</p> <p>g. Monitor effectiveness of cross-setting collaboration and transition efforts</p>	<p>development and share with stakeholders across settings</p> <p>f. Provide differentiated professional development, based on need (e.g., modeling, coaching, training, mentoring based on needs of caregivers and teachers)</p> <p>g. Continue to involve community members and parents in literacy efforts and reach out to those not currently involved</p> <p>h. Continue to seek new partners to obtain fresh ideas and enhance sustainability</p> <p>i. Recognize and celebrate staff/stakeholder accomplishments</p> <p>j. Encourage teachers to share stories of success in the community</p>
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SUBCOMPONENT 4:

Common learning opportunities are provided for all literacy stakeholders to ensure smooth transitions as students move from one literacy setting to the next (e.g., preschool to kindergarten and school to school.)

Exploring	Implementing	Sustaining
ACTION 1		
<p>a. Engage in professional development for leadership, with a specific focus on facilitation/ group process and teaming</p> <p>b. Extend invitations for all stakeholders to participate in state-sponsored webinars and face-to-face sessions to learn about transition to the MCCC</p> <p>c. Provide opportunities for literacy stakeholders to become familiar with the MLP</p> <p>d. Provide parents with practical guidance to encourage regular reading at home</p>	<p>a. Collaborate with the literacy stakeholders to provide learning opportunities and coaching on literacy development to parents, caregivers, and educators.</p> <p>b. Collaborate with local stakeholders to help build community awareness and advocacy for adopted standards and assessments in order to ease the transition from one literacy setting to the next</p> <p>c. Collaborate with the literacy stakeholders to provide learning opportunities and coaching in support of the MLP to parents, caregivers, and educators</p> <p>d. At least monthly, provide updates and information on literacy improvement efforts and progress to the school board, parents and other community stakeholders</p>	<p>a. Continue to plan targeted, sustained professional development of staff and/or caregivers, as well as principals, directors, and other administrators on age-appropriate language and literacy practices.</p> <p>b. Provide common learning opportunities based on the state-adopted standards for all local literacy stakeholders to ensure supportive transitions from one literacy setting to the next</p> <p>c. Plan for ongoing data collection and analysis to inform program development and improvements</p>

SUBCOMPONENT 5:

Collaboration with all literacy stakeholders includes sharing of individual assessment results as students transition from one literacy setting to the next.

Exploring	Implementing	Sustaining
ACTION 1		
<p>a. Develop a formative assessment calendar based on local, state, and program guidelines, including specific timeline for administration and persons responsible and share with stakeholders and collaborative partners</p> <p>b. Use information from program assessments to guide development and improve program quality</p> <p>c. Plan and implement a method for systematically collecting and using information on children’s growth and development to support them in meeting the goals</p> <p>d. Disaggregate and use subgroup data to set measurable goals that strengthen literacy outcomes for all children, including ELL and those with exceptionalities</p>	<p>a. Share and analyze previous year’s outcome assessments (state-standardized) to determine broad student needs and serve as a baseline for improvement and refining/refocusing literacy goals</p> <p>b. Provide stakeholders and partners access to program assessment results and guide analysis of data for program improvements</p> <p>c. Analyze program assessment data and determine programmatic improvements aligned to the standards</p> <p>d. Provide activities/strategies to parents that are specific to their children’s needs, based on data, in order to help them reach MCCS proficiency</p>	<p>a. Continue to monitor implementation, using data to determine next steps</p> <p>b. Continue to monitor program quality and make necessary adjustments system-wide to the program based on assessment data</p> <p>c. Use data to recalibrate and develop next steps in standards implementation; provide ongoing professional development and coaching as needed</p> <p>d. During parent/teacher conferences, identify for parents what their students know and what skills/ knowledge they still need to reach MCCS proficiency</p>

ACTION 2		
<p>a. Conduct repeated awareness sessions and disseminate resource materials on the standards to parents and other stakeholders at times that are convenient for them</p> <p>b. Involve educators at every level, including faculty representing teacher preparation programs, in the discussions on literacy development and instruction, assessments and interventions</p>	<p>a. Ensure all stakeholders understand the school and/or district literacy goals and what they can do to support students as they meet the goals (e.g., ensuring stakeholders are aware of vision and mission statement; informing stakeholders of the action plan stating goals and progress; posting the mission statement)</p>	<p>a. Continue to provide data to stakeholders (as appropriate) in a timely and user-friendly format and inform stakeholders of the action plan goals and progress</p>

SUBCOMPONENT 6:

Collaboration with all literacy stakeholders includes communication about children who are likely to need intervention services when they transition from one literacy setting to the next.

Exploring	Implementing	Sustaining
ACTION 1		
<p>a. Collaborate with local educators to identify needs related to community support for instruction and intervention</p> <p>b. Compile and examine classroom observation data to show current practices in differentiation; identify next steps</p> <p>c. Examine student data to focus on instructional areas of greatest need to determine where differentiation is most needed</p> <p>d. Utilize learning supports in the community to provide extended learning opportunities</p>	<p>a. Develop a plan for support and transition that is common across the district</p> <p>b. Collaborate and obtain additional support from other educators who are exploring and implementing Universal Design for Learning (e.g., online communities)</p> <p>c. Provide professional development for differentiation, based on student data</p> <p>d. Provide activities and strategies to parents that are specific to their children’s needs, based on data, in order to help them reach MCCS proficiency</p> <p>e. Conduct repeated awareness sessions and disseminate resource materials on</p>	<p>b. Create opportunities for peers to observe and demonstrate differentiated lessons within the school, as well as with schools in close proximity</p> <p>c. Share effective differentiated lessons and differentiation strategies in teacher team meetings</p> <p>e. During parent/teacher conferences, identify for parents what their students</p>

e. Create a well-designed infrastructure to provide guidance and support for students and families	the MCCS to parents and other stakeholders at times that are convenient for them	know and what skills or knowledge they still need to reach MCCS proficiency
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COMPONENT: Community and Family Involvement

SUBCOMPONENT 1: Administration communicates literacy goals and expectations to stakeholder and collaborates to meet desired outcomes.		
Exploring	Implementing	Sustaining
ACTION 1		
a. Bring together stakeholders to create a shared literacy vision for the school and community (e.g., ensuring parents, leadership, teachers, and staff members are represented on the team to create vision and develop the family engagement policy)	a. Communicate the shared literacy vision for the school and community	a. Revisit the shared literacy vision and revise as necessary
b. Ensure that all stakeholders, especially parents, are at the table during critical planning and decision-making activities	b. Conduct repeated awareness sessions and disseminate resource materials on the Montana Common Core Standards (MCCS) to parents at times that are convenient for them	b. Ensure that staff and caregivers, as well as families, receive information on the latest research related to effective literacy practices
c. Ensure that stakeholders understand literacy goals and their roles in meeting these goals (e.g., content-area teachers must address how they involve families in their instructional practices, while parents must understand the content areas their	c. Involve parents and families in their children’s literacy experiences and provide opportunities for them to gain knowledge of the Montana Early Learning Guidelines (MELG) and MCCS, as well as teaching methods that could be used to support children’s literacy experiences (e.g., showing parents how	c. Continue to involve community members and parents in literacy efforts and reach out to those not currently involved

<p>children need to master on a grade-by-grade basis)</p> <p>d. Provide stakeholders and partners with the definition of kindergarten readiness and use it to plan literacy improvements for children from birth to prekindergarten</p>	<p>to review their child’s data; setting student learning goals; setting family goals to support learning at home; creating a time and place for homework; setting limits on electronic devices; teachers providing appropriate learning activities and then modeling how students can use activities at home to increase student learning)</p> <p>d. Schedule and provide time for partners to collaborate and review child outcomes and program goals for literacy and language development</p>	<p>d. Continue to ensure all appropriate stakeholders, including parents, are at the table during critical planning and decision-making activities. Assign new members as necessary</p>
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ACTION 2		
<p>a. Plan awareness sessions and dissemination of resources materials for families, staff, and caregivers on the MCCS and MELG</p> <p>b. Disseminate information to parents and caregivers on developmental milestones for language development</p> <p>c. Establish a system of communication for sharing literacy information with faculty, staff, and parents (e.g., teachers will find routes of communication that work best for different families – in person, email, telephone/text messages)</p> <p>d. Develop a district wide health screening assessment plan; Partner with families to involve them in screening processes (e.g., parent surveys and checklists)</p> <p>e. Establish a work group that focuses specifically on how learning supports</p>	<p>a. Continue to share information about literacy goals to foster an environment that celebrates literacy</p> <p>b. Explore ways to communicate with parents and caregivers on ways to foster language development at home</p> <p>c. Look for ways to improve two-way communication for sharing information with faculty, staff and parents using various technologies to effectively support stakeholder engagement</p> <p>d. Continue to inform families, staff, and caregivers of the need for screening, diagnostic, and developmental assessments and the purposes of each (e.g., routine screening and parent engagement to promote healthy childhood development is key from birth young adulthood)</p>	<p>a. Encourage involved families and community members to explore and incorporate methods to persuade their colleagues in becoming aware and active in advancing literacy efforts</p> <p>c. Incorporate technologies to more creatively and effectively support stakeholder engagement (e.g., blogs, Twitter, electronic newsletters; provide families with teacher and school contact information including email addresses and telephone numbers; social media tools such as “Parent’s Guide to Twitter”)</p> <p>d. Review district healthy child screening assessment plan, and revise, if necessary, to adjust to current screening, diagnostic and developmental assessments</p>

<p>are used, including all major resources (e.g., school counselors, psychologists, nurses, social workers, attendance and dropout counselors, health educators, special education staff, after-school program staff, bilingual and Title I coordinators, safe and drug-free program school staff, union representatives, classroom teachers, non-certified staff, parents, older students, community representatives)</p> <p>f. Create a well-designed infrastructure to provide guidance and support for students and families</p>	<p>e. Re-evaluate and revise, as necessary, how the learning supports are used, including all major resources</p>	
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SUBCOMPONENT 2:		
Community-based, collaborative partnerships ensure supportive transitions from one literacy setting to the next.		
Exploring	Implementing	Sustaining
ACTION 1		
<p>a. Build relationships with all providers of care and education services</p> <p>b. Ensure partnerships include stakeholders from various early care and education settings and that members meet regularly</p> <p>c. Plan transition activities (e.g., home visits, telephone calls, orientation meetings) for children as they move across settings and from one level to the next</p> <p>d. Organize a Literacy Leadership Team that includes parents, other family member(s) and community members,</p>	<p>a. Provide opportunities for staff, caregivers, and families to visit settings that are successful in implementing high-quality programs</p> <p>b. Expand and strengthen school-university partnerships to build networks of support for literacy programs</p> <p>c. Implement transition activities (e.g., home visits, telephone calls, orientation meetings) for children as they move across settings and from one level to the next</p> <p>d. Monitor Literacy Leadership Team meetings to ensure that the contributions from the parent</p>	<p>a. Continue to involve community members and parents in literacy efforts and reach out to those not currently involved, specifically fostering further relationships among schools, postsecondary education institutions, the workforce, families, and communities</p> <p>b. Strengthen school-university partnerships and continue to build networks of support for literacy programs (e.g., partner with local community colleges and universities and work together to provide families with information, training, and resources)</p> <p>c. Continue to implement transition activities (e.g., home visits, telephone calls, orientation meetings) for children as they move across settings and from one level to the next</p> <p>d. Ensure that the contributions to the Literacy Leadership Team from all</p>

with the principal or school-based instructional leader as the Team's leader	representative(s) are understood and considered	stakeholders are understood and considered
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SUBCOMPONENT 3:

Parents and families are engaged as partners in ways that are culturally and linguistically sensitive.

Exploring	Implementing	Sustaining
ACTION 1		
<p>a. Study methods to engage families</p> <p>b. Research strategies for home visitations</p> <p>c. Research opportunities for home- or center-based environments that support children’s language for development and foster a love for reading</p>	<p>a. Select and implement research-based methods and strategies to engage families</p> <p>b. Conduct home visits to support parents with knowledge and skills to foster their children’s early literacy development</p> <p>c. Provide guidance for parents and family members to set up a home- or center-based environment that supports children’s language development and foster a love for reading</p>	<p>a. Review methods and strategies to engage families. Remove strategies that have not been effective and supplement with additional methods and strategies</p> <p>b. Increase the frequency of home visits (e.g., Parent-Teacher Home Visit Project)</p> <p>c. Offer continuing opportunities to build parental capacity to support children’s language and literacy development (e.g., literacy evenings, after-school programs)</p>
ACTION 2		
<p>a. Plan training for parents and caregivers to increase the use school-based language in the home (e.g., clearly explaining meanings of common school acronyms and educational jargon, such as GPA, MCCS, or benchmark)</p>	<p>a. Teach parents and caregivers to use every day experiences to build literacy and set long term goals (e.g., routines and outings to develop children’s language and literacy skills; providing workshops for parents to model shared book reading and/or engagement in</p>	<p>a. Provide ongoing opportunities to train parents and caregivers to increase the use of age-appropriate literacy materials in the home; videotape important professional development sessions for staff to review and share</p>

<p>b. Show families how to use developmentally-appropriate materials and strategies to promote children’s language and literacy development (e.g., providing teacher-led workshops for families, particularly those that aim to build parents’ capacity and confidence to support learning at home)</p> <p>c. Become familiar with the cultural and linguistic background of students in the school</p> <p>d. Explore Universal Design for Learning (UDL) and ensure it is being implemented in classrooms</p>	<p>children’s play; asking family members about their aspirations for their students; working with parents to set high academic expectations; having purposeful conversations with parents about a student’s occupational and educational goals; giving families ideas for out-of-school activities and resources)</p> <p>b. Share with parents and caregivers strategies for literacy development (e.g., talking with children, engaging in word play, rhyming, naming things in the environment, reading to children, and discussions and questions related to books and other experiences) and their connection to future academic success</p> <p>c. Incorporate communication that is culturally- and linguistically-sensitive to all families (e.g., notes and newsletters in dual languages, using interpreters for parent/teacher conferences, establishing communication preferences (e.g., email, cell or home telephone, written notes)</p> <p>d. Educate parents about Universal Design for Learning (UDL) and differentiated activities going on in the classroom</p>	<p>with colleagues and families within and out of the school</p> <p>b. Provide ongoing opportunities to build parental capacity to support children’s language and literacy development, as well as strengthen relationships among families</p> <p>d. Provide ongoing support for families and other caregivers on differentiated techniques</p>
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<p>e. Brainstorm additional family events at the school that welcome parent and child participation [e.g., providing Literacy Nights at the school; providing creative opportunities to talk with the principal (coffee with the principal) and with teachers (monthly family nights); helping families meet other families; creating social networks for families]</p>	<p>e. Sponsor family events at the school that welcome and encourage parent and child participation together</p>	
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SUBCOMPONENT 4:

Parents and families are informed of literacy expectations outlined in the MELG and /or the MCCS and are updated on individual student progress toward meeting those expectations a minimum of three times per year.

Exploring	Implementing	Sustaining
ACTION 1		
<p>a. Ensure that assessment occurs regularly in order to inform parents and families on children’s progress</p> <p>b. Conduct parent teacher conferences to share assessment information with parents face-to-face, at least once per year (e.g., during parent-teacher conferences, identify for parents what their students know and what skills or knowledge they still need to reach Montana Content Standards proficiency)</p> <p>c. Explore ways to celebrate progress, as a district, school, classroom, and for individual students</p>	<p>a. Work with families to use child assessment data to assist in setting learning goals and monitoring progress toward those goals</p> <p>b. Use additional and multiple means to communicate with parents about their children’s progress and provide them ways to build on identified strengths</p> <p>c. Celebrate children’s progress with families and peers (e.g., promptly share positive news about students and through the family members’ preferred method of communication)</p>	<p>a. Continue to use child assessment data with families to assist in setting learning goals and monitoring progress toward those goals</p> <p>b. Provide ongoing activities and strategies to parents that are specific to their children’s needs, based on data, in order to help them reach Montana Content Standards proficiency.</p> <p>c. Share student achievement with the local community through newspaper articles, displays of student work, podcasts, news conferences, community open houses, etc.</p>

ACTION 2		
<p>a. Provide a parent portal on school’s website that allows parents to view children’s grades, progress reports, attendance, etc.</p> <p>b. Use technology capacity to share relevant student data with students, parents, and other stakeholders in a timely and easily interpreted manner</p>	<p>a. Use technology capacity to share relevant student progress data with parents and caregivers in an easily interpreted user-friendly format; offer training sessions for families to use the parent portal on the school’s website</p> <p>b. Provide information sessions for parents and stakeholders on how to use the technology to be best informed about student and school progress</p>	<p>a. Use multiple means to communicate with parents about their children’s progress and provide them ways to build on identified strengths</p>

SUBCOMPONENT 5:

Parents and families with students receiving Tier II and Tier III interventions are updated on individual student progress toward meeting the expectations outlined in the MELG and/or the MCCS a minimum of six times per year.

Exploring	Implementing	Sustaining
ACTION 1		
<ul style="list-style-type: none"> a. Provide a parent portal on school's website that allows parents to view children's grades, progress reports, attendance, etc. b. Ensure that assessment occurs regularly to inform parents and families on children's progress c. Report assessment results to parents and other stakeholders in a timely and easily interpreted manner d. Conduct parent teacher conferences to parents, identifying what student(s) know and what skills or knowledge they still need to reach Montana Content Standards proficiency (e.g., during parent-teacher conferences, identify for parents what their students 	<ul style="list-style-type: none"> a. Use technology capacity to share relevant student progress data with parents and caregivers in an easily interpreted user-friendly format b. With families, use child assessment data to assist in setting learning goals and monitoring progress toward those goals c. Provide timely feedback of results to students and parents d. Work with families and specialists to tailor necessary interventions and adaptations to the learning environment to support children's development 	<ul style="list-style-type: none"> a. Use multiple means to communicate with parents about their children's progress and provide them ways to build on identified strengths b. Continue to use child assessment data with families to assist in setting learning goals and monitoring progress toward those goals c. Continue to inform parents of their children's progress and collaborate with them to strengthen positive outcomes d. Monitor family involvement, and adjust plans, as needed

<p>know and what skills or knowledge they still need to reach)</p> <p>e. Talk with families about children’s progress and provide them with strategies they can use to support their children’s literacy</p>	<p>e. Share differentiated instruction and practices with families and others involved in the care and education of children</p>	<p>e. Provide additional support for families and other caregivers on differentiated techniques</p>
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SUBCOMPONENT 6:

A coordinated system of support links families with local community resources to provide greater support for students in achieving literacy skills for career and college readiness.

Exploring	Implementing	Sustaining
ACTION 1		
a. Develop a survey of needs from parents, students, teachers, and counselors that can be used to match available resources to actual need	a. Administer survey of needs to parents, teachers, and counselors that can be used to match available resources to actual needs	a. Advocate for new capacity in the community to help students and families
ACTION 2		
a. Create a culture and environment among all stakeholders that promotes and celebrates positive outcomes for children and families	a. Include community and family members in activities that promote reading and literacy (e.g., guest authors, dramatic readings, book fairs, creative productions)	a. Continue to promote reading and literacy through a variety of activities which involve community and family members
b. Provide information sessions for families and caregivers of services available through Early Childhood Programs in Montana for children up to three years of age	b. Provide information on how to access family-focused services and outreach that engage parents and family members in literacy programs and services	
c. Identify learning supports within the home, school, and community that will support families and improve student outcomes	c. Fill program and service gaps through collaborative outreach among families and community services	c. Provide ongoing professional development on free literacy resources that provide learning supports

ACTION 3		
<p>a. Establish strategic and systemic partnerships in the community that can help promote child and family outcomes</p> <p>b. Establish strategic partnerships to expand opportunities for students to access technologies both in school and out of school</p> <p>c. Plan a family resource center to offer literacy resources and tools for families; build parent’s skills in literacy development strengthen their ability to help their children</p> <p>d. Provide parents with practical guidance to encourage regular reading at home</p> <p>e. Provide parents with resources and tools to support their child’s language and literacy development (e.g., modeling appropriate actions and activities that support children’s literacy development, websites, book shares)</p>	<p>a. Develop new partnerships with professionals who work with families and can help support literacy efforts</p> <p>b. Connect every student to optimize participation and achievement</p> <p>c. Partner with museums and libraries to provide optimal experiences for children and families</p> <p>d. Provide training for parents and teachers on how to build individualized reading lists at interest and developmental levels</p> <p>e. Involve parents and families in their children’s literacy experiences and provide opportunities for them to gain knowledge of the MELG, as well as teaching methods that could be used to support children’s literacy experiences</p>	<p>a. Foster partnerships with community resources and higher education to provide guidance and support relative to pre-service teachers entering the early childhood field</p> <p>c. Seek community partners to heighten awareness about reading or literacy topics in their places of business or service</p> <p>d. Continue to seek ways to provide ongoing assistance for parents and caregivers to implement appropriate learning opportunities for children in need of additional support</p> <p>e. Scale up efforts to help all families and caregivers gain knowledge of how to support children’s language and literacy development</p>

<p>f. Share program practices with parents to help them establish comparable environments and interactions at home</p> <p>g. Explore developing a mentoring program to involve community and provide student support</p> <p>h. Provide families with links to resources that inform them of appropriate reading practices for very young children</p>	<p>f. Continue to pursue collaborative supports throughout the community</p> <p>g. Implement mentoring program; continue to promote and build a mentoring program</p>	<p>f. Reassess program gaps; determine how to best fill gaps and continue to pursue collaborative supports throughout the community</p> <p>g. Continue to promote and build a mentoring program</p>
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SUBCOMPONENT 7:
Families and community members are welcomed as volunteers to maximize student literacy learning.

Exploring			Implementing			Sustaining		
ACTION 1								
<p>a. Involve parents and community members in literacy improvement efforts (e.g., provide flexible and regular opportunities for families to attend planning and feedback meetings; ensure parents are part of school Literacy Leadership Team)</p> <p>b. Designate a room within the school as a family resource center and enlist parents to volunteer there, providing training as identified and as needed</p>			<p>a. Create opportunities to include community members in activities that promote literacy (e.g., guest authors, dramatic readings, book fairs, creative productions, invite a variety of professionals to speak to students and families about their fields of work)</p> <p>b. Provide parents with practical guidance and opportunities to regularly practice good reading habits at home</p> <p>c. Implement plans for ensuring that the school projects a “family-friendly” environment (e.g., regularly welcome family members into the school and classrooms, provide regular office hours so that families can have access to support, have a translator available at meetings and events for non-English speaking families)</p>			<p>a. Host family nights that engage parents in activities that demonstrate the importance of job-related reading and writing proficiency</p> <p>b. Provide continuing opportunities and guidance for parents to regularly practice good reading habits at home</p> <p>c. Encourage parents to share effective reading practices which have worked well at their homes</p>		

	<p>d. Encourage involved community members and parents to persuade their colleagues to join them in literacy efforts</p>	<p>d. Continue to encourage community members and parents to join in literacy efforts</p>
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SUBCOMPONENT 8:

Local resources that support local literacy activities are recognized and encouraged.

Exploring	Implementing	Sustaining
ACTION 1		
<p>a. Identify opportunities for collaborative partnerships throughout the community</p> <p>b. Identify potential opportunities outside of the regular setting to develop children’s literacy skills</p> <p>c. Utilize learning supports in the community to provide extended learning opportunities</p> <p>d. Provide family-focused services and outreach that engage parents and family members in literacy programs and services</p> <p>e. Sponsor activities that celebrate families and that support their efforts</p>	<p>a. Promote public support for collaborative partnerships through mixed delivery settings</p> <p>b. Provide opportunities outside of the regular setting to develop children’s literacy skills (e.g., a trip to the store/restaurant/library; garden activities; nature walks; finding internship and volunteer opportunities for students who demonstrate readiness)</p> <p>c. Evaluate the effectiveness of extended learning opportunities and utilize results to repurpose/refine learning supports</p> <p>d. Utilize parents and community members to promote diverse literacy experiences (e.g., guest authors, dramatic reading, book fairs, creative productions, etc.)</p>	<p>b. Provide opportunities for children to develop listening and speaking skills through activities outside of the regular program (e.g., while running errands, traveling, outdoors)</p> <p>c. Continue to upgrade tools and materials to keep pace with best practices, the changing economy, and needs of parents and families</p>

<p>to promote children’s language and literacy development</p>	<p>e. Open school buildings for adult learners from the community in the evenings, encouraging a community of learners</p> <p>f. Involve community and family members in childcare setting activities that promote literacy development</p> <p>g. Ask local businesses to help heighten awareness about reading and literacy topics (e.g., supermarket chain may agree to print a literacy message on its shopping bags; utility suppliers might feature tips in their monthly statements)</p> <p>h. Develop and use communication tools on the internet to connect with students and parents outside the classroom (e.g., email, Blackboard, instant messaging, class webpage, lectures, and video-conferencing)</p>	
ACTION 2		
<p>a. Research available family and community engagement grants</p>	<p>a. Write to grant proposals to various companies (e.g., Microsoft, Apple, Texas Instruments, etc., to increase technology capacity)</p>	<p>a. Seek additional funding sources (e.g., community action agencies for provision and expansion of appropriate literacy material)</p> <p>b. Allocate funding for literacy experiences that extend beyond the regular setting</p>
ACTION 3		

<p>a. Build classroom or school lending libraries for families to borrow books and electronic media (e.g., in languages that are spoken in students’ homes, with suggestions that go along with the materials, and incentives for returning them)</p> <p>b. Collaborate with community resources to provide a variety of books (e.g., large, picture, auditory books) for student exploration; partner with libraries, museums, and community-based learning programs to provide books and resources to schools</p> <p>c. Publish good student writing products in a variety of formats (e.g., local newspapers, literacy magazines, classroom and school libraries, etc.)</p>	<p>a. Continue to build classroom or school lending libraries for families to borrow books and electronic media (e.g., in languages that are spoken in students’ homes, with suggestions that go along with the materials, and incentives for returning them)</p> <p>b. Collaborate with community resources to augment book collections (e.g., library, non-profits, private business, etc.)</p> <p>c. Make efforts to communicate writing successes to the external community (e.g., publish in local newspapers, post in local library)</p>	<p>a. Create book bags with age- and culturally-appropriate books to leave with the child and family during visits</p> <p>b. Update classroom or school lending libraries for families to borrow books and electronic media (in languages that are spoken in students’ homes) with suggestions that go along with the materials and incentives for returning them</p> <p>c. Invite local community and business leaders to visit classrooms and describe the types of writing used in their work (e.g., invite a variety of professionals to speak to students and families about their fields of work incorporating various types of writing used in their work)</p>
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