

MCLP Alignment Tool

To show alignment of local literacy plans to the Montana Comprehensive Needs Assessment

Absolute Priority: To be eligible for scoring parts 1-7 of the grant application (local literacy project), subgrantees (districts and schools) must first show that their proposed project is aligned with the components within the Montana Comprehensive Needs Assessment. If this is not demonstrated, the Peer Reviewer will contact Terri Barclay, the MCLP Director to determine if the Application will be scored. Districts will need to complete the MCLP alignment tool and attach it to the end of the application and reference the process throughout the application as applicable. The alignment tool does not count as part of the 30 pages.

Throughout the implementation of the MCLP, the OPI will support districts and schools in developing and strengthening local literacy plans that align with the Montana Comprehensive Needs Assessment, which is the foundation of the Montana Literacy Plan. Districts are encouraged to score the needs assessment as accurately as possible to identify how the MCLP can help strengthen local literacy plans. Reviewers will not award more points for higher scores on the needs assessment.

MCLP Alignment Tool

Step 1: Review the comprehensive literacy instruction components within the Montana Comprehensive Needs Assessment and provide a score of 1 2 3 4 or 5.

Step 2: Review and compare the comprehensive literacy instruction components within in your local literacy plan to the components in the Montana Comprehensive Needs Assessment.

Step 3: Analyze and provide proof (e.g. page references) of the components within your local literacy plan that align with the components in the Montana Comprehensive Needs Assessment.

Step 4: Provide reference of the alignment within your grant application as applicable.

*= Comprehensive Literacy Instruction as defined in MCLP Grant Application and ESSA

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Montana Comprehensive Needs Assessment		
Standards and Curriculum		
Subcomponents of Standards and Curriculum	Provide Proof of your local literacy plan or activities and how they align to the subcomponent (e.g. page numbers of local literacy plan or specific examples of activities)	Not Being Implemented 1--2--3--4—5 Sustained
The Montana Content Standards for each grade level and grade band continuum have been thoroughly studied and are understood.		1 2 3 4 5
Curriculum and instruction are designed to incorporate the principles of Universal Design for Learning. *		1 2 3 4 5
Instructional content and materials are aligned to the Montana Content Standards ELA and Literacy Standards and includes developmentally appropriate, contextually explicit, and systematic instruction delivery. *		1 2 3 4 5
The Montana Content Standards ELA and Literacy standards are strategically incorporated into educators' daily lesson planning and instructional practice with fidelity.		1 2 3 4 5
Curriculum and instruction are designed to be culturally sensitive to meet the learning needs of all students, taking into consideration cultural and environmental differences.		1 2 3 4 5

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Montana Comprehensive Needs Assessment		
Assessment and Data-Driven Decision Making to Inform Instruction		
Subcomponents of Assessment and Data-Driven Decision Making to Inform Instruction	Provide Proof of your local literacy plan or activities and how they align to the subcomponent (e.g. page numbers of local literacy plan or specific examples of activities)	Not Being Implemented 1--2--3--4—5 Sustained
Assessment tools and procedures are aligned to the Montana Content Standards.		1 2 3 4 5
Comprehensive assessment framework defines which assessments should be administered, when they should be administered, to whom they should be administered, and how the assessment results will be used.		1 2 3 4 5
Multiple evaluation and assessment strategies are used to monitor and modify instruction in order to meet student needs.		1 2 3 4 5
Instructional leaders ensure valid and reliable screening assessments, diagnostic assessments, formative assessment processes, and summative assessments to identify a child's learning needs, to inform instruction, and to monitor the child's progress and the effects of instructions. **		1 2 3 4 5
Pre-assessments are used to determine what students already know and can do. Checks for understanding and achievement of learning intentions.		1 2 3 4 5

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Montana Comprehensive Needs Assessment		
Assessment and Data-Driven Decision Making to Inform Instruction (cont.)		
Subcomponents of Assessment and Data-Driven Decision Making to Inform Instruction	Provide Proof of your local literacy plan or activities and how they align to the subcomponent (e.g. page numbers of local literacy plan or specific examples of activities)	Not Being Implemented 1--2--3--4—5 Sustained
Collaborative teams use data analysis discussions for examining student data and making instructional and intervention decisions for increased student achievement		1 2 3 4 5
Data that captures students' literacy outcomes are systematically gathered and analyzed by educators in order to continuously improve instruction and intervention practices		1 2 3 4 5
Data is disaggregated by subgroups and provided to educators for instructional decision-making for the monthly data meetings		1 2 3 4 5

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Montana Comprehensive Needs Assessment		
Amount of Instruction		
Subcomponents	Provide Proof of your local literacy plan or activities and how they align to the subcomponent (e.g. page numbers of local literacy plan or specific examples of activities)	Not Being Implemented 1--2--3--4—5 Sustained
Instructional leaders ensure adequate time for literacy instruction as a priority during the school day		1 2 3 4 5
Instructional leaders ensure high-quality instructional materials instructional materials are readily available for all instruction and intervention settings to maximize instructional time.*		1 2 3 4 5
Additional instructional time is provided for learners with Tier 2 and Tier 3 needs through intensified interventions		1 2 3 4 5
Additional instructional time with specified focused need is present in the school schedule		1 2 3 4 5
Quality of Instruction		
The elements of explicit and systematic Instruction are utilized to increase student engagement and instructional time*		1 2 3 4 5
A plan for tiered instruction is clearly defined and fully implemented including the use of explicit and systematic instruction in reading, writing, listening, and speaking across all content areas		1 2 3 4 5

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Montana Comprehensive Needs Assessment		
Amount of Instruction		
Quality of Instruction (cont)		
Teachers understand the intention of the lesson and success criteria before clearly describing the skills, knowledge, attitudes, and the values to meet the needs of their students		1 2 3 4 5
Teachers maintain instructional clarity across lesson organization through explanation, examples, and guided practice		1 2 3 4 5
Universal Design is implemented in designing lessons to ensure intentional access for all students and accommodate individual learning differences. *		1 2 3 4 5
RTI (MTSS) Intentional design for Tier 2 and Tier 3 with frequent progress monitoring to ensure early systematic assistance. *		1 2 3 4 5
Teachers use differentiated instructional approaches, such as re-teaching, acceleration, and enrichment opportunities. Other approaches include individual and small group instruction and discussion.*		1 2 3 4 5
Materials and programs are intentionally considered and available for explicit and systematic instruction, to meet the needs of disadvantaged students.		1 2 3 4 5

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Montana Comprehensive Needs Assessment		
Amount and Quality of Instruction (cont.)		
Quality of Instruction		
Universal Design is implemented in designing lessons to ensure intentional access for all students and accommodate individual learning differences. *		1 2 3 4 5
Materials and programs are intentionally considered for motivation and engagement of all students.		1 2 3 4 5
Students are engaged in giving specific feedback to peers and to the teacher along with having opportunities for children to use language with peers and adults in order to develop language skills, including developing vocabulary. *		1 2 3 4 5
Print and digital materials and programs are intentionally considered for motivation and engagement of all students.		1 2 3 4 5
Technology is utilized to support and enhance student learning. *		1 2 3 4 5

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Montana Comprehensive Needs Assessment		
Literacy Instruction for Disadvantaged Students		
Subcomponents of Literacy Instruction for Disadvantaged Students	Provide Proof of your local literacy plan or activities and how they align to the subcomponent (e.g. page numbers of local literacy plan or specific examples of activities)	Not Being Implemented 1--2--3--4—5 Sustained
The school has processes for identifying students requiring additional assistance.*		1 2 3 4 5
Materials and programs are intentionally considered and available for explicit and systematic instruction, to meet the needs of disadvantaged students with strong or moderate evidence.*		1 2 3 4 5
Intervention instruction is provided to students in Tier 2 and Tier 3 identified for additional support.		1 2 3 4 5
Instruction for English language achievement and development is provided to students identified for support.*		1 2 3 4 5
Indian Education for All is implemented school-wide.*		1 2 3 4 5
An Early Warning System has been developed and implemented to identify students in need of extra academic or other support.*		1 2 3 4 5

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Montana Comprehensive Needs Assessment		
Literacy Instruction for Disadvantaged Students (cont)		
A school-wide framework supports the instructional, academic, and philosophical belief implemented throughout all classrooms.		1 2 3 4 5
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. *		1 2 3 4 5

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Montana Comprehensive Needs Assessment		
Motivation in Teaching and Learning		
Subcomponents of Motivation in Teaching and Learning	Provide Proof of your local literacy plan or activities and how they align to the subcomponent (e.g. page numbers of local literacy plan or specific examples of activities)	Not Being Implemented 1--2--3--4—5 Sustained
Academic leaders provide a clear vision of the mission and goals of the school.		1 2 3 4 5
Academic leaders set measurable goals for systemic academic improvement and monitor progress toward these goals annually.		1 2 3 4 5
Community-school partnerships to collaborate and coordinate services from Birth through Grade 12 to support literacy development of students.		1 2 3 4 5
Common learning opportunities are provided for all literacy stakeholders to ensure smooth transitions as students move from one literacy setting to the next.		1 2 3 4 5
Collaboration with all literacy stakeholders includes sharing transition plans from one literacy setting to the next. *		1 2 3 4 5

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Montana Comprehensive Needs Assessment		
Motivation in Teaching and Learning (cont)		
Subcomponents of Motivation in Teaching and Learning	Provide Proof of your local literacy plan or activities and how they align to the subcomponent (e.g. page numbers of local literacy plan or specific examples of activities)	Not Being Implemented 1--2--3--4—5 Sustained
The school implements processes for improving school quality and motivation.		1 2 3 4 5
The school implements protocols to address and mitigate behavior needs.		1 2 3 4 5
The school assesses, analyzes, and addresses identified safety concerns.		1 2 3 4 5
The school implements processes for improving school quality and motivation.		1 2 3 4 5

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Montana Comprehensive Needs Assessment		
Evidence-Based Interventions, Strategies, and Practices		
Subcomponents of Evidence-Based Interventions, Strategies, and Practices	Provide Proof of your local literacy plan or activities and how they align to the subcomponent (e.g. page numbers of local literacy plan or specific examples of activities)	Not Being Implemented 1--2--3--4—5 Sustained
School teams have researched and identified Strong or Moderate Evidence-Based Interventions, Strategies, and Practices. *		1 2 3 4 5
Instructional materials and content are evidence-based and aligned to the Montana Content Standards.		1 2 3 4 5
Interventions, Strategies, and Practices have been identified and capacity to deliver has been analyzed.		1 2 3 4 5
Instructional materials and content include explicit and systematic instruction in reading, writing, listening, and speaking in all content areas. *		1 2 3 4 5

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Evidence-Based Interventions, Strategies, and Practices (cont)		
Instructional leaders provide instructional materials and are readily available for all instruction and intervention settings. *		1 2 3 4 5
Materials meet the needs of students for all instruction and intervention settings.		1 2 3 4 5
Appropriate technology is analyzed and meets the specific needs of the students to support and enhance learning. *		1 2 3 4 5

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Montana Comprehensive Needs Assessment		
Academic Leadership to Improve Instruction		
Subcomponents of Academic Leadership	Provide Proof of your local literacy plan or activities and how they align to the subcomponent (e.g. page numbers of local literacy plan or specific examples of activities)	Not Being Implemented 1--2--3--4—5 Sustained
Academic leaders have established measurable comprehensive literacy goals that explicitly align to the Montana Content Standards.		1 2 3 4 5
Academic leaders engage the staff in continuous literacy improvement planning and communicate a shared responsibility for student literacy outcomes through the improvement plan.		1 2 3 4 5
Academic leaders facilitate the establishment of data teams that meet routinely to analyze student literacy data in order to improve student growth and educator effectiveness. *		1 2 3 4 5
Academic leaders facilitate collaboration among educators within and across grade levels with a focus on literacy achievement, effective comprehensive literacy instruction and ensures all Continuous Improvement Components are a part of the processes for school improvement. *		1 2 3 4 5
Academic leaders engage and lead by example in all meetings regarding school improvement processes to increase student achievement.		1 2 3 4 5

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Academic Leadership to Improve Instruction (cont)		
Subcomponents of Academic Leadership	Provide Proof of your local literacy plan or activities and how they align to the subcomponent (e.g. page numbers of local literacy plan or specific examples of activities)	Not Being Implemented 1--2--3--4—5 Sustained
Academic leaders have established, supported, and lead school leadership teams with a focus on literacy.		1 2 3 4 5
Academic leaders support and monitor all instruction and intervention expectations to ensure achievement of set measurable goals.		1 2 3 4 5
Academic leaders meet regularly to analyze school and student data to inform decisions about professional learning, instruction, and intervention.		1 2 3 4 5

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Montana Comprehensive Needs Assessment		
Professional Development to Improve Instruction		
Subcomponents of Professional Development	Provide Proof of your local literacy plan or activities and how they align to the subcomponent (e.g. page numbers of local literacy plan or specific examples of activities)	Not Being Implemented 1--2--3--4—5 Sustained
Improve and increase teacher’s understanding and knowledge of Comprehensive Literacy Instruction		
Professional learning is provided for staff across all content areas and is aligned with the Montana Content Standards: ELA and Literacy in History/Social Studies, Science, and Technical Subjects. **		1 2 3 4 5
Structures are in place for providing professional learning for all new staff members in explicit, systematic instruction, and frequent practice, in reading and writing across content area. **		1 2 3 4 5
Professional development action plan focuses on building the capacity of school and district to deliver high quality literacy instruction aligned to the Montana Content Standards and IEFA. **		1 2 3 4 5
Professional development provided on appropriate language and academic support services English learners, including the appropriate use of curricula and assessments, effective instructional strategies that are evidence-based, strategies for improving academic achievement or substantially increasing the knowledge and teaching skills of teachers**		1 2 3 4 5
Academic leaders engage and lead by example in all meetings regarding school improvement processes to increase student achievement.		1 2 3 4 5

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Structures are in place for providing professional learning for all new staff members in explicit, systematic instruction, and frequent practice, in reading and writing across content area. **		1 2 3 4 5
Professional development action plan focuses on building the capacity of school and district to deliver high quality literacy instruction aligned to the Montana Content Standards and IEFA. **		1 2 3 4 5
Professional development provided on appropriate language and academic support services English learners, including the appropriate use of curricula and assessments, effective instructional strategies that are evidence-based, strategies for improving academic achievement or substantially increasing the knowledge and teaching skills of teachers**		1 2 3 4 5

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Professional Development to Improve Instruction (cont)		
Professional development supports collaboration on classroom management, and effective instruction strategies evidence based. **		1 2 3 4 5
Job-Embedded and Classroom Focused PD for Comprehensive Literacy Instruction		
Professional Development implemented to ensure that the knowledge and skills learned by the teachers are implemented in the classroom through intentional planning. **		1 2 3 4 5
Personalized plans are developed for each educator to address the educator's specific needs identified in observation or other feedback. **		1 2 3 4 5
Teachers, principals, and other school and community-based early childhood program leaders are provided training in the use of technology (including education about the harms of copyright piracy), so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and academic subjects in which the teachers teach. **		1 2 3 4 5
A cycle for follow-up training is created and implemented. **		1 2 3 4 5

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Professional Development to Improve Instruction (cont)		
Professional Development improves and increased teachers ability to analyze student work and achievement from multiple sources, including how to adjust instructional strategies, assessments, and materials based on such analysis. **		1 2 3 4 5
Professional development in the use of data and assessments to inform classroom practice, tiered systems of supports, and use of accommodations. **		1 2 3 4 5
Sustain Comprehensive Literacy Instruction at the SEA and LEA Level		
Professional Development action plan focus on improving student outcomes through teacher collaboration on planning, instruction, and assessing a child's progress. **		1 2 3 4 5
Professional Development includes activities that support recruitment, hiring, and training of effective teachers, including teachers who became certified through State and local alternative routes to certification. **		1 2 3 4 5
Professional Development action plan focuses on building the capacity of school and district to deliver high quality comprehensive literacy instruction aligned to the Montana Content Standards and IEFA. **		1 2 3 4 5
Professional Development action plan focus on improving student outcomes through intensive, collaborative, job-embedded, data-driven, and classroom-focused. **		1 2 3 4 5

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Professional Development to Improve Instruction (cont)		
Professional Development opportunities are provided to teacher in the use of data and assessment to inform classroom practices. **		1 2 3 4 5
Collaborative conversations occur amongst school staff and other early childhood education program providers to address jointly the transition to elementary school, including issues related to school readiness. **		1 2 3 4 5
Professional Development activities are aligned with, and directly related to, academic goals of the school or LEA. **		1 2 3 4 5

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Montana Comprehensive Needs Assessment		
Community and Family Engagement to Support Literacy Improvement		
Subcomponents of Community and Family Engagement to Support Comprehensive Literacy Improvement	Provide Proof of your local literacy plan or activities and how they align to the subcomponent (e.g. page numbers of local literacy plan or specific examples of activities)	Not Being Implemented 1--2--3--4—5 Sustained
Administration communicates literacy goals and expectations to stakeholders and collaborates to meet desired outcomes.		1 2 3 4 5
Administration ensures materials are available for engaging families and communities.		1 2 3 4 5
Community-school partnerships ensure supportive transitions from one literacy setting to the next.		1 2 3 4 5
Parents and families in all sub groups are engaged as partners in culturally and linguistically sensitive ways.		1 2 3 4 5
Parents and families are informed of literacy expectations outlined in the Montana Content Standards and are updated on individual student progress toward meeting those expectations a minimum of three times per year.		1 2 3 4 5
Parents and families with students receiving Tier 2 and 3 interventions are updated on individual student progress toward meeting expectations outlined in the Montana Content Standards a minimum of six times per year.		1 2 3 4 5

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Montana Comprehensive Needs Assessment		
Community and Family Engagement to Support Literacy Improvement		
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.		1 2 3 4 5

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