Illinois Comprehensive Literacy Plan

Overview and Phase 1 Implementation

Spring 2024

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Agenda

- **Overview**
  - Background, Purpose, Key Components
- **Leveraging the Plan**
- **What's Next**
  - Legislative Deadlines and Implementation Phases
- **Support and Resources**
- **Engaging with the Plan**
- **Questions**

Background and Context

October 25, 2022: ISBE Literacy Summit

Spring 2023: SB 2243 filed

Spring 2023: Drafting work with stakeholders begins

June 2023: Draft 1 released
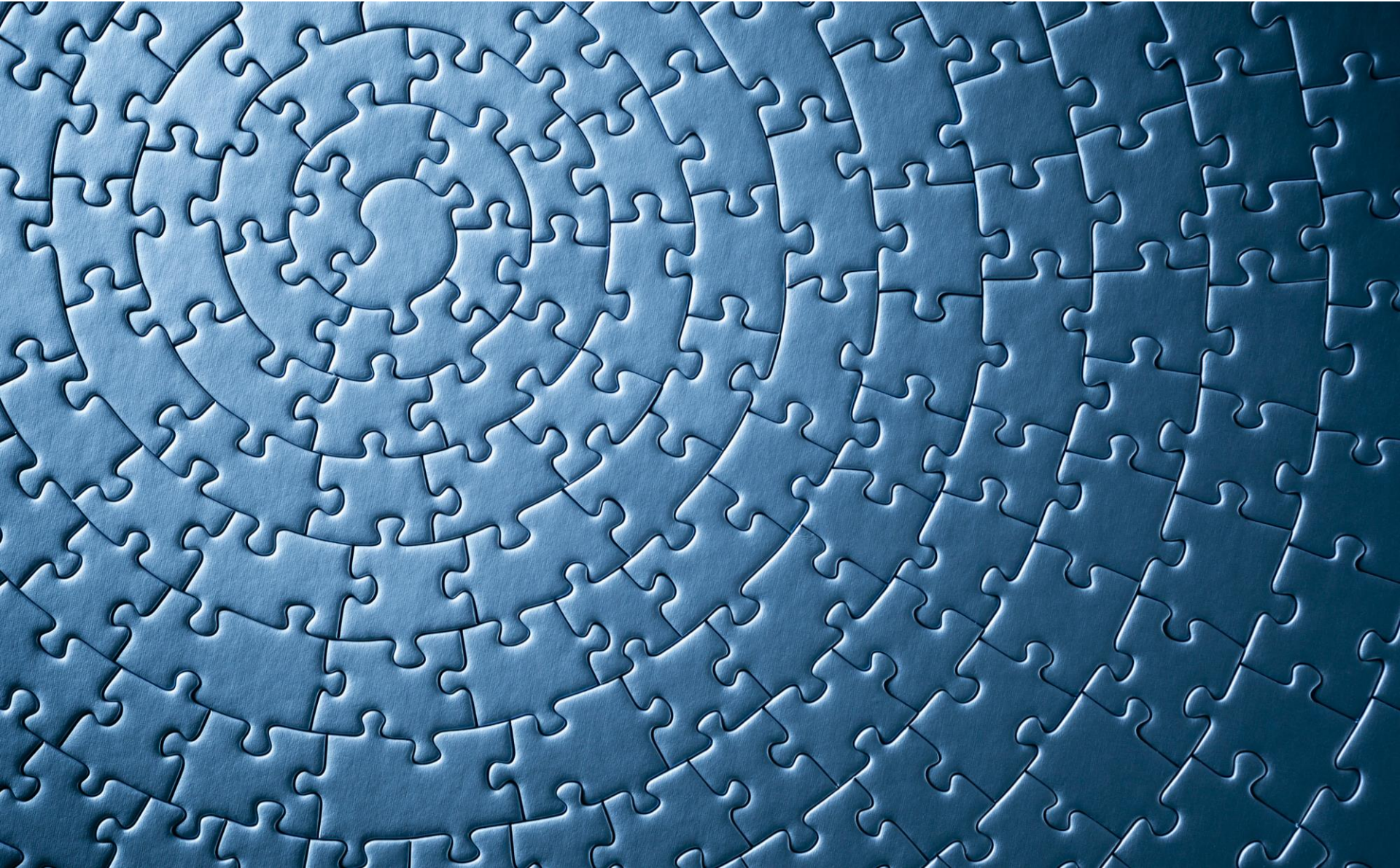
July 2023: Listening Tour, *Round 1*

June 28, 2023: Governor signed PA 103-0402

October 18, 2023: Draft 2 released

October – November 2023: Listening Tour, *Round 2*

January 24, 2024: Illinois Comprehensive Literacy Plan adopted
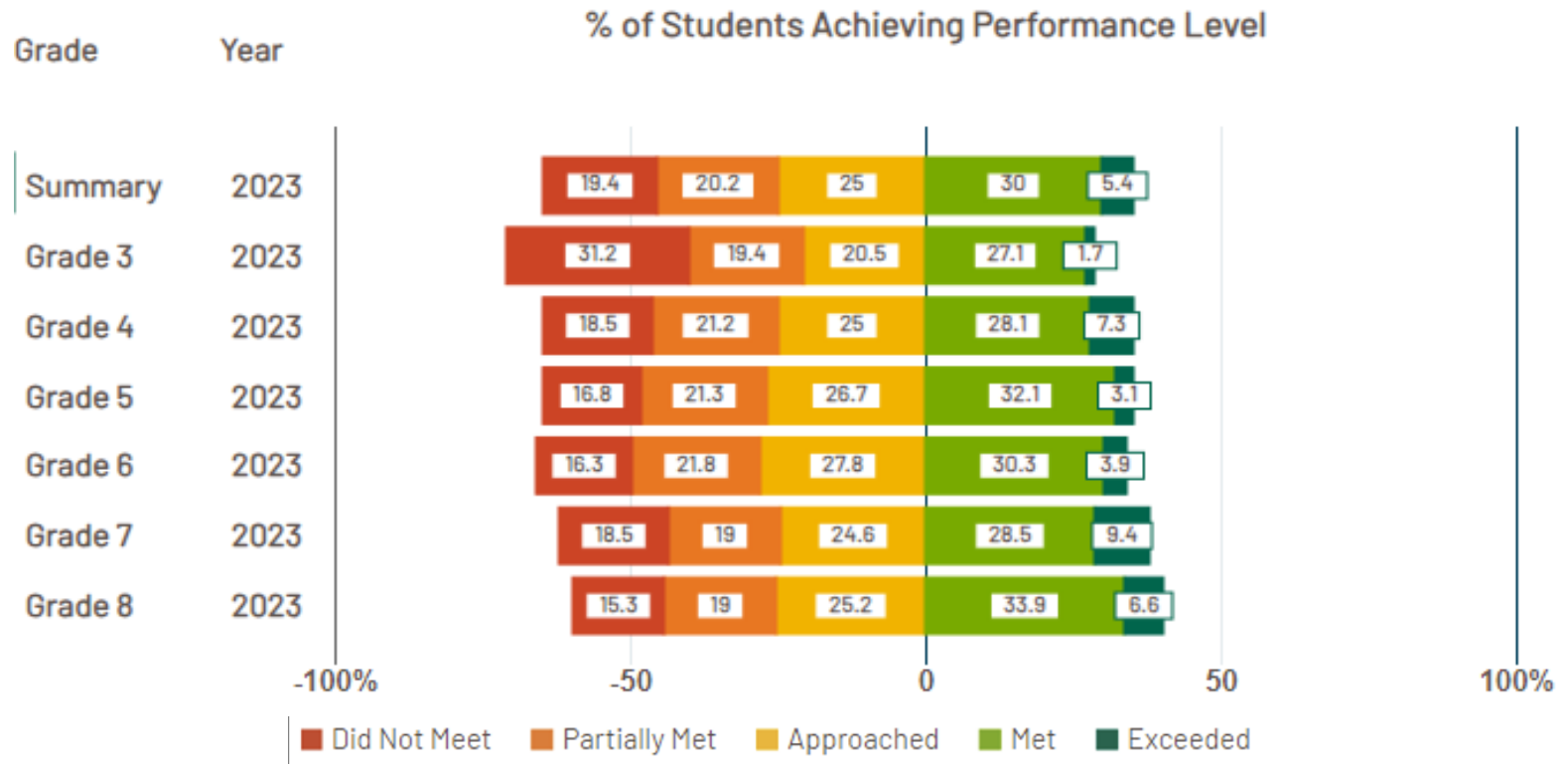
Acknowledgements

Purpose

The Illinois State Board of Education believes literacy is an urgent priority necessary to improve student achievement of lifelong literacy skills for successful civic, educational, occupational, and personal engagement.

The Illinois Comprehensive Literacy Plan acts as a roadmap to enhance and unify core literacy instruction efforts statewide. It is designed to outline necessary supports and resources for literacy reform, ensuring all students receive developmentally appropriate and evidence-based literacy instruction.

Why is this plan necessary?

% of Students Achieving Performance Level

Grade	Year	Did Not Meet	Partially Met	Approached	Met	Exceeded
Summary	2023	19.4	20.2	25	30	5.4
Grade 3	2023	31.2	19.4	20.5	27.1	1.7
Grade 4	2023	18.5	21.2	25	28.1	7.3
Grade 5	2023	16.8	21.3	26.7	32.1	3.1
Grade 6	2023	16.3	21.8	27.8	30.3	3.9
Grade 7	2023	18.5	19	24.6	28.5	9.4
Grade 8	2023	15.3	19	25.2	33.9	6.6

Legend: Did Not Meet, Partially Met, Approached, Met, Exceeded

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Why is this plan necessary?

Figure 2: Percentage of Third Grade Students Not Proficient in ELA on the IAR by Demographic Category

Percentage of Third Grade Students Not Proficient in ELA on the IAR by Demographic Category						
		2019 IL Report Card		2023 IL Report Card		Change 2019 – 2023	
		% Below Basic	% Not Proficient	% Below Basic	% Not Proficient	% Below Basic	% Not Proficient
DEMOGRAPHIC	All	22.5	64.7	31.2	71.1	-8.7	-6.4
	White	13.8	55.9	19.7	62.2	-5.7	-6.3
	Black	37.0	77.8	50.3	86.8	-13.3	-9
	Hispanic	31.4	73.4	43.6	82.9	-12.2	-9.5
	Asian	9.0	38.9	14.0	46.1	-5.0	-7.2
	American Indian	26.9	66.1	48.3	83.4	-21.4	-17.3
	Pacific Islander	18.7	53.9	20.0	66.0	-1.3	-12.1
	Two or More	21.1	61.5	27.7	66.8	-6.6	-5.3
	Low Income	32.8	76.2	44.7	84.5	-11.9	-8.3
	Multilingual Learners	38.9	82.7	50.3	88.1	-11.4	-5.4
	Youth in Care	40.9	82.6	55.5	91.7	-14.6	-9.1
	Homeless	44.8	85.2	58.9	99.8	-14.1	-14.6

For the figure above, "Below Basic" consists of Level 1 and Level 2 scores in ELA on the IAR. "Not Proficient" consists of Level 1, Level 2, and Level 3 scores in ELA on the IAR.

- Data should drive this work.

- Examine local data to identify student groups who may benefit from instructional shifts in literacy practices.

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Illinois' Education systems must *prioritize* literacy as a fundamental goal, recognizing it is *essential* in all aspects of students' lives.

Call to Action

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Illinois' Guiding Values for Literacy

Equitable Literacy Education

Every learner is capable and has the right to equitable access to high-quality, inclusive, differentiated, and evidence-based literacy instruction.

Every learner deserves schools that nurture their unique assets and interests, honoring their complexity within the context of their communities.

Every learner has the right to develop literacy in two or more languages to prepare for success in our global world.

Every learner has the right to be empowered through agency to self-advocate within supportive learning environments.

Every learner has the right to reliable and valid assessments that accurately measure their literacy skills.

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Goals and Sections

Every **student** receives high-quality, evidence-based literacy instruction.
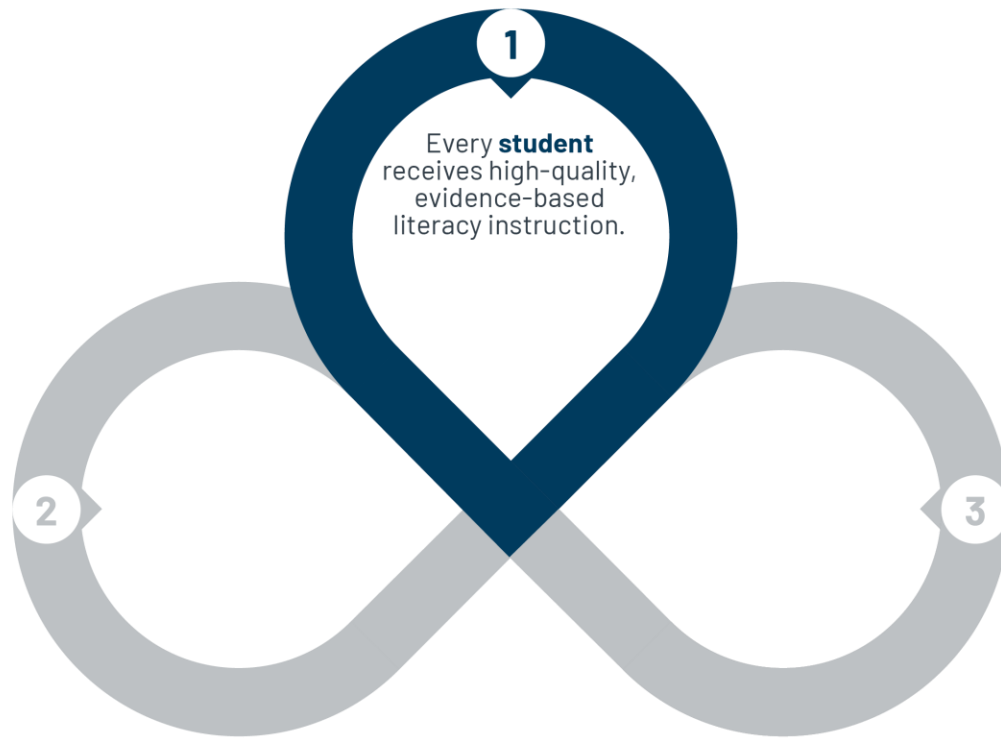
Section 1: Framework for Effective Evidence-Based Literacy Instruction

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Evidence-Based Instruction and the Tiers of Evidence

Connection to Illinois Standards

The Development of a Reader

Literacy Components

7 COMPONENTS OF LITERACY

- Oracy
- Phonological Awareness
- Word Recognition
- Fluency
- Vocabulary
- Comprehension
- Writing

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Literacy Component Information

- **Overview**
- **Assessment and Intervention Considerations**
- **Further Reading**

Ages/Stages Information

- **Young Learners**
- **Elementary**
- **Middle Grades**
- **High School**

Considerations for Learners

- **Multilingual Learners**
- **Advanced Learners**
- **Learners with Specialized Needs**

Core Instructional Practices

- **Aligned/Not Aligned with Evidence**
- **Grade Levels**
- **Learning Standards**

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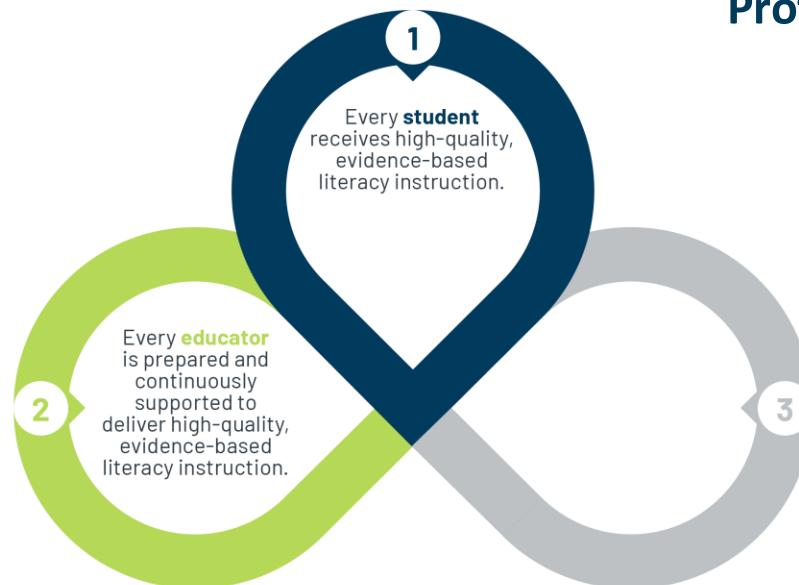| Considerations for All Learners	Multilingual Learners	Specialized Education Needs	MTSS
• High-Quality, Diverse, and Culturally Sustaining Materials • Concepts of Print • 21st Century Skills • Print & Digital Reading • Content or Disciplinary Literacy	• English Language Development • Cross-Language Connections • Dual Language Programming • Newcomers • Seal of Biliteracy	• Dyslexia • Advanced Learners	• Key Components of MTSS in Literacy Instruction and Intervention • Assessment to Support Literacy

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Section 2: Educator Professional Learning and Development
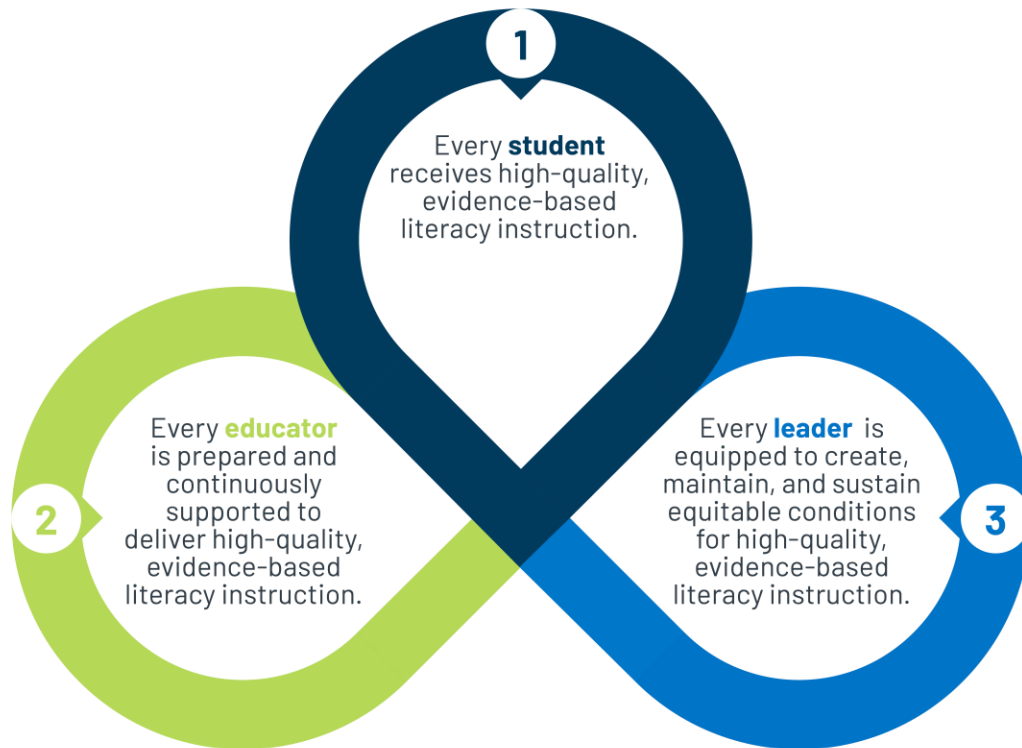
Educator Preparation

- **Alignment with literacy framework**
- **Inclusion of evidence-based practices**
- **Practical experiences**
- **Data-Driven Evaluation of Program Success**

In-Service Educators

- **Effective Professional Learning Systems**
- **Differentiated Strategies for Educators**
- **Prioritizing Professional Development**

1 Every **student** receives high-quality, evidence-based literacy instruction.

2 Every **educator** is prepared and continuously supported to deliver high-quality, evidence-based literacy instruction.

3

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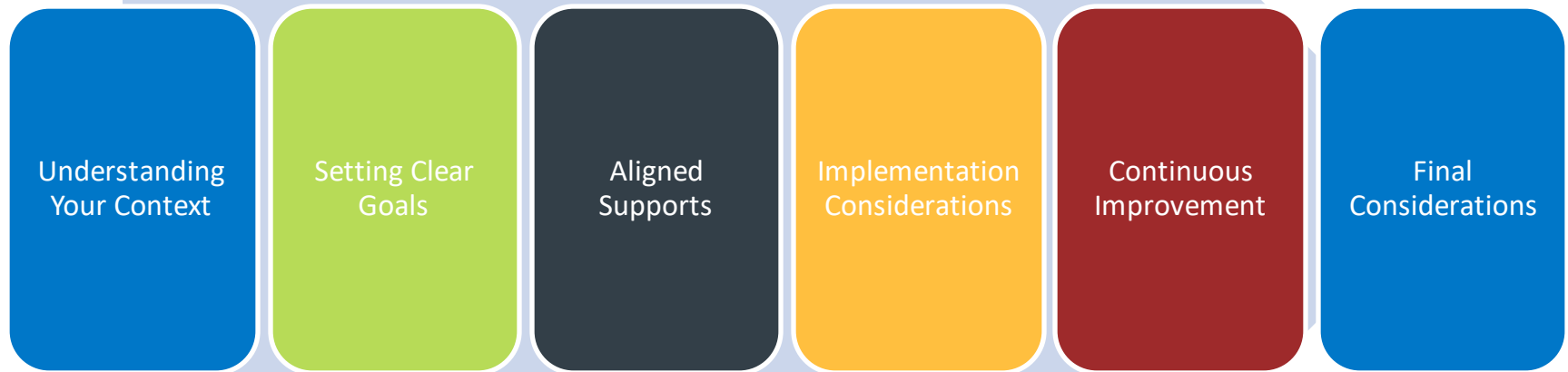
Goals and Sections

Section 3: Effective Literacy Leadership

Support and Implementation

Workbook style guidance and documents are provided to guide districts through developing their own local literacy plan.

Understanding Your Context	Setting Clear Goals	Aligned Supports	Implementation Considerations	Continuous Improvement	Final Considerations

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Tools and Resources

The Illinois State Board of Education does not endorse specific curriculum or paid resources. Instead, the tools and resources provided in this list are a compilation of materials that complement the Illinois Comprehensive Literacy Plan

- Resources provided by Section
- Connections to ISBE Departments
- Glossary

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Leveraging the Plan:
Guidance, Flexibility, and Support

Guidance, Not Governance

- **Strategic Guidance Over Mandates**: Emphasizes flexibility and autonomy, allowing districts to adapt based on their specific needs.

- **Fosters Innovation and Responsiveness**: Encourages districts to leverage their unique insights and challenges to make informed, innovative decisions.

Enhancing Literacy Practices

- **Data-Driven Improvement**: Urges districts to use evidence and data to critically evaluate and enhance literacy instruction.

- **Tailored to Community Needs**: Provides a framework for developing literacy programs that respect and respond to the diverse demographics and contexts of each district.

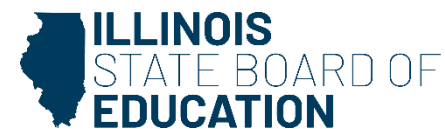**ILLINOIS STATE BOARD OF EDUCATION**

What's next?

Phase 1: Awareness and Engagement

Phase 2: Data Literacy and Developing Local Plans

Phase 3: Professional Learning on Evidence-Based Instructional Practices

Phase 4: Alignment with Educator Preparation Programs

Implementation Timeline

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Support and Resources

Current Resources

• Website

• Office Hours

• Sign up for Updates

Upcoming Resources

• Professional Learning and Resources Landscape Survey (early March)

• Getting Started Toolkit (mid-March)

• Communities of Practice (April/May)

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July 1, 2024:

1. A **rubric** by which districts may evaluate curricula.

2. A **template** to support districts when developing comprehensive, district-wide literacy plans.

3. **Guidance** on evidence-based practices for effective structures for training and deploying literacy coaches.

January 1, 2025:

Training opportunities for educators in teaching reading that are aligned with the comprehensive literacy plan.

July 1, 2026:

1. Develop a plan to **transition** the test of content area knowledge in the endorsement area of elementary education, grades 1-6 to a **content area test** on which a valid and reliable **language and literacy subscore** can be determined.

2. Set forth rules concerning the passing **subscore** on the language and literacy portion of the test on the recommended cut-score.

3. **Publish** the number of candidates in each preparation program who take the test and the number who pass the language and literacy portion.

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Engaging with the Plan

1. ## Access the Plan
   - Visit our website to download the plan and view existing resources.
   - Sign up for updates to stay informed on the latest guidance and resources.
   - Attend Office Hours to ask questions.

2. ## Assemble a Literacy Team
   - Form a dedicated team comprising of key stakeholders focused on literacy that represents a diverse range of expertise, including instruction, curriculum development, assessment, and intervention strategies.

3. ## Collect and Analyze Data
   - Start by gathering existing data. Consider state and local assessments, classroom grades, and other relevant data sources.
   - Identify areas of strength and areas needing improvement to tailor the literacy plan to your local context.
   - Conduct an audit of existing resources.

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Questions

 standards@isbe.net

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