

Illinois Comprehensive Literacy Plan

Illinois State Board of Education Meeting

January 24, 2024

- **Background and Context**
- **Overall Plan Adjustments**
- **Acknowledgements**
- **Introduction**
- **Changes by Section**
- **Next Steps**

Background and Context

- **October 25, 2022:** ISBE Literacy Summit
- **Spring 2023:** [SB 2243](#) filed
- **Spring 2023:** 20 stakeholders with varied backgrounds and expertise came together to draft a plan to support learners across Illinois.
- **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:** Final plan presented for ISBE board consideration and approval

Section Summary

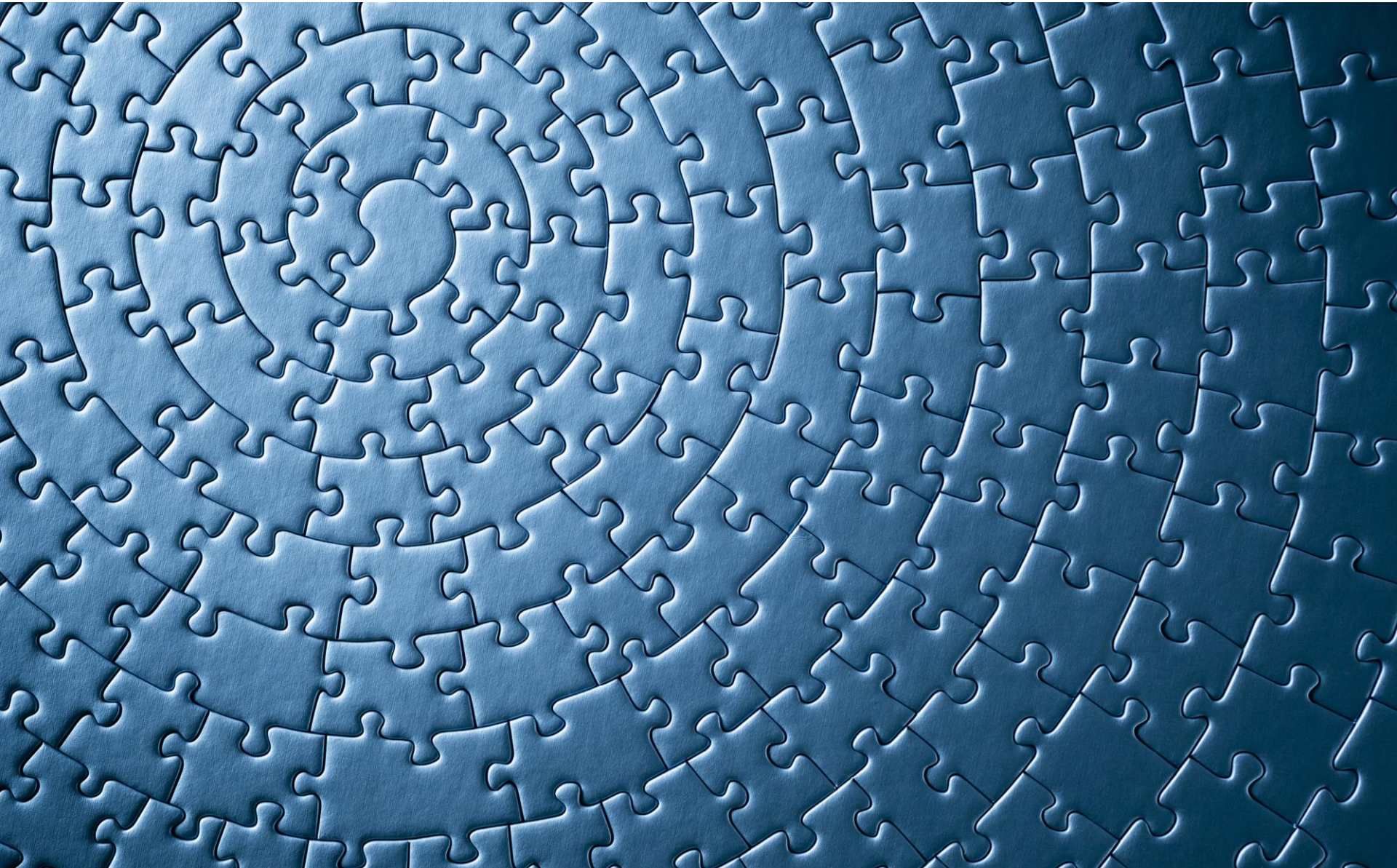
Deeper Exploration

Literacy Plan Audiences

7 Components of Literacy

Overall Plan Adjustments

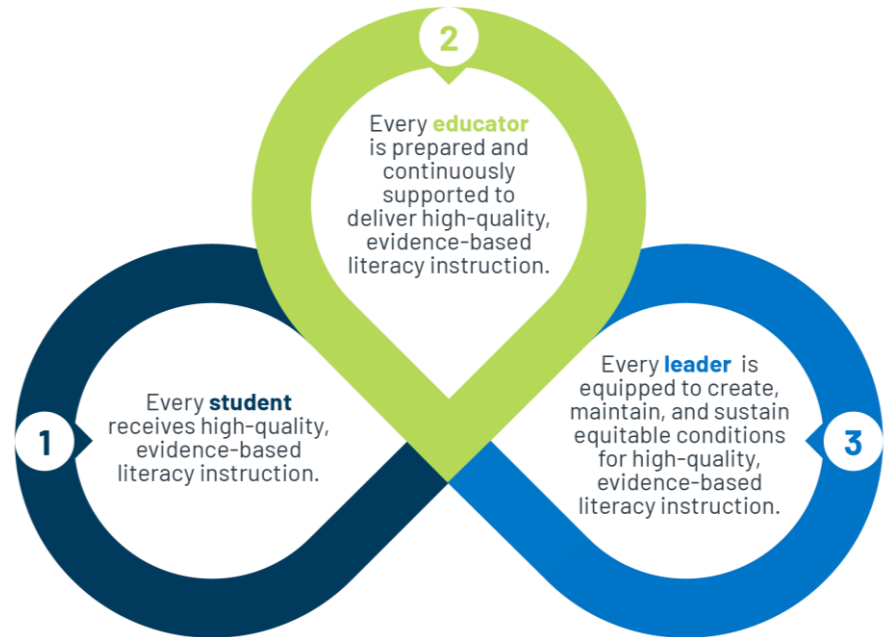
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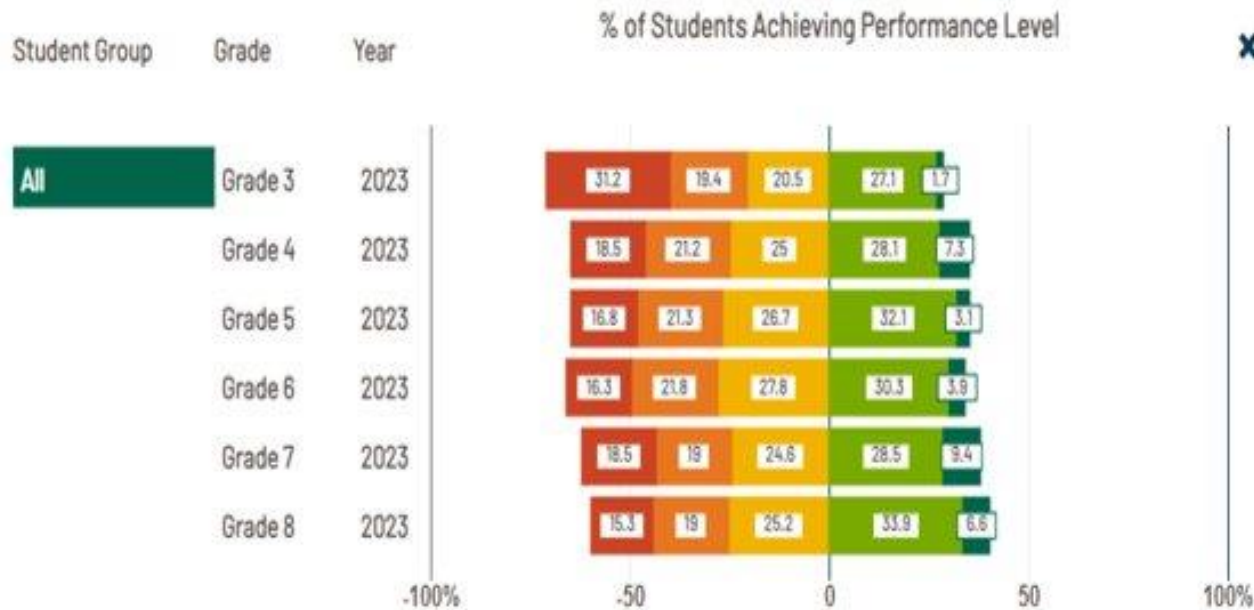
Introduction: Purpose and Goals

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?



- Flexibility and Local Autonomy
- Data

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

Call to Action

Illinois' Guiding Values for Literacy

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.

Adjustments to Section 1:

- **Included** the ESSA Tiers of Evidence to provide context to the **aligned** and **not aligned** instructional practices
- **Enhanced** The Development of a Reader
- **Expanded** information regarding the 7 components of Literacy
- **Further enhanced** considerations for Multilingual, Advanced, and Learners with Specialized Needs
- **Echoed** the MTSS Intervention Framework across resources

Adjustments to Section 2:

Included *key strategies* for *alignment* of Educator Preparation Programs to the Illinois Comprehensive Literacy Plan

- Course Content Improvement
- Quality of Course Materials and Instruction
- Faculty Development and Hiring Practices
- External Collaboration and Expert Review

Differentiated Professional Learning Strategies

- Guiding Questions
- Professional Learning Strategies for Educators

Adjustments to Section 3: Effective Literacy Leadership

**Foundations and
Responsibilities
for Literacy
Leadership**

**Strategic
Leadership
in Literacy**

**Leadership Levers
to Promote
Literacy Success**

Section 4:

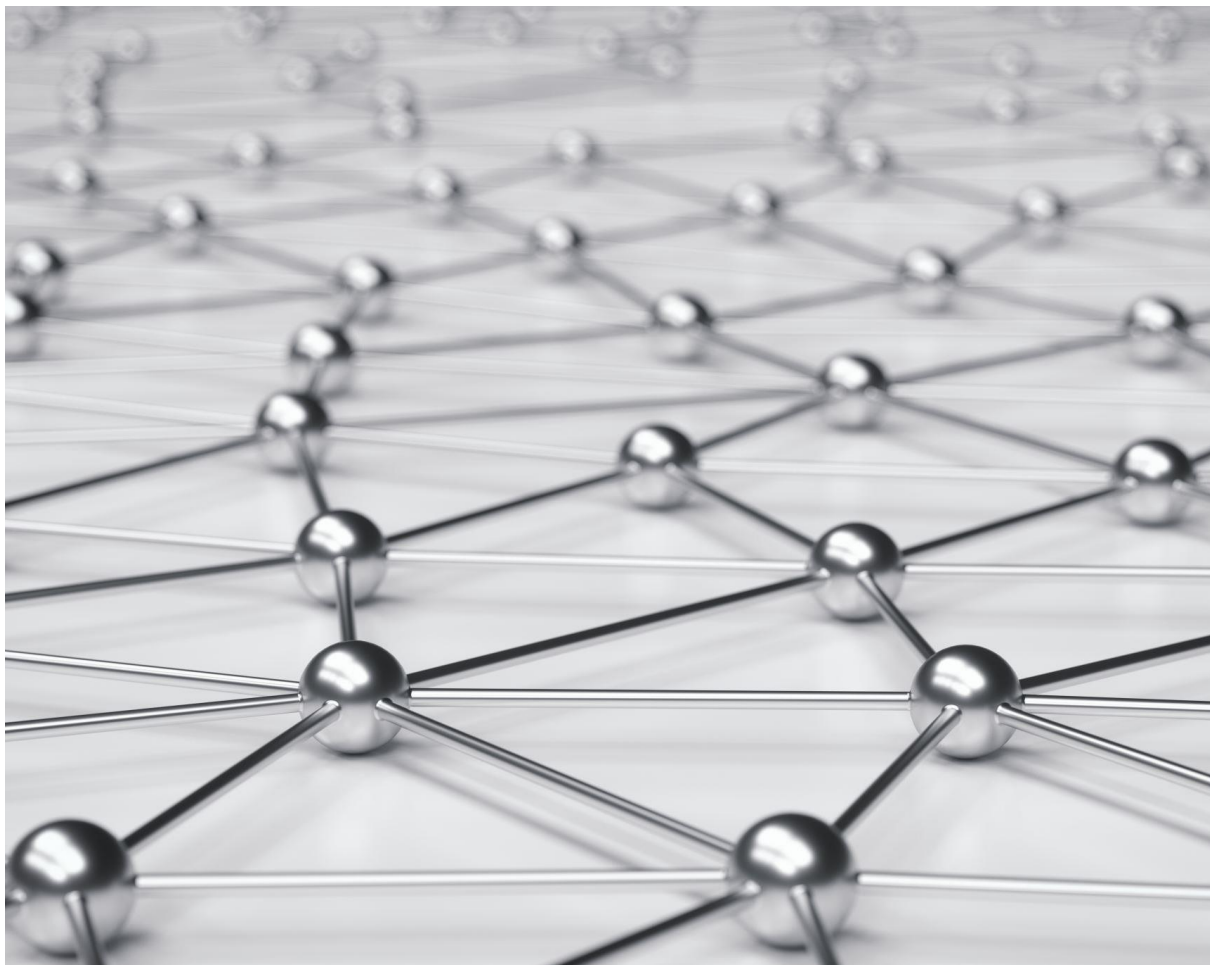
Support and Implementation Considerations

expanded Workbook guidance



- Assessing Current Literacy Landscape
 - Analyzing Student Data
 - Identifying Stakeholders
- Defining Vision and Mission
 - Setting Specific Goals
- Building a Collaborative Team
 - Curriculum Alignment
 - Instructional Supports
 - Assessment and Progress Monitoring
- Resource Allocation
 - Professional Development
 - Family and Community Engagement
 - Communications Plan
- Data-Driven Decision-Making
 - Evaluation and Reflection
 - Adjusting Your Plan
 - End Considerations

Section 5: Tools and Resources



**What's
next?**

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.

Questions



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Thank you