

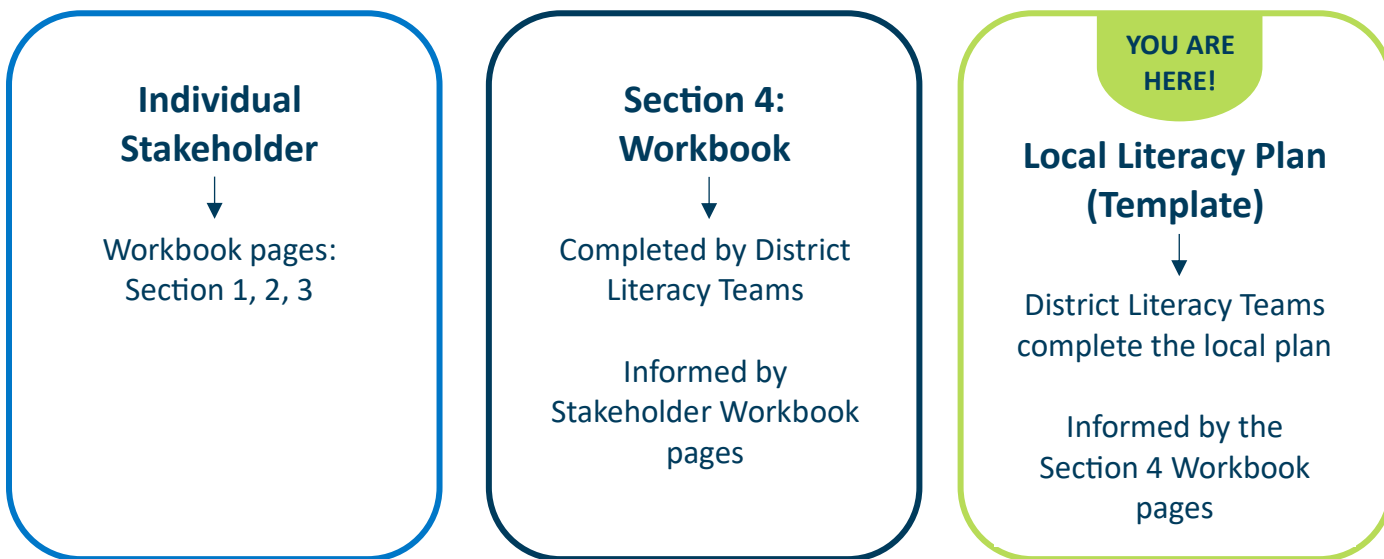
Local District Literacy Plan Template

June 2024



ILLINOIS COMPREHENSIVE LITERACY PLAN

Local District Literacy Plan Template



Introduction

Welcome to the Illinois Comprehensive Literacy Plan Local District Literacy Plan Template, a strategic roadmap enhancing literacy instruction efforts as districts move forward with developing local literacy plans. Literacy is fundamental to academic success and lifelong learning, and this plan is designed to ensure that every student receives high-quality, evidence-based literacy instruction.

This template focuses on three key goals: ensuring high-quality literacy instruction for every student, supporting educators in delivering effective literacy instruction, and equipping leaders to create equitable conditions for literacy success.

Stakeholders are provided with a structured approach for developing and implementing literacy plans that align with an institution's vision and purpose. The template includes goal setting; action steps; and considerations for implementation, monitoring, evaluation, and communication. Before completing the local plan, stakeholders should use the Section 4 Workbook and Asset Mapping documents as helpful tools. These resources will aid in reflection, discussion, and the identification of key priorities and resources for literacy improvement.

This template serves as a guiding framework. By working collaboratively and prioritizing literacy, stakeholders can empower students with the essential skills and knowledge they need to thrive academically, professionally, and personally.

Vision and 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.

This plan focuses on **three key goals**:

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

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

GOAL 3: Every **leader** is equipped to create, maintain, and sustain equitable conditions for high-quality, evidence-based literacy instruction.

Local Literacy Plan Considerations and Guidance

| GOAL 1: Every student receives high-quality, evidence-based literacy instruction. | | | |
|---|--|----------------------------|----------|
| Objectives | Action Steps | Team Member(s) Responsible | Timeline |
| 1: Curriculum Alignment | <p>Action Steps</p> <ul style="list-style-type: none"> Ensure literacy curriculum is aligned with evidence-based practices and state standards. Regularly review and update curriculum materials to reflect best practices in literacy education. Provide training for teachers on implementing the literacy curriculum effectively. | | |
| 2: Assessment and Monitoring | <p>Action Steps</p> <ul style="list-style-type: none"> Implement regular literacy assessments aligned with state standards. Utilize assessment data to identify areas for improvement and track student progress. Review assessment data regularly to inform instructional decisions and interventions. | | |
| 3: Professional Development | <p>Action Steps</p> <ul style="list-style-type: none"> Offer ongoing professional development opportunities for teachers focused on effective literacy instruction strategies. Provide training on differentiation techniques and literacy assessment methods. Support teachers in implementing evidence-based literacy practices through coaching and peer collaboration. | | |
| 4: Intervention and Support | <p>Action Steps</p> <ul style="list-style-type: none"> Develop and implement targeted interventions for students who are struggling with literacy skills. Provide additional support services such as tutoring and small group instruction. Monitor the effectiveness of interventions and adjust as needed based on student progress data. Consider necessary support for special student populations, including students with disabilities, multilingual students, and bidialectal students. | | |
| 5: Family and Community Engagement | <p>Action Steps</p> <ul style="list-style-type: none"> Foster partnerships with families and community organizations to support literacy development outside of the classroom. Provide resources and workshops for parents to help them support their child's literacy skills at home. Encourage community involvement in literacy initiatives through volunteer opportunities and outreach programs. | | |

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

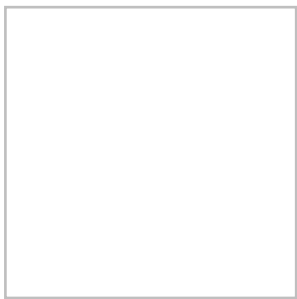
| Objectives | Action Steps | Team Member(s) Responsible | Timeline |
|---|--|----------------------------|----------|
| 1: Initial Training | <p>Action Steps</p> <ul style="list-style-type: none"> • Ensure that all educators receive comprehensive training in evidence-based literacy instruction during their initial teacher preparation programs. • Provide ongoing support and mentorship for new teachers as they implement literacy instruction in the classroom. | | |
| 2: Ongoing Professional Learning | <p>Action Steps</p> <ul style="list-style-type: none"> • Offer continuous professional development opportunities for educators to deepen their understanding of literacy instruction. • Provide training on the latest research and best practices in literacy education. • Encourage educators to participate in collaborative learning communities to share strategies and resources. | | |
| 3: Peer Collaboration | <p>Action Steps</p> <ul style="list-style-type: none"> • Facilitate opportunities for educators to collaborate with their peers to share best practices and resources for literacy instruction. • Establish peer observation and feedback protocols to support continuous improvement in literacy instruction. | | |
| 4: Coaching and Mentoring | <p>Action Steps</p> <ul style="list-style-type: none"> • Provide coaching and mentoring support for educators, especially those in need of additional support in literacy instruction. • Pair novice teachers with experienced mentors to provide guidance and support in implementing evidence-based literacy practices. | | |
| 5: Resource Allocation | <p>Action Steps</p> <ul style="list-style-type: none"> • Allocate resources and funding to support educators' professional development needs. • Provide opportunities for educators to attend conferences, workshops, and courses related to literacy instruction. • Ensure access to high-quality instructional materials and technology to support literacy instruction in the classroom. | | |

GOAL 3: Every leader is equipped to create, maintain, and sustain equitable conditions for high-quality, evidence-based literacy instruction.

| Objectives | Action Steps | Team Member(s) Responsible | Timeline |
|---|---|----------------------------|----------|
| 1: Equity Training | <p>Action Steps</p> <ul style="list-style-type: none"> • Provide training for school leaders on identifying and addressing inequities in literacy instruction. • Emphasize the importance of culturally responsive teaching practices and equitable access to resources. | | |
| 2: Data-Informed Decision Making | <p>Action Steps</p> <ul style="list-style-type: none"> • Equip leaders with the skills to analyze literacy data effectively and use it to inform decision-making processes. • Implement systems for collecting and reviewing data on literacy outcomes, instructional practices, and resource allocation. | | |
| 3: Policy Development | <p>Action Steps</p> <ul style="list-style-type: none"> • Develop and implement policies that prioritize literacy instruction and support equitable access to resources and interventions for all students. • Review and revise district policies to ensure alignment with best practices in literacy education and equity principles. | | |
| 4: Collaborative Leadership | <p>Action Steps</p> <ul style="list-style-type: none"> • Foster a collaborative leadership culture where leaders work together with teachers, families, and community members to promote literacy development. • Establish partnerships with community organizations and stakeholders to support literacy initiatives and address the needs of diverse learners. | | |
| 5: Continuous Improvement | <p>Action Steps</p> <ul style="list-style-type: none"> • Establish systems for ongoing monitoring and evaluation of literacy initiatives. • Regularly review data on student outcomes, instructional practices, and stakeholder feedback to identify areas for improvement. • Use data to make informed decisions and adjust strategies as needed to ensure continuous improvement in literacy instruction and outcomes. | | |

| Progress Monitoring and Review Process | |
|--|---|
| Objectives | Action Steps |
| 1: Data Collection | Collect data on student literacy outcomes, instructional practices, and resource allocation. |
| 2: Analysis | Analyze data to identify trends, improvement areas, and success areas. |
| 3: Goal Review | Review progress toward goals and objectives outlined in the literacy plan. |
| 4: Action Planning | Develop action plans to address areas for improvement and build on successes. |
| 5: Implementation | Implement action plans and monitor progress toward implementation goals. |
| 6: Evaluation | Evaluate the effectiveness of action plans and adjust strategies as needed based on outcomes data: identify data to be analyzed, timeline for reviewing and responding to data, and criteria for success. |
| 7: Communication | Communicate progress and findings to stakeholders, including educators, families, and community members. |
| 8: Continuous Improvement | Use feedback and data to inform ongoing improvements to the literacy plan and instructional practices. |

Local District Literacy Plan



Literacy Team and Plan Information

[illegible]

District Mission/Vision Statement:

Vision and Purpose

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| | |
|--|--|
| <p>What is envisioned for local district literacy experiences, and how will these lead to improved student outcomes?</p> | |
|--|--|

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

| Objectives | Action Steps | Team Member Responsible | Timeline |
|---|--------------|-------------------------|----------|
| 1: Curriculum Alignment | Action Steps | | |
| 2: Assessment and Monitoring | Action Steps | | |
| 3: Professional Development | Action Steps | | |
| 4: Intervention and Support | Action Steps | | |
| 5: Family and Community Engagement | Action Steps | | |

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

| Objectives | Action Steps | Team Member Responsible | Timeline |
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| 1: Initial Training | Action Steps | | |
| 2: Ongoing Professional Learning | Action Steps | | |
| 3: Peer Collaboration | Action Steps | | |
| 4: Coaching and Mentoring | Action Steps | | |
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| 8: Continuous Improvement | |

Final Considerations

Conclusion & Next Steps

The [Name of Institution/School District] Comprehensive Literacy Plan underscores our commitment to fostering a culture of literacy excellence, ensuring that every student, educator, and leader is equipped with the necessary tools and support to thrive in literacy-rich environments. Through collaborative effort and dedication to our goals, we aspire to cultivate a community where literacy is not only taught but celebrated as a cornerstone of lifelong learning and success.