



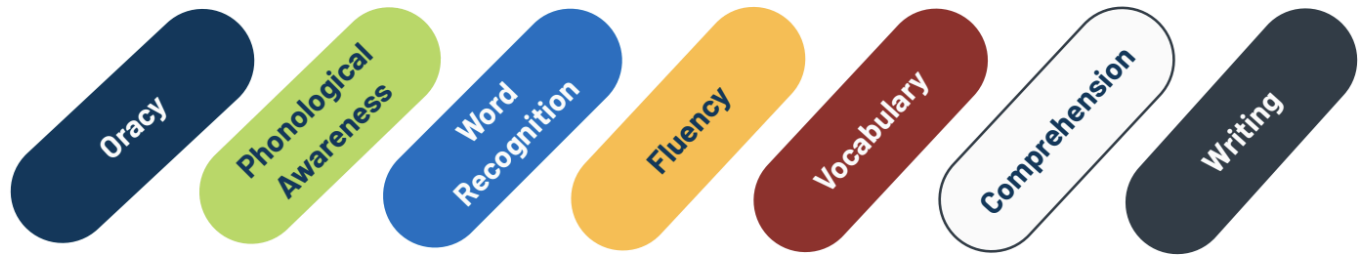
# **Local District Literacy Plan**

**Illini Central CUSD #189**

**May 2025**

**School Board Approved on May 15, 2025**

## 7 COMPONENTS OF LITERACY



**Oracy:** Oracy, the skill of effective spoken communication, is fundamental to literacy development across all grades. It encompasses more than speaking skills; it includes building a rich vocabulary, understanding complex syntax, and honing comprehension through meaningful dialogue. Oracy fosters critical thinking, active listening, coherent response, and confidence in self-expression. Essential in nurturing social interaction, empathy, and cultural awareness, oracy skills allow students to lay a solid foundation for reading and writing skills, facilitating the seamless transfer of knowledge between different communication modes, and enhancing overall literacy proficiency.

**Phonological Awareness:** Phonological awareness is the ability to recognize and manipulate spoken parts of words, including syllables, onset-rime, and phonemes. Phonemic awareness specifically targets identification and manipulation of individual sounds, or phonemes, in spoken words. These skills are vital for reading proficiency, forming brain connections between speech sounds and written symbols. This awareness begins in infancy and evolves through tasks like rhyming and syllable blending in early education. Mastering phoneme segmentation, blending, and substitution is critical for developing these foundational skills, crucial for efficient reading development.

**Word Recognition:** Word recognition entails the efficient, accurate identification and understanding of words and is vital in grasping word structure and meaning. These skills are honed through systematic instruction and practice.

### **Word recognition skills include:**

- **Phonics:** Understanding the relationship between letters (e.g., the sound /k/ can be represented by c, k, ck, or ch spellings) and sounds, and using this knowledge in reading and writing.
- **Decoding:** Interpreting words by applying letter-sound knowledge, recognizing letter patterns and rules.
- **Morphology:** Analyzing word structures, including roots and affixes, to understand complex words.
- **Orthographic Mapping:** Developing and strengthening mental links between the sounds of words and their spellings, aiding quick recognition without sounding out.
- **Encoding:** Using letter-sound knowledge to write or spell words, integrating phonics and morphology.

**Fluency:** Fluency, the ability to read text accurately, swiftly, and with proper expression, is a critical bridge between word recognition and comprehension. It involves not just ease of reading but also reading with correct intonation and expression. Fluency development starts with repeated language exposure and shared reading, and advances as students practice reading aloud with proper prosody.

Fluency varies with text familiarity, requiring varied reader-text interactions for development. Effective instruction and opportunities to read various text types are crucial, underscoring the role of content area teachers in fluency within their disciplines.

**Vocabulary:** Vocabulary encompasses the words used for both oral and written communication. Vocabulary acquisition starts early in life through spoken language interactions and continues to grow throughout different educational stages. Effective vocabulary development involves learning new words, understanding their meanings, uses, and connections to other words. A robust vocabulary is essential for reading comprehension, effective idea expression, and higher-level thinking. It lays the groundwork for building background knowledge and understanding complex texts.

**Comprehension:** Reading comprehension involves understanding and interpreting text. This skill requires active engagement with the text, relating it to personal experiences, and employing various strategies to extract and construct meaning. Starting with listening to stories and conversations in childhood, comprehension skills evolve to enable students to grasp both literal and deeper meanings in texts. Comprehension depends on background knowledge, vocabulary, and a set of skills for meaning extraction. These skills transfer across languages, but with vocabulary and language structures varying, explicit instruction in the structure of English text is crucial for MLs.

**Writing:** Writing is a fundamental literacy skill involving the coherent expression of thoughts and ideas in print. More than a communication method, it is a tool for cognitive development, structuring ideas, reflection, and critical thinking. Writing encompasses elements like grammar, sentence structure, vocabulary use, and organization. It complements reading and is vital in enhancing language understanding. Writing enables individuals to develop their ability to articulate thoughts, expand their vocabulary, and improve their grammar proficiency. Writing fosters creativity, reflection, and self-expression, deepening language understanding and enhancing both written and verbal communication skills.

### Literacy Team Members

<b>Name:</b>	<b>Title/Role:</b>
Sallie Anderson	Interventionist
Lori Avart	Special Education Coordinator
Annie Baugher	High School Principal
Cassy Carey	Grade School Principal
Kortnie Cooper	Instructional Coach
Heather Davis	Instructional Coach
Jennifer Durbin	District Superintendent
Kyra Fancher	Middle School Principal
Laural Giesler	Teacher
Michelle Hellman	Teacher
Dana Simmers	Teacher
Ashley Tucker	Teacher

Literacy Plan Timeline	
Key Dates	Activity
Spring 2025	Survey on Professional Development Needs
July 2025	Professional Development Planning
August 2025	Professional Development for New Hires
August/September 2025	Fall Benchmark Assessment
September 2025	Fall Data Meeting
September/October 2025	Curriculum Implementation Check-in
October 2025	Intervention Check-ins
September-December 2025	Deliver Tier II and III Interventions
December 2025/January 2026	Winter Benchmark Assessment
January 2026	Winter Data Meeting
January-March 2026	Deliver Tier II and III Interventions
March 2026	Intervention Check-ins
May 2026	Survey on Professional Development Needs
May 2026	Review District Literacy Plan for 2026-2027

## 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.

Illini Central School District #189 envisions a comprehensive literacy program that builds foundational skills through systematic, evidence-based instruction while fostering a love of reading and writing across all content areas. Our district aims to increase the percentage of students reading at or above the 30th percentile on benchmark reading assessments and also increase the number of students performing above the 80th percentile on benchmark reading assessments.

We believe that when students receive consistent, high-quality literacy instruction from well-prepared educators supported by effective leadership, they will develop the literacy skills necessary for lifelong success. Our literacy plan leverages structured MTSS frameworks, data-driven instruction, and targeted interventions to support all learners, while special attention to equity considerations ensures every student receives the appropriate support to achieve literacy proficiency.

Illini Central School District #189 strives for a future of excellence and lifelong learning by promoting a cooperative, positive, and safe learning environment that ensures that each child's education is the heart of the school operation.

For our students to achieve their potential, Illini Central will fulfill our mission by providing:

- a safe and encouraging learning environment
- instruction and experiences that foster academic success, lifelong learning, and career awareness
- great educators and opportunities for professional growth and development
- a mutually beneficial partnership with the community
- a position of fiscal strength that meets the needs of students and staff

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

Objectives	Action Steps	Team Member(s) Responsible	Timeline
<b>1: Curriculum Alignment</b>	<ul style="list-style-type: none"><li>• Ensure the literacy curriculum is aligned with evidence-based practices and state standards.<ul style="list-style-type: none"><li>◦ Continue using the CKLA curriculum in grades K-5</li><li>◦ Implement the CKLA curriculum in grades 6-8</li><li>◦ Sonday curriculum for K-5</li></ul></li><li>• Regularly review and update curriculum materials to reflect best practices in literacy education.<ul style="list-style-type: none"><li>◦ Follow the district's curriculum review schedule</li></ul></li><li>• Provide training for teachers on implementing the literacy curriculum effectively.<ul style="list-style-type: none"><li>◦ New training for 6-8 teachers</li><li>◦ Training for new district teachers</li><li>◦ Instructional Coaching cycles as needed</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Curriculum Committee</li><li>• Curriculum Committee</li><li>• Administrators, Instructional Coaches</li></ul>	<ul style="list-style-type: none"><li>• Review 2026-2027, 2027-2028 School Year Adoption</li><li>• Review 2026-2027, 2027-2028 School Year Adoption</li><li>• Annually and on an as-needed basis</li></ul>
<b>2: Assessment and Monitoring</b>	<ul style="list-style-type: none"><li>• Implement regular literacy assessments aligned with state standards.<ul style="list-style-type: none"><li>◦ Benchmark testing three times/year</li></ul></li><li>• Utilize assessment data to identify areas for improvement and track student progress.<ul style="list-style-type: none"><li>◦ Data Meetings at all grade levels twice a year</li><li>◦ Identify students in need of additional Tier II or Tier III support</li></ul></li><li>• Review assessment data regularly to inform instructional decisions and interventions.</li></ul>	<ul style="list-style-type: none"><li>• Building Principals</li><li>• Grade-level teams</li><li>• Teachers and interventionists</li><li>• Admin/teacher team</li></ul>	<ul style="list-style-type: none"><li>• Annually</li><li>• September and January annually</li><li>• Weekly/Biweekly</li><li>• 2025-2026 school year</li></ul>

	<ul style="list-style-type: none"> <li>○ Progress monitor students weekly or biweekly, and adapt interventions as needed</li> <li>● Explore Writing Assessments and Interventions</li> </ul>		
<b>3: Professional Development</b>	<ul style="list-style-type: none"> <li>● Offer ongoing professional development opportunities for teachers focused on effective literacy instruction strategies. <ul style="list-style-type: none"> <li>○ Explore PD for 6-12 teachers</li> <li>○ Science of Reading Refresher for K-5</li> <li>○ CKLA Training for grades 6-8</li> <li>○ Provide PD on teaching teachers how to model productive struggle (vocabulary, culture, etc)</li> </ul> </li> <li>● Provide training on differentiation techniques and literacy assessment methods. <ul style="list-style-type: none"> <li>○ Provide opportunities for teachers to observe other teachers.</li> <li>○ Provide training on research-based interventions</li> </ul> </li> <li>● Support teachers in implementing evidence-based literacy practices through coaching and peer collaboration.</li> </ul>	<ul style="list-style-type: none"> <li>● Admin/Teachers/Coaches</li> </ul>	<ul style="list-style-type: none"> <li>● 2025-2026 School Year</li> <li>● 2025-2026 School Year and ongoing</li> <li>● 2025-2026 School Year and ongoing</li> </ul>
<b>4: Intervention and Support</b>	<ul style="list-style-type: none"> <li>● Develop and implement targeted interventions for students who are struggling with literacy skills. <ul style="list-style-type: none"> <li>○ Continue in K-5 with reading interventions aligned with the science of reading</li> <li>○ Explore interventions for grades 6-8 aligned with the science of reading</li> </ul> </li> <li>● Provide additional support services for students in Tier II and Tier III intervention groups.</li> <li>● Monitor the effectiveness of interventions and</li> </ul>	<ul style="list-style-type: none"> <li>● Classroom teachers and interventionists</li> <li>● Classroom teachers and interventionists</li> <li>● Admin, School Psychologist, Classroom teachers, and interventionists</li> <li>● Admin, School</li> </ul>	<ul style="list-style-type: none"> <li>● Ongoing</li> <li>● Ongoing</li> <li>● Ongoing</li> <li>● Ongoing</li> </ul>



	<p>adjust as needed based on student progress data.</p> <ul style="list-style-type: none"> <li>○ Hold Problem-Solving Team meetings for students not making progress.</li> <li>● Consider necessary support for special student populations, including students with disabilities, multilingual students, and bidialectal students.</li> </ul>	<p>Psychologist, Classroom teachers, and interventionists</p>	
<p><b>5: Family and Community Engagement</b></p>	<ul style="list-style-type: none"> <li>● Foster partnerships with families and community organizations to support literacy development outside of the classroom. <ul style="list-style-type: none"> <li>○ Family Letter with each unit of instruction</li> <li>○ Partnership with Public Library</li> </ul> </li> <li>● Provide resources and workshops for parents to help them support their child's literacy skills at home. <ul style="list-style-type: none"> <li>○ Host a Family Literacy Night</li> <li>○ Share resources home to families</li> </ul> </li> <li>● Encourage community involvement in literacy initiatives through volunteer opportunities and outreach programs. <ul style="list-style-type: none"> <li>○ Explore Community Readers</li> <li>○ Big Buddy readers</li> <li>○ HS leadership class</li> <li>○ Commercials on Current Initiatives</li> <li>○ PreK to Kindergarten Parent Academy</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Classroom teachers and the Public Library</li> <li>● Administrators and Teachers</li> <li>● Administrators, Classroom Teachers, Community Members</li> </ul>	<ul style="list-style-type: none"> <li>● Ongoing</li> <li>● Spring 2026</li> <li>● 2026-2027 school year</li> </ul>

**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
<b>1: Initial Training</b>	<ul style="list-style-type: none"> <li>• Ensure that all educators receive comprehensive training in evidence-based literacy instruction during their first year of employment.</li> <li>• Provide ongoing support and coaching for new teachers as they implement literacy instruction in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Admin, Instructional Coaches</li> <li>• Instructional Coaches</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• Ongoing</li> </ul>
<b>2: Ongoing Professional Learning</b>	<ul style="list-style-type: none"> <li>• Offer continuous professional development opportunities for educators to deepen their understanding of literacy instruction.</li> <li>• Provide training on the latest research and best practices in literacy education.</li> <li>• Encourage educators to participate in collaborative learning communities to share strategies and resources.</li> <li>• Offer professional development for paraprofessionals in literacy best practices</li> </ul>	<ul style="list-style-type: none"> <li>• Admin, Instructional Coaches</li> <li>• Admin, Instructional Coaches</li> <li>• Admin, Instructional Coaches</li> <li>• Admin, Classroom Teachers, Instructional Coaches</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• Ongoing</li> <li>• Ongoing</li> <li>• Ongoing</li> </ul>
<b>3: Peer Collaboration</b>	<ul style="list-style-type: none"> <li>• Facilitate opportunities for educators to collaborate with and observe their peers to share best practices and resources for literacy instruction and continuous improvement.                             <ul style="list-style-type: none"> <li>○ Learning Walks</li> <li>○ Team Meetings</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Admin, Instructional Coaches</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>

<b>4: Coaching and Mentoring</b>	<ul style="list-style-type: none"> <li>• Provide coaching and mentoring support for educators, especially those in need of additional support in literacy instruction.</li> <li>• Pair novice teachers with experienced mentors to provide guidance and support in implementing evidence-based literacy practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional coaches and mentor coordinator</li> <li>• Mentor coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• Ongoing</li> </ul>
<b>5: Resource Allocation</b>	<ul style="list-style-type: none"> <li>• Allocate resources and funding to support educators' professional development needs.</li> <li>• Provide opportunities for educators to attend conferences, workshops, and courses related to literacy instruction.</li> <li>• Ensure access to high-quality instructional materials and technology to support literacy instruction in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Admin</li> <li>• Admin</li> <li>• Admin</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• Ongoing</li> <li>• Ongoing</li> </ul>

**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
<b>1: Equity Training</b>	<ul style="list-style-type: none"> <li>• Provide training for school leaders on identifying and addressing inequities in literacy instruction. <ul style="list-style-type: none"> <li>◦ Create a district-wide initiative to focus on literacy instruction, PreK-12</li> </ul> </li> <li>• Emphasize the importance of culturally responsive teaching practices and equitable access to resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Admin, Instructional Coaches</li> <li>• Admin, Instructional Coaches</li> </ul>	<ul style="list-style-type: none"> <li>• 2025-2026 School Year</li> <li>• Ongoing</li> </ul>
<b>2: Data-Informed Decision Making</b>	<ul style="list-style-type: none"> <li>• Equip leaders with the skills to analyze literacy data effectively and use it to inform decision-making processes.</li> <li>• Implement systems for collecting and reviewing data on literacy outcomes, instructional practices, and resource allocation.</li> </ul>	<ul style="list-style-type: none"> <li>• Admin, School Psychologist, Classroom Teachers, Interventionists, Instructional Coaches</li> <li>• Admin, School Psychologist, Interventionists, Instructional Coaches</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• Ongoing</li> </ul>
<b>3: Policy Development</b>	<ul style="list-style-type: none"> <li>• Develop and implement policies that prioritize literacy instruction and support equitable access to resources and interventions for all students.</li> <li>• Review and revise district policies to ensure alignment with best practices in</li> </ul>	<ul style="list-style-type: none"> <li>• Board of Education, Superintendent</li> <li>• Admin, Teachers, Instructional Coaches, School</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• Summer 2025</li> </ul>

	literacy education and equity principles. <ul style="list-style-type: none"> <li>○ Review the current MTSS Plan and make adjustments as necessary</li> </ul>	Psychologist, Interventionists	
<b>4: Collaborative Leadership</b>	<ul style="list-style-type: none"> <li>● Foster a collaborative leadership culture in which leaders collaborate with teachers, families, and community members to promote literacy development.</li> <li>● Establish partnerships with community organizations and stakeholders to support literacy initiatives and address the needs of diverse learners.</li> </ul>	<ul style="list-style-type: none"> <li>● Admin</li> <li>● Admin and teacher leaders</li> </ul>	<ul style="list-style-type: none"> <li>● Ongoing</li> <li>● Ongoing</li> </ul>
<b>5: Continuous Improvement</b>	<ul style="list-style-type: none"> <li>● Establish systems for ongoing monitoring and evaluation of literacy initiatives.</li> <li>● Regularly review data on student outcomes, instructional practices, and stakeholder feedback to identify areas for improvement.</li> <li>● Use data to make informed decisions and adjust strategies as needed to ensure continuous improvement in literacy instruction and outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>● MTSS Committee, Curriculum Committees, Literacy Plan Committee</li> <li>● Admin, Data Team Meetings</li> <li>● Admin, Data Team Meetings</li> </ul>	<ul style="list-style-type: none"> <li>● Ongoing</li> <li>● Ongoing</li> <li>● Ongoing</li> </ul>

## Progress Monitoring and Review Process

Objectives:	Action Steps:
<b>1: Data Collection</b>	<ul style="list-style-type: none"> <li>• Collect benchmark data three times a year (STAR, Fastbridge) on all students K-11.</li> <li>• Ensure all teachers have access to and training in the science of reading.</li> <li>• Progress monitor students in Tier II and III interventions weekly/biweekly.</li> </ul>
<b>2: Analysis</b>	<ul style="list-style-type: none"> <li>• Analyze benchmark data to identify trends, improvement areas, and success areas.</li> <li>• Disaggregate data by demographic categories to identify achievement gaps.</li> <li>• Review intervention effectiveness based on progress monitoring data.</li> <li>• Examine resource allocation and professional development impact.</li> </ul>
<b>3: Goal Review</b>	<ul style="list-style-type: none"> <li>• Review progress toward goals and objectives outlined in the literacy plan.</li> <li>• Analyze progress toward literacy goals on building SIP plans at benchmarks.</li> <li>• Review individual goal progress at data days.</li> <li>• Gather feedback on teacher needs for literacy professional development and how well PD met those needs.</li> </ul>
<b>4: Action Planning</b>	<ul style="list-style-type: none"> <li>• Create an action plan for areas requiring improvement based on data analysis</li> <li>• Adjust professional development plans according to identified instructional needs</li> <li>• Develop targeted interventions for student groups who are not making expected progress</li> <li>• Revisit the implementation timeline as necessary</li> </ul>
<b>5: Implementation</b>	<ul style="list-style-type: none"> <li>• Follow the district's MTSS plan for providing intervention support for students.</li> <li>• Implement Professional Development according to established timelines.</li> <li>• Ensure fidelity to evidence-based literacy instructional practices.</li> </ul>
<b>6: Evaluation</b>	<ul style="list-style-type: none"> <li>• Evaluate instructional practices against evidence-based literacy standards.</li> <li>• The goal is for 80% of students to be at or above the 30th percentile on</li> </ul>

	<p>benchmark assessments. Data meetings are held three times a year to review progress towards the goal.</p> <ul style="list-style-type: none"> <li>● Assess the effectiveness of interventions based on student growth data.</li> <li>● Review the professional development impact on teacher practice.</li> <li>● Ensure classroom instruction includes all of the essential components of reading instruction.</li> <li>● Analyze resource allocation effectiveness.</li> </ul>
<b>7: Communication</b>	<ul style="list-style-type: none"> <li>● Share literacy achievement data with the school board and community.</li> <li>● Provide regular updates to families on literacy initiatives and progress.</li> <li>● Communicate intervention information to parents and guardians.</li> </ul>
<b>8: Continuous Improvement</b>	<ul style="list-style-type: none"> <li>● Use feedback and data to inform ongoing improvements to the literacy plan and instructional practices.</li> <li>● Adjust timelines and implementation strategies based on progress review.</li> <li>● Update resource allocations to address identified needs.</li> <li>● Revise professional development based on teacher and student needs.</li> </ul>

## **Final Considerations**

### **Conclusion & Next Steps**

The Illini Central School District's 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.

Our next steps include:

1. Create a professional development needs survey
2. Investigate curriculum purchase for grades 6-8
3. Prepare professional development for new hires, new curriculum, and paraprofessionals
4. Investigate writing interventions and benchmark assessment
5. Review and strengthen our MTSS framework to ensure consistent intervention cycles at all buildings
6. Share the plan with all stakeholders
7. Create commercials of grade school classroom instruction